

## Resilience among Higher Secondary School Children

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### ABSTRACT

Everyone has resilience. Resilience means the calibre to recover quickly. Adolescents who develop resilience are better equipped to learn from failure and adapt to change. Resilience helps the children to visualize about and consider various paths through adversity which in turn enriches their social intelligence. Researchers have equipped oneself much about resilience such as; it can be stimulated among all children through preventative factors such as caring adults, opportunities for involvement, and high expectations. The researcher intended to identify and explore the relationship of variables that influences the resilience among the higher secondary school students and also investigates the level of resilience among the gender of higher secondary school students using the Nicholson Mc Bride Resilience scale (2010) and socio demographic variables. Descriptive type of Research design was carried out in the study. The researcher adopted simple random sampling procedure by lottery method for drawing 139 samples. The data's were analysed through Statistical Package for Social Science (SPSS Statistic 20). Simple percentage, chi square and ANOVA were used to study the resilience level and influencing variables. Analysis, interpretations of the socio demographic variables and their influences are discussed in the full paper.

**Key Words :** Adolescences, Resilience, Children's supportive relationships, Higher Secondary School Children

### INTRODUCTION

Every single individual is unique in this world. A person possessing sound mental health can adjust well to the environmental situations and interpersonal relations. The risks of mental health problems among school-aged children may be related to factors like the stress of poor academic performance, anxiety and fear etc. that reflect on the resilience level.

Hanson and Austin (2003) conducted a research of students in California and found that nearly every measure of resilience was positively related to concurrent test scores. An extreme boost in test scores occurred in schools where the students reported high levels of resilience. Therefore concept of the word Resilience plays an important role in the academic field as promoting it leads to the development of social, academic, and personal skills, allowing the student to overcome adverse situations. Traditionally, sufficient attention were not given

to resilience phenomenon, but in recent years this has become an object of study. From the phonological viewpoint, the term Resilience comes from the Latin *saliere*, meaning to jump backward, rebound, be repelled, and bounce back.

According to Cyrulnik *et al.* (2004) Resilience means 'to be revived or go forward, after having suffered a blow or having experienced a traumatic situation. Over the last few years, the concept of resilience has come to be seen as the standard that a person has to resist and to recover from traumatic situations or losses.

Resilience has been defined as a person's or group's dimension to continue moving forward, despite destabilizing events, difficult life conditions and sometimes serious traumas stated by Cyrulnik *et al.* (2001), In the academic context, resilience plays an important role. Resilience involves challenge demanding situations and as a result the individual understands better his or her potential and thus develops trust and grow stronger.

According to the researcher Rutter (2006), It can be materializes as a process as well as a personal characteristic that can be developed over time.

Over the years, there has been much research that greatly supported resilience as one possible solution in helping at-risk students as well as all other students. Researchers have equipped oneself much about resilience such as it can be stimulated among all children through preventative factors such as caring adults, opportunities for involvement, and high expectations. Furthermore, researchers have known that resilience was strengthen in the presence of adversity, and that it operated within the context of home, school, and the community. In traditional classroom system, the teachers tend to reward or appreciate children when they obtain excellent standard or exhibit an extraordinary behaviour among the students. Therefore the researcher intended to identify and explore the relationship of variables that influences the resilience among the higher secondary school students and also investigates the level of resilience among the gender of higher secondary school students.

#### **Review of literature:**

Resilience is an essence that helps to turn adversity into advantage and threat into opportunity. Banerjee *et al.* (2018) conducted a study about Resilience level among adolescent children: a school-based study in Kolkata, India found that the rat race of modern life is affecting each and every layer of our society and adolescents are not exempted from this underlying stress. Lacking resilience in adolescents may lead to psychosocial maladaptation and psychopathology in adulthood. Results: Among 151 students of 12-14 years, 57(37.7%) students were resilient and factors like 'class' 'family type' 'time spent with father' 'time spent with mother' 'physical activities' and performance in school were related with high resilience during univariate logistic regression analysis.

The research conducted by Sayed-A-Azam (2012) a study on Resilience among Adolescent Girls in India on the topic about Role of Home and School Protective Factors. Resilience has been influenced by healthy and nurturing family and school life. It exhibits how external protective factors at home and school become pivotal in healthy development of adolescent girls who are known to be sensitive to the social support system they live in. The research more specifically explores and identifies which protective factors are responsible for higher levels of resilience in this population. Systemize measures of

resilience, home environment and school environment were administered to a sample of 130 school going girls in their adolescent phase. Computation and analyses related to the research conducted revealed a positive significant relationship between resilience, home and school protective factors.

The more resilient a workforce are, the more they can handle workloads, pressured and major change without becoming stressed out, it is the most important defence people have against burnout. Resilience is seen as the development 11 characteristic for dealing with negative and positive changes in life and in an organisational context it had been describes as having the capacity to bounce back from adversity and changes (Luthans and Youssef, 2004).

## **METHODOLOGY**

Research attempts to find practical questions and intellectual answer through application of systematic methods. In better understanding a research is an organized set of activities to study and develop a model or procedure techniques to find the results of a realistic problem.

The research design used in current study is Descriptive Research design. The quantitative data is collected first using the questionnaire containing socio demographic variables and a Resilience scale and results to further explain and interpret the findings from the quantitative data's.

The universe of the study covers the private (Higher Secondary schools) students in north Coimbatore taluk. Totally there were 418 students from Coimbatore north zone schools. The sample size was determined through Krejcie, R.V and Morgan, sample size calculator. The researcher adopted simple random sampling procedure by lottery method for drawing 139 samples. The data's were gathered through Resilience Questionnaire developed by Nicholson McBride (2010). The Statistical Package for Social Science (SPSS Statistic 20) was used to analyze the data.

## **RESULTS AND DISCUSSION**

The hypothetical Inferential in analysis can be done to measure behaviour in samples and to learn more about the behaviour in populations that are often too large or inaccessible. Therefore the researcher tried to interpret the hypothesis to observe more about the variables that

are related to the Resilience of the respondents.

There is no association between the gender and Resilience level of the Respondents (Table 1).

Chi-square test was used to find the association between the gender and Resilience level of the respondents. Based on the test analysis, the calculated value was 0.032 which was less than the table value 8.814 for which degree of freedom was 3, at 5% level of significance. Therefore the null hypothesis was rejected, which states that there is an Association between the Gender and the level of Resilience of the respondents.

There is no significant difference in the Gender and Resilience level of the respondents (Table 2).

The one-way Anova test was applied to find out whether there is a significant difference between the Gender and the Resilience level scores. The value of F is 9.116, which reaches significance with a *p*-value of 0.003 (which is less than the .05% levels). It was found that there is statistical significant difference between the means of the different levels of Resilience and Gender of the respondent's and null hypothesis is rejected.

There is no significant difference between the Arts and Science Groups and Resilience level of the respondents (Table 2).

The one-way Anova test was applied to find out whether there is a significant difference between the Arts and Science Groups and the Resilience level scores. The value of F is 5.569, which reaches significance with a *p*-value of .001 (which is less than the .05 levels). It was concluded that there is statistical significant difference between the means of the different levels of Resilience level and between the Arts and Science Groups and thereby null hypothesis is rejected.

There is no significant difference in the Educational Qualification of Father and Resilience Level of the respondents (Table 2).

The one-way Anova test was applied to find out whether there is a significant difference between the Educational Qualification of Father and the Resilience Level scores. The value of F is 2.324, which reaches significance with a *p*-value of .036 (which is lesser than the .05 levels). The results predicted that there is a

**Table: 1 Association between the Gender and Resilience level of the Respondents**

Gender	Resilience Level				Total
	Developing Level (0 – 37)	Established Level (38 - 43)	Strong Level ( 44 - 48)	Exceptional Level (49 and above )	
Male	17	21	16	12	66
Female	34	22	12	5	73
Total	51	43	28	17	139

Table value = 8.814                  df = 3                  Calculated value = 0.032

**Table 2 : Comparison mean of Gender, Group, Educational Qualification of Father of the Respondents**

Variables	Mean	N (139)	SD	F	Sig (0.05 level)
<b>Gender</b>					
Male	2.35	66	1.060		
Female	1.84	73	.943	9.116	.003
<b>Group</b>					
Bio/Maths	2.15	48	1.111	5.569	.001
Maths/ Comp	1.81	16	0.75		
Arts/ Comp	2.72	25	1.021		
Arts/ Bus. Maths	1.78	50	0.887		
<b>Educational Qualification of Father</b>					
Illiterate	2.33	3	1.155		
Primary	2.00	3	1.000		
Middle school	2.30	10	1.160		
High school	2.42	33	1.119	2.324	.036
Higher Secondary school	2.27	22	1.077		
Graduate	1.98	44	1.000		
Post- Graduate and Above	1.50	24	.590		

**Table 3 : Comparison mean of Educational Qualification of Mother of the Respondents**

Variables	Mean	N (139)	SD	F	Sig (0.05 level)
<b>Educational Qualification of Mother</b>					
Illiterate	1.60	5	.548		
Primary	3.00	2	.000		
Middle school	2.71	7	1.113		
High school	2.36	25	1.150	1.419	.212
Higher Secondary school	1.95	42	.854		
Graduate	1.98	50	1.078		
Post- Graduate and Above	2.00	8	1.195		

significant difference between the Educational Qualification of Father and the Resilience Level scores and the null hypothesis is rejected.

There is no significant difference in the Educational Qualification of Mother and Resilience Level of the respondents (Table 3).

The one-way Anova test was applied to find out whether there is a significant difference between the Educational Qualification of Mother and the Resilience Level scores. The value of F is 1.419, which reaches significance with a *p*-value of .212 (which is greater than the .05 levels). It can be inferred there is no significant difference between the Educational Qualification of Mother and the Resilience Level scores.

Resilience is the ability to return to normal functioning or bounce back after adversity. Many philanthropic adapt to challenge in the short term by drawing on natural strengths. Resilience is a strength based concept that all children have strengths and can be taught to use their strengths to negate, inhibit, or moderate the affects of at-risk factors that can cause them psychosocial harm. Therefore the researcher tries to bring out the thoughts that were analysed and concluded in the same concept.

There is no significant difference in the Gender and Resilience level of the respondents. It was found that there is statistical significant difference between the means of the different levels of Resilience and Gender of the respondent's and null hypothesis is rejected. Cecilia and Anthony (2017), study sought to establish the gender differences in academic resilience and academic achievement among secondary school students in Kiambu County. Significant gender differences in mean academic resilience scores were found. It was recommended that appropriate intervention programmers that target boys be put in place in order to optimize their academic resilience and functioning.

More over the author Barber (2008), found that boys

experienced far higher rates of direct Political violence than girls, perhaps due to their increased involvement in political activity in comparison to girls; nearly two-thirds of boys reported that they had been hit or kicked by soldiers and one-quarter reported that they had been imprisoned. Even the author Lenah J. Sambu & Sibusiso Mhongo (2019), concluded the results as the highest mean resilience levels 65.67 and 61.5 for males and females respectively. It suggests that males were more resilient than the females.

There is no significant difference in the Educational Qualification of Father and Resilience Level of the respondents. The results for the current study predicted that there is a significant difference between the Educational Qualification of Father and the Resilience Level scores and the null hypothesis is rejected. The research conducted by Banerjee R et al. (2018) enumerated that majority of parents were educated and most of them had studied till graduation or above (83.2% fathers and 66.2% mothers). It was also stated that there exist significant relationship between the educational qualification of father and resilience.

There is no significant difference in the Educational Qualification of Mother and Resilience Level of the respondents. It was inferred there is no significant difference between the Educational Qualification of Mother and the Resilience Level scores. The researcher Banerjee R et al. (2018) concluded that majority of parents were educated and most of them had studied till graduation or above (83.2% fathers and 66.2% mothers). It was also stated that was no significant relationship between the educational qualification of mother and resilience when compared to fathers.

#### **Social Work Intervention:**

As students spend most of their time in school it

places huge responsibility on school to promote resilience in youngsters. Many schools nowadays appoint school social work to enhance the student's community. Moreover they are also made involved in the conducting meetings and also training programme for students and even to one extent for the teachers also. Counselling sessions are also provided for the student's behaviour modification. The student's counsellors use the methods of social work like case work and group work during the counselling sessions.

### Recommendations:

The following points give a narration about the futuristic view about the social work in the field of education.

- Firstly Resilience level can be enhanced through several training programmes in the educational institutions.
- Secondly Frequent meeting and counseling sessions can be organized by the institutions with the help of school social workers.
- Thirdly Self monitoring Modules can be instrumented for the students up liftment.
- Finally the postgraduates students can be trained in designing the intervention modules for the students community

Cheuk *et al.* (2019) conducted a study to evaluate the preliminary efficacy of a pilot trial of a resilience-based intervention programme designed to decrease depression symptoms and improve protective factors (e.g. personal assets, social resources, cultural adaptation self-efficacy, interpreting adversity, and self-esteem) among rural-to-urban migrant children in China. Multivariate analyses found significantly greater increases in protective factors in the intervention group than in the control group. In the intervention group, migrant children who had moved more often reported a higher increase in personal assets than those who had fewer mobility experience. The findings suggest that the resilience-based intervention can be efficacious in improving resilience among migrant children in China.

### Conclusion:

Everyone has resilience. Resilience means the calibre to recover quickly. Adolescents who develop resilience are better equipped to learn from failure and adapt to change. Resilience is not a genetic trait. It is derived from the ways that students learn to think and

react when faced with obstacles large and small. The path to resilience comes initially from children's supportive environment like parents, teachers, and other caring adults. Resilient adolescents feel a sense of control over their own predestination. It helps the children to visualize about and consider various paths through adversity which in turn enriches their social intelligence. Lenah J. Sambu & Sibusiso Mhongo (2019) Age and gender may be stated as two of the factors that contribute to resilience among traumatized individuals. However, gender has a greater influence on individual's resilience levels than age. Male have a higher level of resilience than female. With the help of school counsellors Training Programmes on Resilience can be incorporated in academic curriculum for each and every school. So that students can practice to handle their own day-today activities.

Along with the physical activities some kind of life skill training should be given even after their school hours. Furthermore upgraded research studies towards resilience can elevate the importance of resilience among adolescent children and it will also help to increase resilience level and boost up the coping capacity.

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