

Role of Resilience and Psychological Wellbeing during Difficult Situations

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Abstract

Wellbeing is the meaning and the purpose of life. With the current pandemic bringing down many countries to its knees, a key prerequisite of any economic or social advancement, in this era of uncertainty, resilience and psychological wellbeing is the lifeline. The road to resilience comes first and foremost from children's supportive environment with parents, teachers, and other caring adults. These relationships become sources of strength and inspiration when children work through stressful situations and painful emotions. Resilience develops mechanisms of protection against unfavorable experiences. It maintain check and balance during difficult and stressful times, thus protect from adverse affects of negativity. Resilience means bringing down or narrowing gap of difficulties and widening wellbeing and happiness of the people. Resilient plays significant role in coping with stress and has great impact on academic achievement and acted both as mediator and moderator in the relationship between stressors and psychological well-being. Resilience and wellbeing impacted by scio economic status of children. Students from higher economic status are more resilient and have higher psychological wellbeing compares to students belonging to low income parents. The child psychosocial problems were higher in children with special educational needs, parents with mental illness and low Scio-economic status. Resilience is an important factor for the psychological wellbeing of students and improves coping ability. Positive emotions can improve learning effectiveness. The factor like close relationship of child parent promotes academic resilience.

Key words: Psychological wellbeing, Resilience, Academic Achievement, stressors and socioeconomic status.

Introduction; background and importance

Resilience is the ability to cope with, adapt to and is lifeline. The road to resilience comes from supportive environment of parents, teachers, caregivers and peers. These supportive environments become sources of inspirations and strength when children work through difficult and painful emotions. It is very important to nurture the nature of children so that children are resilient. It is the responsibility of school and home to nurture the nature so that children learn to cope with difficulties. It is important to help young people cultivate an approach to life that views obstacles as a critical part of success and help them develop resilience. Why resilience? The simple answer is for psychological wellbeing of children. No resilience no wellbeing. If there is no wellbeing to the people, there is no reason for government to exist. If there is no wellbeing in the Schools and colleges, what is reason to open, if there is no wellbeing in the families, there is no reason for being parents, therefore wellbeing is the meaning and the purpose of life.

Reviews

Noor &Azlin (2013) conducted study to determine the relationship between stressors, resilience resources, and well-being in adolescents with low income status in Malaysia and to differentiate resilient and non-resilient adolescents in relation to their resilience resources. The study was conducted on 197 children aged from 12 to16 years. The finding revealed that resilient adolescents have significantly higher scores on all the identified resilience resources such as personality, Child-parent communication, social support, teacher support compared to the non-resilient adolescents. The finding also revealed that resilience resources acted both as mediator and moderator in the relationship between stressors and well-being.

Lower (2014) conducted study on 299 college students to examine relationships between resilience and happiness. The data was collect through online questionnaire. The finding revealed that there is positive correlation between happiness and resilience. The results indicated that happiness and spirituality are the predictors of resilience. Unfavorable childhood experiences were found significantly correlated with resilience and happiness.

Novotny &Kremenkoya (2016) conducted study on 467adolescents from Caucasian and Romany residential care to examine the relationship between resilience and academic Achievement. The study used the Child and Youth Resilience Measure, Resiliency Scales for Children and Adolescents, and Youth Self Report. Findingrevealed relationship between resilience and academic Achievement. Academic Achievement was associated with psychological wellbeing and support received from caregivers. The results indicated the need for an individualized approach to promoting resilience at different groups of children.

Caroli&Sagone (2016) conducted study on 265 Italian adolescents which 145 is middle and 120 late adolescents. The study was carried out to find differences for affective profiles on dimensions of resilience and factors of psychological well-being in adolescents. Data was collected using Italian Resiliency Attitudes and Skills Profile (Caroli&Sagone, 2014a), the Psychological Wellbeing Scale (Ryff, 1995) and the Positive and Negative Affect Scale (Di Fabio &Bucci, 2015).The finding revealed that an adolescent with self-fulfilling profile has higher resilience and psychological well-being. The finding also revealed that male had greater self-fulfilling profile and scored higher in sense of humor and adaptability than girls, while female had higher self-destructive profiles and scored higher in control and engagement than male.

Turner et al (2017) conducted study on 410 undergraduate students from Melbourne, Australia to measure the resilience of students undertaking studies in the built environment, identify the factors which contribute to high or low levels of student resilience and explore the relationship between resilience and wellbeing. The finding revealed that from six components of resilience, students have highest score on building networks and lowest in maintaining perspective. The finding also indicated that resilience is an antecedent of psychological wellbeing of students.

Shahdadi et al (2017) conducted study on 100 women; 50 women with bowel syndrome and 50 normal women differentiate resilience and psychological wellbeing in women with and without bowel syndrome. It was a comparative study. The study used resilience and psychological wellbeing scales. Data was analyzed using MANOVA. The finding revealed a difference between resilience and the aspects of positive relations with others such as environmental mastery, purpose in life and acceptance of women with irritable bowel syndrome and normal women

Fernandez et al (2018) carried out study on 945 (425 male and 520 female) secondary school students of Basque Country to determine the relationship between resilience, subjective well-being and academic achievement. The study used structural model to analyze the effects of resilience and subjective well-being on students' academic achievement. The result revealed that resilience and subjective well-being has significant impact on school engagement and academic achievement. The finding also indicated the need to foster resilience and subjective well-being for improvement of academic achievement among adolescent students.

Brouskeli et al (2018) conducted study on 201 teachers from 15 secondary schools to examine teachers' resilience and occupational well-being. The study used Resilience Scale (Wagnild & Young, 1993) to measure the teachers' resilience and their occupational well-being. The finding revealed that the developmental level of the school in urban areas seemed to affect resilience as well as occupational well-being. The finding revealed that secondary teachers' resilience correlates significantly with their occupational wellbeing.

Cocorada et al (2019) conducted study on 507 students to examine the relationship between resilience and well-being in respect of socioeconomic status. The finding revealed that higher academic achievement and highly motivated students from high income families. It is found out that these students are more resilient, a better psychological wellbeing compares students belonging to low income parents. Age differentiated plans and programs that must be implemented for all especially for students with low socio-economic status because they are less resilient and with lower psychological well-being.

Singh et al (2019) conducted study on 151 medical students at All India Institute of Medical Sciences, Rishikesh, and Uttarakhand to examine impacts of resilience on psychological well-being among students. It was a cross-sectional descriptive survey. The study used resiliency scale for adult, BREF-COPE and Ryff's psychological well-being scale. The finding revealed that Resilience did not indicate significant relationship with psychological wellbeing in MBBS students. The finding revealed that higher level of resilience helped the medical students to use more positive coping strategies.

Bono et al (2020) study on 86 College students (new comers) to examine resilience and wellbeing in college students during the Covid-19 crisis was the short-term longitudinal study started before campus closure due to the Covid crisis. The study compared students in terms of their parents' education level of high (college or graduate school) and low groups (i.e. high school or below less vs. started or completed college up to graduate school). The finding

revealed that the low group has significantly more stress and subjective wellbeing than the high group prior to the pandemic. The result indicated that the low group has significantly more financial and academic impacts than the high group, but not more resilience. The low parent education group also increased in grateful emotion, whereas the high parent group decreased, suggesting that gratitude helped the low group more during the pandemic. The finding pointed out that students of parents with low qualification face more stress and less psychological wellbeing than peers whose parents who has higher qualification. The result showed that low parent education students were harmed more than high parent education students by the pandemic in terms of academic, financial, and psychological wellbeing.

Labrague& Ballad (2020) conducted study on 243 college students of Central Philippines during the 6 month lockdown to determine the levels of lockdown fatigue, and to examine the role of personal resilience, psychological well-being during lockdown. It was online cross-sectional study. 5 scales were used to collect the data. The finding revealed that resilient students who perceive higher social support have lower levels of fatigue compared to students with low resilience and less social support. The result suggested that fatigue can be addressed by providing situational social support to college students.

Yildirim&Arslan (2020) conducted study cross section study on 220 adults (134 men and 86 women) to examine the relation between resilience and Psychological well-being among adults during Covid-19. The finding revealed that resilience had significant direct effects on psychological wellbeing. The finding indicated that resilience impacts on psychological well-being during pandemic crisis.

Zhang et al (2020) conducted study 896 of High school students to examine the emotional resilience of middle school during the Covid-19 crisis, and the impact of resilience on students' learning organizational skills. Data was analyzed using *t*-test, Pearson's correlation, and multivariate linear regression. The finding revealed that emotional resilience was significantly lower in class VIII students than in VII students. Emotional resilience was positively correlated with learning organizational skills. The finding also indicated that emotional resilience is an important factor for the psychological wellbeing of students and improves coping ability. Positive emotions can improve learning effectiveness.

Tso et al (2020) carried out on 29,202 families (12,163 children aged 2–5 years and 17,029 children 6–12 years in Hong Kong) to examine the psychosocial wellbeing of children and factors that promote resilience. It was a large-scale cross-sectional online survey on family demographics, children psychosocial wellbeing. The finding revealed that child psychosocial problems was higher in children with special educational needs, and chronic illness, parents with mental illness especially mother, widow or single family, and low Socio-economic status. The result indicated inadequate sleep, less exercises, extensive use of electronic gadgets was related with significantly higher parental stress and more psychosocial problems among pre-school children.

Luther et al (2020) carried out study on 2000 students of 5 high schools to examine risk and resilience on high school students during Pandemic .The study was carried out using a mixed-methods. The result indicated that students' distress was related with emotions around parents and supports received from parents. The result suggested that If youth under high stress, interventions must attend not just to the students' psychological wellness but that of care giving at school and home.

Frank et al (2020) conducted study on 28 students (Aboriginal boarders) of which 10 girls, 11 boys and 7 unidentified with age ranging from 13 to 15 years. The study carried out to examine the challenges and psychological wellbeing of boarding students. The study used pre and post evaluation using diverse social and psychological wellbeing measures and qualitative post focus with 10 boarders and interviewed with 4 employees delivering the service. The findings revealed improvements in students seeking and giving help, working in groups, managing conflict, being assertive and discussing cultural issues. The result indicated critical importance of collaborative design, provision and evaluation of Social and emotional learning activities with Aboriginal students.

Maiorano et al (2020) conducted study on 240 medical employees to examine the Risk Factors and Role of Resilience in coping with Stress. Data was collected through online. The finding revealed that nurses and Doctors have higher levels of emergency stress than emergency workers. The finding suggested that resilience and coping strategies played a protective role that enhanced psychological wellbeing among medical workers.

Kong (2020) conducted the study on 7,000 students with their teachers and caregivers in Ireland to examine the risk and protective factors that predict academic achievement in low socioeconomic status. A regression analysis was applied to compare data students from low and high income families. Results indicated that academic achievement in both low and high-SES students are promoted by educational aspirations in remote area .The close child and parents' relationship in low income female students seems to be a unique factor that promotes academic resilience that does not apply to the rest of the students from high income families

Cusinato et al (2020) conducted study on 463 parents of aged 5 to 17 Italian children to examine the potential risk and protective factors for parents' and children's well-being during COVID-19 quarantine. The study also examined the parents and children's well-being, stress of parents, and children's resilience. It was online survey consisting of the Psychological General Well Being Index. Parent Stress Scale (PSS) and Child and Youth Resilience Measure scale (CYRM-R) was used. The finding revealed that daily routine change has negatively affected on parents' psychological dimensions. The finding also revealed some risk factors for psychological maladjustments like parental stress, low resilience in children, changes in working conditions, and parental psychological wellbeing. The finding suggested the importance to focus on needs of families and children including their psychological wellbeing.

Conclusion

- Resilient adolescents have significantly higher scores on all the identified resilience resources such as personality, Child-parent communication, social support, teacher support compared to the non-resilient adolescents.
- Resilience resources acted both as mediator and moderator in the relationship between stressors and well-being.
- Happiness and spirituality are the predictors of resilience. Unfavorable childhood experiences were found significantly correlated with resilience and psychological wellbeing.
- Academic Achievement was associated with psychological wellbeing and support received from caregivers.
- There is need for an individualized approach to promoting resilience at different groups of children.
- The adolescents with self-fulfilling profile have higher resilience and psychological well-being. Male had greater self-fulfilling profile and scored higher in sense of humor and adaptability than girls, while female had higher self-destructive profiles and scored higher in control and engagement than male.
- The Students have highest score on building networks and lowest in maintaining perspective. Resilience is an antecedent of psychological wellbeing of students.
- Resilience and subjective well-being has significant impact on school engagement and academic achievement. There is need to foster resilience and subjective well-being for improvement of academic achievement among adolescent students.
- The developmental level of schools in urban areas seemed to affect resilience as well as occupational well-being. The secondary teachers' resilience correlates significantly with their occupational wellbeing.
- The students from high income families have higher academic achievement and highly motivated in their studies. These students are more resilient, a better psychological wellbeing compares students belonging to lower income parents.
- Higher level of resilience helped the medical students to use more positive coping strategies.
- The low group has significantly more stress and subjective wellbeing than the high group prior to the pandemic.
- The low group has significantly more financial and academic impacts than the high group, the low parent education group also increased in grateful emotion, whereas the high parent group decreased, suggesting that gratitude helped the low group more during the pandemic.

- The students of parents with low qualification face more stress and less psychological wellbeing than peers whose parents has higher qualification. Low parent education students were harmed more than high parent education students by the pandemic in terms of academic, financial, and psychological wellbeing.
- The resilient students who perceive higher social support have lower levels of fatigue compared to students with low resilience and less social support.
- The resilience had significant direct effects on psychological wellbeing and indicated that resilience impacts on psychological well-being during pandemic crisis.
- The Emotional resilience was positively correlated with learning organizational skills. The emotional resilience is an important factor for the psychological wellbeing of students and improves coping ability. Positive emotions can improve learning effectiveness and outcomes
- Psychosocial problems were higher in children with special educational needs, and chronic illness, parents with mental illness and low Socio-economic status.
- Inadequate sleep, extensive use of electronic gadgets was related with significantly higher parental stress and more psychosocial problems among pre-school children.
- The students' distress was related with emotions around parents and supports received from parents
- There is need of collaborative design, provision and evaluation of Social and emotional learning activities with Aboriginal students.
- Resilience and coping strategies played a protective role that enhanced psychological wellbeing among medical workers.
- The close child and parents' relationship in low income female students seems to be a unique factor that promotes academic resilience.

Suggestion/Recommendation.

- Need educational training centre on resilience and coping strategies in all levels of education.
- Adequate sleep and exercises, and appropriate use of electronic gadgets will promote psychosocial wellbeing among learners.
- Age differentiated plans and programs should be implemented for all especially for students with low socio-economic status as these children are less resilient and with lower psychological well-being.
- Fatigue can be addressed by providing situational social support to students.
- Interventions must attend not just to the students' psychological wellness but that of care giving at school and home.
- There is need to focus on needs of families and children including their psychological wellbeing
- Schools and colleges need to set up welfare Division to look after all students welfare activities.

- School and colleges need to provide counselling services at appropriate time and place
- Schools should come up with appropriate student support services
- Identify needy students, provide remedy in academic, finance and emotional support
- The principal, teachers and counsellors may visit students home to see conditions and provide necessary supports.

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