OVERCOMING RISKS THROUGH DEVELOPMENT OF PSYCHOLOGICAL RESILIENCE AMONG HIGHER SECONDARY STUDENTS

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Original Article

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Abstract

Excessive dropout rates, students' absenteeism, emergence of gangsters' culture, bullying, e-bullying, suicides, increasing number of harassments and drug abuse are common in educational institutions. There is a need to focus on development of psychological resilience along with other competencies among adult students to enable them to cope with all these problems. Educational institutions and family can contribute to develop confidence, competence, primary and secondary control among students. Parents, community, parents, commitment immediate family members and teachers can play a leading role. Even at junior level symptoms of anxiety and depression can be noted among students. This paper focus to study the perceptions of teachers and parents regarding development of psychological resilience among higher secondary and college level schools students. This study aims to study the perceptions of students and teachers about psychological resilience and how psychological resilience help out students to cope with difficult situations. Vast majority higher secondary students perceived that family, peers and friends can contribute to develop psychological resilience among students and can facilitate them to cope with unseen situations, financial problems, career related problems and other difficult circumstances. Parents, teachers and students need to educate about development of resilience. There is a need to include content about psychological resilience in the pre-service and in-service teacher training programmes to ensure a better and supportive psychological environment to the students.

Keywords: *Psychological Resilience, Personal factors, Higher Secondary Student, Spirituality*

1. Introduction

Psychological resilience refers the will power to cope with difficult situations and coming out from stressful situations and psychological disappointments. Westfall & Pisapia, (1994) says that when individuals receive any email about their rejection they feel discouraged but individuals with developed resilience feel determined to cope with challenges (Westfall & Pisapia, 1994). Psychologically developed individuals always sear out opportunities hidden in challenges and believe that challenges make them ready to cope with the similar situations in future. Different dimensions of psychological resilience are mentioned in the related literature. Ungar, 2005 and Swim et al 2009 opined that psychological resilience can be developed among students by providing them opportunities to participate in sports. Likewise social relationships can contribute to development of resilience among students. Psychological resilience differs among individuals and trends to resilient differ from culture to culture. Results of many studies conducted in cross cultural context reveled that resilience develops due to climate changes and dealing of individual belonging to marginalized groups (Ungar, 2011). Resilience is capability of the individual to deal with inevitable situations or

adverse circumstances. Adult students may face tremendous physical and psychological setbacks while dealing with difficult circumstances e.g social existence with others (Henderson & Milstein, 1996). Significance of resilient behviours can not be denied at any state but it is more significant among teen agers. This survey research was conducted with higher secondary level students and teachers in district Chitral, Pakistan.

1.2 Research Objective

Study aims to investigate the discernments of higher secondary students and teachers about development of psychological resilience and its perceived role to cope with difficult and demanding situations faced by students during studies.
Research Questions
How psychological resilience is developed among higher secondary level students and how psychological resilience help out students to deal with demanding situations during academic journey. How secondary level students and teachers perceived the role of psychological resilience?

1.3 Significance

Results of the study will be significant for curriculum planners, mothers, fathers, teachers, peers, immediate family and school administrators. All these stake holders can lend a hand with students and devise diverse strategies to enhance students' psychological resilience. Many problems are faced by some students e.g absenteeism, excessive use of information and communication technologies emergence of gangster cultures, bullying, career related worries and drug abuse etc. It is hoped that results of the study will be beneficial for students, teachers and parents. Particularly results of the study will be beneficial for future researchers to explore the phenomena of psychological resilience through applying different research techniques.

2.   Literature Review
Ever increasing educational expenditures, gang culture, lad culture, abuse related activities are mostly associated with the less involvement of parents and teachers. Usually it is associated with the company of friends (Henderson & Milstein, 2003). Effective teaching always has a positive effect on students' attitude and develop quality beliefs among students at all levels. Effective teaching develops confidence among students to deal with difficult situations or unforeseen circumstances (Chung, 2008). Role of teachers in development of psychological resilience among students can never be denied. In this regard development of psychological resilience among teachers will also matter. Developed resilience among teachers will result in development of higher level psychological resilience among students (Luthar, & Cushing 1999).

2.1 Spiritual Factor and Students' Resilience

According to Wahome, (2016) spirituality is more than religion; it is the way to search out meaning of life. Spirituality provides a ground to the individuals to believe in casus and effect and identify connections between different situations, or enjoy co-existence with others. Spiritual resilience can be simply defined as how our faith support when we are dealing with difficult situations. Spirituality contributes to be thankful for what we have and what we are missing. Spirituality also develops optimism and motivates them to adopt an effective approach for others (Wahome, 2016). Spirituality makes individual conscious about destiny and persons believe that unfavorable circumstances are part of life. Concept of spirituality is multidimensional. Spirituality makes individual resilient that unfavorable circumstances will not stay longer, briefly it has wonderful outcomes. As Jesus, 2017 describes development of spirituality improves youngsters resiliency to deal with troubles. It also promotes kindness and provides a remedy to deal with troubles (Jesus, 2017). Study conducted by Werner & Smith, 2018 exposed that many people from poor communities conquer troubles and acquire higher level educational achievements. Spirituality ensures internal protecting of the human beings and promotes good values among the individuals (Jesus, 2017). Krovetz, 2017 says that

teachers realize their students that they must be approximately confident to accept destiny and reset life goals. Close relationship with parents help out college students to deal with crucial circumstances (Krovetz, 2017).

2.2 Environmental Factor and Students' Resilience

Young students belonging to minority groups or and living in breadline communities may face academic failure or due to facing unfavorable circumstances (Ladson & Billings, 2006). Similarly, Mickelson 2001 opined that unceasing inequalities among the dwellers of urban and suburban areas may cause stress among students. In this regard it is the duty of the teachers to guide their students and identify the symptoms of disappointments otherwise students will not be capable to achieve higher goals. Teachers can encourage their students to cope with demanding situations or can engage students to write journals it will explicit and channelize their emotions. It is hard to believe that the students coming from monitory communities or belonging to rural and urban areas can result in academic disparities, but there is need to question that how students belonging to different communities face challenging situations in life (Werner & Smith, 1992; Benard, 2004; Henderson, 2007 & Thomsen, 2002). Psychological resilience enable students to thrive hard as and when they face adversities, their families and peers can enhance students resilience (Werner & Smith, 2001). Morales, (2010) have pointed out three clusters that are affecting students' resilience (i) self-protective factors (ii) working conditions related factors and (iii) family related factors.

2.3 Socialization and Students' Resilience

Meaningful involvement of kids in family matters can strengthen students' resilience, promote optimistic feelings and motivation (Rojas, 2015). Community can play a leading role in development of resilience among individuals to enable them to cope with troubles (Bacchi & Licinio, 2017). Having social networks can improve resilience traits among students as it will promote dynamic exchange of ideas (Masten, 2007). Social support can play a significant role to reduce anxiety feeling, trauma experiences and stress among students. Social support can make them ready to cope with difficult situations. Likewise coworkers support can enhance individual resilience as and when they face difficult situations (Toldson & Lewis 2012). It is next to impossible to deny the vitality of socialization and development of different psychological traits including development of resilience. Islam highly focuses on proper socialization of kids. Islamic literature supports that parent can play a prominent role in the lives of kids, particularly in development of beliefs.

11) Methodology& Instrumentation

Study based on simple descriptive survey with students and teachers belonging to district Chitral Pakistan. Convenient sampling technique was used to collect data from four higher secondary schools for boys. Targeted population of the study includes 1000 (male) students and 300 teachers (male). Sample of the study comprised of 300 students (male) and 50 teachers (male) through convenient sampling technique. All research ethics were strictly followed during data collection and report writing. A questionnaire was developed on the basis of different indicators about students' resilience. Language of the questions statements was methodically checked to ensure clear understanding of the items. Three subject experts were consulted to seek their expert opinion to make the instrument valid. During instrumentation many questionnaire items were re-phrased in the light of experts' opinion to acquire accurate responses.

3　Table 1: Students' Responses about Resilience Behaviour N=300

Sr.	Questionnaire Items	SA	A	N	D	SDA
1	Higher Secondary level students can effectively manage their emotions during crises	111(37%)	29(10%)	52(17%)	91(30%)	17(6%)
2	Keep praying and making efforts is an effective strategy during crises	41(14%)	213(71%)	5(2%)	6(2%)	35(12%)
3	Personal characteristics enable student to feel secure and cope with demanding situations	39(13%)	219(73%)	1(.3%)	41(14%)	0(%)
4	Having belief that I will stay firm during crises is helpful to deal with unseen circumstances	35(12%)	219(73%)	1(.3%)	8(3%)	37(12%)
5	Cooperative working with others is helpful to cope with unseen and difficult circumstances	39(13%)	216(73%)	4(1%)	7(2%)	34(11%)
6	Individual make decisions persistent to their beliefs	28(9%)	210(72%)	10(2%)	11(4%)	41(13%)
7	Individual can bounce back to the difficult situations by learning valuable lessons from the experiences of others	39(13%)	218(73%)	5(1%)	41(%)	0(0%)
8	Only tolerance enable individuals to deal with uncertainties an difficult situations	30(10%)	209(70%)	9(3%)	42(14%)	10(4%)
9	Students can quickly adopt the new situations	212(71%)	41(14%)	4(1%)	41(14%)	2(1%)
10	Immediate family can help out students to deal with difficult and demanding situations	72(24%)	64(22%)	51(17%)	65(21%)	48(16%)

4.1 *Teachers' Responses about Students' Resilience N=50*

Sr.	Questionnaire Items	SA	A	N	D	DA
1	Higher Secondary level students can effectively manage their emotions during crises	26(52%)	3(6%)	3(6%)	18(36%)	0(0%)
2	Keep praying and making efforts is an effective strategy during crises	24(48%)	3(6%)	1(2%)	18(36%)	4(8%)
3	Personal characteristics enable student to feel secure and cope with demanding situations	21(42%)	12(24%)	13(26%)	4(8%)	0(0%)
4	Having belief that I will stay firm during crises is helpful to deal with unseen circumstances	13(26%)	11(22%)	8(16%)	18(36%)	0(0%)
5	Cooperative working with others is helpful to cope with unseen and difficult circumstances	29(58%)	1(2%)	2(4%)	18(36%)	0(0%)

6	Individual make decisions persistent to their beliefs	23(46%)	20(40%)	7(14%)	0(0%)	0(0%)
7	Individual can bounce back to the difficult situations by learning valuable lessons from the experiences of others	25(50%)	2(4%)	0(0%)	10(21%)	13(26%)
8	Only tolerance enable individuals to deal with uncertainties an difficult situations	30(60%)	10(20%)	5(10%)	2(4%)	3(6%)
9	Students can quickly adopt the new situations	28(56%)	2(4%)	3(6%)	12(24%)	5(10%)
10	Immediate family can help out students to deal with difficult and demanding situations	30(60%)	10(20%)	5(10%)	2(4%)	3(6%)

4   Results:

- Majority of higher secondary male students and teachers believed that higher secondary level students can effectively manage their emotions during crises.
- 85% male students studying at higher secondary level believe that keep praying and adoptions of effective strategy will be helpful to cope with the difficult situations or crises. 54% secondary teachers perceived that praying and adoptions of suitable strategy can help out individuals to cope with difficult situations.
- 86% secondary level students and 64% secondary school teachers perceived that development of personal characteristics is necessary for students to cope with difficult situations.
- 85% students opined that having a true belief that a person can stay firm during crises is will be helpful to deal with unseen circumstances and it will develop resilience among students. While 46% teachers responded that having firm belief can enhance students resilience during crises. It indicates that majority of students believed that only having a firm belief is enough to cope with difficult situations while majority of secondary level teachers not believe that only having a firm belief is enough to cope with difficult situations.
- 86% students and 60% teachers responded that cooperative way of working will be helpful to deal with unseen circumstances.
- 81% students and 86% teachers believe that Individual make decisions persistent to their beliefs. It indicates that vast majority of secondary level male students and teachers believe that individuals make decisions persistent to their beliefs.
- 86% students and 54 teachers perceived that individual can bounce back to the difficult situations by learning valuable lessons from the experiences of others.
- 85% students and 80% teachers opined that only tolerance enable individuals to deal with uncertainties and difficult situations. It indicates that vast majority of respondents believe on the power of tolerance to cope with crises.
- 85% students and 60% teachers responded that students can quickly adopt the new situations. Perhaps they believe that adoption to new situation during crises time is the only solution.
- 46% students and 80% teachers responded that immediate family can help out students to deal with difficult and demanding situations.

6. Conclusions & Discussions:

Vast majority of higher secondary level male students and male teachers believed that keep praying and making decisions persistent to beliefs can develop resilience among students and it is helpful to cope with unseen difficult situations. Likewise vast majority of students studying at higher secondary level believe that they can effectively manage their emotions during crises. Vast majority of students studying at higher secondary level believe that exploring the experiences of others and learning through the experiences of others can be helpful for them to cope with unseen difficult situations and it is powerful strategy to bounce back in difficult situations. Vast majority of respondents believe that tolerance is the only way to cope with demanding situations.

Psychological resilience is a multifaceted phenomenon that allows students to deal with hardships of life, risky or disappointing situations or unfavorable circumstances. Family and community can enhance higher secondary level students' resilience to cope with demanding situations (Hutchinsion et al 2010, Onder et al 2010; Bayindir et al, 2018). Results of this study endorse the findings conceived by Hutchinsion etal, Onder etal, 2010 & Bayindir, 2018. Youngsters owing persistent disposition and ability to concentrate are more likely to develop the ability to debilitate and find out the solutions of difficult situations. Findings of this study endorse that spirituality is a significant factor that contributes to develop psychological resilience among students. Findings of the studies completed by Kochanska and Kannack, 2003; Spinard et al, 2007 & Yoleri, 2014 shows that reactivity, readiness to deal with adverse situations and exploring the experiences of others contributes to enhance individual resilience and make them ready to deal with adverse situations. This study also concludes that development of psychological resilience is inevitable for secondary level students to bounce back during crises. Cooperative working environment, support from immediate family and effective teachings can contribute to enhance psychological resilience among students.

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