

DEVELOPMENT OF RESILIENCE AMONG HIGHER SECONDARY STUDENTS: EXPLORING THE PERCEPTIONS OF STUDENTS AND TEACHERS

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ABSTRACT

This descriptive survey study aims to investigate the family related and social related factors affecting students' resilience at Higher Secondary level in District Chitral, Pakistan. Population of the study includes students, and teachers. Data was collected from 300 students and 50 teachers. Majority of the students discussed their financial problems, career related problems and future plans with their families to seek their support. Likewise families of the majority of students support them to deal with tough times and whenever they feel depressed. Majority of students perceive family and social groups as a source of energy and motivation to cope with difficult situations. Similarly, majority of students were agreed that they consulted their families before subjects' selection and taking career related decisions. They were satisfied with the peer support as and when they faced empty feelings, hopeless and worthless feelings. Students believe that their friends can help them out in emergency situation like accidents, serious fever or other health related problems. Mostly students borrow things and exchange favors with their friends. Peers and family can furnish valuable suggestions and guidance to the students to stand against tough times and overcome hardships and face the difficulties.

Key words: Students' Resilience, Demanding Situations, family factors, social factors, Higher Secondary Level

INTRODUCTION

Resilience is the power to face difficult situations and coming out of stress during demanding situations and self-caring about disappointments. According to Westfall & Pisapia, (1994), an individual who receives an email about rejection may additionally feel discouraged but as well as determined to apply what he/she has learned from the experience text time (Westfall & Pisapia, 1994). There are different dimensions of resilience but usually it has been conceptualized as an approach with stressful situations. During adolescence stage resilience can be differentially stricken by entrenched sorts of coping with physiological sprain responses, and first rate social relationships. Reliance trends differ from culture to culture (Ungar, 2005; Swim, et al., 2009).

Studies about interventions in stress and disasters have long been underway, however erratically verified. The study of Ungar with Africans American Nationals to study their resilience after Katrina Hurricane highlights the significance of decide-toddler interactions and spirituality as sheltered mechanisms. Likewise, the Southeast Asian Tsunami shows how post trauma trainings and availability of material resources affected resilience. The case of Palestine's illustrates the importance of previous exposure to struggle, misfortune, and reaction to violence and gender variations in resilience (Ungar, 2005). Cross cultural studies about resilience disclose that neurobiological hyperlinks grow to deal with cardiovascular diseases, climate change and dealing with marginalized voices (Ungar, 2011). Resilience is one of the skills to deal with adverse circumstances, inevitable limitations and demanding situations. A number of adults may demonstrate

resiliency talents in different ways e.g physical contagion, exchange of school, searching out alternate from the circle of relatives and friends.

Students face tremendous amount of physical and mental setbacks while dealing with teachers, , co-curricular activities, paintings, their social existence and more demanding situations, but being resilient provides them potential to bounce back with setbacks and it permits them to grow in all conditions and face such situations with confidence and an effective mindset (Henderson & Milstein, 1996). Although being resilient is beneficial at all stages of life but its development is more critical during adolescence. This research has been planned to study the level of awareness of higher secondary level students and teachers about resilience. Study was conducted with male higher secondary level students and teachers in district *Chitral*, Pakistan.

Research Objective

This study was conducted to investigate the perceptions of students and teachers about family related and social related factors affecting higher secondary level students' resilience to cope with demanding situations and unfavorable conditions.

Research Questions

To attain its objectives this study was conducted to find out the answers that how students respond to different demanding situations and deal with unfavorable circumstances. What are the perceptions of students and teachers about family related and social related factors affecting higher secondary level students' resilience to cope with demanding situations and unfavorable conditions?

Significance

Findings of the study will be helpful for parents, teachers, students, peers, family, community, school administrators and curriculum planners. Parents and peers can assist students by devising different strategies enhance students' resilience and can contribute to improve students' resiliency to cope with stressful and demanding situations. Likewise the phenomenon of students' resilience is rarely studied in Pakistani context. This study will be fruitful for future researchers to study this phenomenon at different levels of education.

REVIEW OF LITERATURE

Excessive educational costs, absenteeism, gang associated activities, abuse, suicides, less parental involvement, changing circles friends, bullying, e-bullying and violence are increasing in educational institutions (Henderson & Milstein, 2003). Effective instructions and effective coaching abilities of instructors have a positive effect on students' attitude and beliefs. It depends that how they perceive their students and develop confidence among students to deal with demanding circumstances (Chung, 2008). A competence teacher is one who beats the hearts and minds of students to enable them to actively seek out possibilities for collaborations inside and outside the school premises. Resilience is the ability to face the demanding situations and to triumph over them. An individual with robust resilience talents can handle disappointments due to the fact he/she does not allow setbacks to stop them from progressing. Resilient students enjoy problems and do not permit them to hinder their achievements (Luthar, & Cushing 1999).

Factors Affecting Students' Resilience

Different factors e.g., character, family support, environment, instructional process and peer support make contributions to help out the students to deal with hardships that have a bad impact on their lives. Many American kids having lower socioeconomic background mostly face adverse economic circumstances and it leaves a terrible effect on their academic achievements (Lewis et al., 2010; Toldson & Lewis, 2012). A wide variety of adversities e.g., peer stress, violence, rejection, taunting, bullying, homelessness, traumas, intellectual abuse, physical abuse, poverty, homelessness have negative effect on the educational success of deprived African-American students (Floyd, 1996). Many youngsters belonging to minorities and residing on the breadline communities are liable to academic failure due to the demanding situations they face in colleges (Ladson & Billings (2006). Likewise, Mickelson 2001 says that chronic inequalities including investment variations existing between city faculties and suburban areas, unequal instructional opportunities, and availability of less qualified and inexperienced teachers causes stress among students. Teachers need to watch their students to identify the sings of worry and disappointment otherwise they will no longer be capable to achieve higher achievements. Teachers and peers can provide protection to such students to enable them to enjoy learning. Teachers can provide a chance to their students facing demanding situations to

write journals and involve them in classroom discussions to explicit their emotions. Although it is hard to argue that the students belonging to monitories and graduated from educational institutions existing in urban and suburban areas can cause academic disparities among students. Yet there is a chance to question that with academic disparities can face challenging situations (Werner & Smith, 1992; Benard, 2004; Henderson, 2007; Thomsen, 2002).

Resilient students thrive hard in facing the adversities due to family & peer support and environmental factors (Werner & Smith, 2001). Martin and Marsh (2009) have advocated that most absolutely everyone, in particular youngsters, may have broaden traits which assist them to navigate hardships, poverty, abuse, forget homelessness and availability of limited academic opportunities. Different characteristics e.g., self-belief, perseverance, friendliness, and internal locus of control make a contribution to enhance the capability of a student to fight for having self rights and transformations (Henderson, 2007; Werner & Smith, 1992; Werner, 2007). Different protecting elements have a significant effect on the lives of the people who develop them up and triumph over adversities or hazard factors they have faced. Different studies (conducted by Benard, 1993; Masten, 1994; Morales & Trotman, 2004; Werner & Smith, 1992; Wolin & Wolin, 1992) have discovered that protecting elements help out students to develop resiliency and improve their probabilities of experiencing superb effects in life regardless of their living conditions. Similarly, Howard, Dryden, and Johnson (1997) have advocated that the greater defensive elements which can be present in a student's life is to show resilience while dealing with demanding situations. Rink & Tricker, 2005, Garmezy 1983 have mentioned three factors causing resilience among students: (i) person differences, (ii) family attributes, and (iii) family living conditions. While Hawkins, Catalano & Miller (1992) have counted four domains to protect students from demanding situations (1) community (2) family (3) peers, and (4) character. During 2000, Morales & Trotman, 2004; Werner, 2007 have talked about three factors effecting students' resilience (i) individual related factors (ii) familial factor and (iii) environmental factor. Morales, (2010) have mentioned have talked about three clusters affecting students resilience e.g (i) defensive factors: worrying school employees, commitment of a sense to at least /ethnicity, one's race and robust succeeding situations. (ii) second cluster of resilience include (i) vigorous work ethics (ii) patience (iii) excessive lightheadedness (iv) inner locus of control and (v) higher level parental expectations.

Social factors related to resilience

Family support and guidance and meaningful involvement of kids by their parents develop resilience among students to cope with difficulty circumstances. It also results in development of optimistic approach and motivation among students (Rojas, 2015). Community resilience is a property which enables individuals who have numerous pursuits, abilities, and assets and who can paint it together and make it more organized as a whole and can respond effectively to unexpected, troublesome and demanding situations (Bacchi & Licinio, 2017). Social networking can be advanced by improving the governance structures and dealing with social ecological complexities. The theoretical improvements in resilience can be made by (i) figuring out resilient traits of students (ii) teaching them the resilience approach (iii) promoting resilience through preventions and interventions (iv) dynamics exchange of ideas among the community (Masten 2007).

Resilience is the capacity of individuals to have a control over unwanted situations through exchange of ideas. Many studies have established that the shape of an area offers physiological advantages to humans beings dwelling there to remain motivated by have interaction with in community (Jesús et al., 2017). Life situations, family support, social support, taking actions to reduce anxiety loses, individual styles coping with stress, disasters and trauma experiences, spiritual beliefs, active problem solving approach, maintaining positive outlook and managing life to achieve goals can effect students resilience to deal with demanding situations. Planning is required for translating resilience into practice to deal with specific situations, simultaneously availability of support from co-workers and outside actors can enhance human resilience. Individuals' resilience can be enhanced through indentifying needs and by effective applications of trainings in organizations. (Toldson & Lewis 2012). Students can be trained to develop talent to cope with trouble fixing situations and by developing internal power to manage the ups & downs and misfortunes (Schargel & Smink 2004).

METHODOLOGY

This study was descriptive in nature survey research technique was used to collect data from higher secondary students studying at higher secondary schools and colleges in District Chitral Pakistan. Four higher secondary level institutions out of ten institutions were selected from the list keeping in view the similarities of institutions. Total population of students was 1000 and 300 students were selected keeping in view the sampling framework given by L.R. Gay. Fifty teachers were taken as a sample out of 150 teachers through convenient sampling technique. All research ethics were strictly followed during data collection and report writing.

Research Instruments

A questionnaire was developed in the light of available previous research literature about resilience. Language of the questionnaire items and interview questions was thoroughly checked to make sure that items are aligned with the objectives and major research questions. Three subject experts provided their opinion about the validity of the instrument and interview questions. Initial drafting of the instrument includes frequent revisions and editing phase. Many items were excluded, and many items were re-phrased to have accurate responses. Conducting interview with the respondents is an appropriate technique if the research phenomenon is not familiar and researcher does not want to use ready-made responses. Readymade responses have a limited depth and breadth about the story respondents intend to convey (Dornyei, 2007). All research ethics were followed to collect data. Anonymity and informed consent were ensured. Prior permission was taken from the heads of the institution and prior consent was taken to include the respondents in the study. Similarly, during interview prior appointment was taken to conduct the interview. Names and identity of the respondents is not mentioned throughout the paper. Collected data was analyzed through SPSS version 26. Qualitative data was coded theme wise, and responses were categorized according to them themes.

Table No.1: Students' Responses about Resilience Behaviour N=300

<i>Sr.</i>	<i>Questionnaire Items</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>DA</i>
1	Students discuss their problems with their family to find out a solution	72 (24.0%)	64 (21.3%)	51 (17.0%)	65(21.7)	48 (16.0%)
2	Family supports students well during tough times	225 (57%)	136(40.3)	15(5.0%)	29(9.7%)	31(10.3%)
3	Students consult their family before taking decisions.	200 (66.7%)	4(1.3%)	54(18.0%)	41(13.7)	1(0.3%)
4	Families helped out students to handle the problems	196 (65.3%)	43(14.3%)	19(6.3)	42(14.0)	0(0%)
5	Families provided valuable solutions to cope with the demanding situations	239 (79.7%)	3(1.0%)	15(5.0%)	41(13.7)	2(0.7%)
6	Students can effectively manage their feelings during crises	111 (37.0)	29 (9.7%)	52(17.3%)	91(30.3)	17(5.7%)
7	Friends help out students to cope with difficult situations	181 (60.3)	91 (30.3)	26 (8.7)	1(0.3%)	1(0.3%)
8	Students were satisfied with the level of support provided by friends	40 (13.3%)	185(61.7)	32(10.7%)	42(14.0)	1(0.3%)
9	Students believe their friends will help them if they will face emergency situation	202 (67.3%)	55(18.3%)	0(0%)	1(0.3%)	42(14.0%)
10	Students exchanges favors with friends to conceive any idea to cope with demanding situations	40(13.3%)	252(84.0)	6(2.0%)	1(0.3%)	1 (0.3%)
11	Friendships and associations means a lot for students	40(13.3%)	217(72.3)	0(0%)	6(2.0%)	37(12.3%)
12	Students discuss personal problems with their friends to find out a solution	27 (9.0%)	218(72.7)	0(0%)	1(0.3 %)	54(18.0%)

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13	Cooperative way of working with others students enhance their power to deal with problems	39 (13.0%)	219(73.0 %)	1(0.3 %)	7(2.3%)	34(11.3%)
14	Students learn valuable lessons from experiences of others to deal with a problem	39 (13.0%)	219(73.0 %)	1(0.3%)	0(0%)	41(13.7%)
15	Students observe others to learn valuable lessons from them to cope with demanding situations	32(10.7%)	219(73.0 %)	1(.3%)	41(13.7 %)	02 (0.3%)

Teachers' Responses about Students' Resilience N=50

<i>Sr.</i>	<i>Questionnaire Items</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>DA</i>
1	Students discuss their problems with their family to find out a solution	30 (60.0%)	10(20.0 %)	5(10.0 %)	2(4.0%)	3(6.0 %)
2	Family supports students well during tough times	25 (50%)	3(6.0%)	0(0%)	2(4%)	5(10%0
3	Students consult their family before taking decisions.	20(40%)	10(20%)	10(20%)	5(10%)	5(10%)
4	Families helped out students to handle the problems	34 (68%)	4(8%)	0(0%)	8(16%)	4 (8 %)
5	Families provided valuable solutions to cope with the demanding situations	14 (28 %)	10(20 %)	9(18%)	5(10 %)	12(24 %)
6	Students can effectively manage their feelings during crises	26 (52 %)	3(6 %)	3(6 %)	0(0%)	18(36 %)
7	Friends help out students to cope with difficult situations	20 (40 %)	11(22 %)	0(0%)	17(34 %)	2(4 %)
8	Students were satisfied with the level of support provided by friends	23(46%)	6(12 %)	19 (38%)	2(4%)	0(0%)
9	Students believe their friends will help them if they will face emergency situation	21(42%)	6(12%)	5(10%)	1(2%)	17(34%)
10	Students exchanges favors with friends to conceive any idea to cope with demanding situations	10(20%)	11(22 %)	7(14%)	12(%)	21(42 %)
11	Friendships and associations means a lot for students	26(52%)	1(2%)	1(2%)	10(20%)	12(24%)
12	Students discuss personal problems with their friends to find out a solution	10(20%)	11(22 %)	7(14%)	1(2%)	21(42%)
13	Cooperative way of working with others students enhance their power to deal with problems	29 (58%)	1(2%)	2(4%)	18(36 %)	0(0%)
14	Students learn valuable lessons from experiences of others to deal with a problem	25(50%)	2(4%)	0(0%)	0(0%)	23(46%)
15	Students observe others to learn valuable lessons from them to cope with demanding situations	26(52%)	30(6%)	3(6%)	0(0%)	18(36%)

FINDINGS

- Data reflected in table 4 and 4.1 describes that 45% higher secondary level students discuss their problems (personal and career related) with their families to seek their help to make themselves ready to respond the problems. Data indicated that majority of students have no idea that suggestions furnished by their families can help them out to cope with problematic situations. While 38% students' believe that their families cant' support them to face the demanding situations.
- Although students avoid sharing their problems with their families, yet 97% perceived that families supported them as when needed or whenever they faced depression, lack of energy or lack of motivation, hopeless and worthlessness.
- 68% percent higher secondary level students responded that they consulted their families before taking life decisions, their career decisions or before making new plans. 81% perceived that their families provided them good suggestions to deal with career related problems or making life decisions.
- 48% higher secondary level students perceived that they can effectively manage their emotions feelings, anxiety and angry behaviours. 90% respondents were agreed that their friends can support them to cope difficult situations. This data indicated that students give more importance to their friends' advice as compare to parents.
- Almost 75% students' respondents perceived that they were satisfied with the level of contact with their friends whenever they experienced empty feelings, hopeless or worthless. 86% higher secondary level students believe that their friends can support them to deal with emergency situations e.g accidents, serious injuries, high fever or whenever they face any health related problem.
- Usually, 79% students borrowed things and exchange favors with their friends. 87% perceived that having friends and having association with classmates means a lot for them. It indicate that they were giving due importance to have friendships and having association with class mates.
- 82% higher secondary level students discussed their personal problems, financial crunches and career related issues with each other. 86% perceived that working in a cooperative way others may be helpful to cope with demanding situations and deal with different problems.
- 86% responded that they learned learn valuable lesson from others and they were inspired with the problem-solving approaches adopted by other persons. 13% replied they cannot learn valuable lessons from the experiences of other people.
- Perceptions of Higher Secondary Level Teachers about students Resilience
- 80% teachers teaching to higher secondary level students perceived that students discuss their financial related problems, career related problems and future plans with their families to see family help and families supported students during tough times.
- 60% secondary level teacher perceived that students consult with their families as and when they take decisions related to their career or inform families before doing new things. 76% teachers opined that students' families can enhance their resilience to handle emotional problems and economic problems.
- 48% teachers opined that families can provide good suggestions to their kids to choose a career develop life skills. 58% teachers opined that higher secondary level students can effectively manage their emotions, sad feelings, angry behaviours and bad feelings. 62% teachers viewed that students mutually can each other to cope with stressful situations and can search out the solutions of other problems. 38% percent higher secondary level teachers viewed that mutual cooperation among students cannot facilitate them to cope with problematic situations or demanding circumstances.
- 58% teachers remained agreed with this statement that students are satisfied with the level of contact with their friends during crises times. Whereas 38% higher secondary school teachers remained natural and provided no response that whether students are satisfied for not satisfied with the level of mutual contacts.
- 54% teachers were of the view that higher secondary school students believe that their friends may help them out to deal with emergency situations e.g accidents, serious injuries, high fever or

during any other disease. 42% teachers replied that usually students borrow things and exchange favors with their friends whenever they face difficult situations.

- 54% teachers replied that mutual friendships of students and their association bound means a lot to them to cope with difficult times. 42% teachers furnished their opinion that students discuss their personal problems, financial problems and career related problems with each other, however.
- 60% teachers were of the view that mutual cooperation and effective instructions help out higher secondary level students to deal with unwanted situations and cope with different types of challenges. 54% teachers were agreed that students learn valuable lesson, humanity, respectfulness and problem solving approach by exploring the experiences of others.

DISCUSSIONS

Resilience is a multifaceted concept which permits individuals to deal with hardships, risks, disappointing situations, adversities of life and unfavorable circumstances. Major purpose of this study was to study the perceptions of higher secondary level teachers and students about family related and social related factors affecting student's resilience. Results of the study revealed that family and community can enhance higher secondary level students' resilience to cope with demanding situations. Results of the studies conducted by Hutchinsion et al., 2010, Onder et al., 2010; Bayindir et al., 2018 shows that children having persistent disposition can concentrate more on tasks and ability to debilitate help out students to remained organized while doing any difficult task and they can easily deal with negative emotions. Results of the study in hand exposed that family and peers can play a significant role to develop resilience among students. Results of the studies (conducted by Kochanska & Kannack, 2003; Spinard et al., 2007; Yoleri, 2014) revealed 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 found the teachers and students believed that students could enhance their resilience to cope with demanding situations by observing others. Family, community, peers, cooperation and effective instructions can play a significant role to make ready higher secondary level students ready to face the challenges of life.

CONCLUSIONS

- Majority of higher secondary level students and teachers believe that students discuss their personal and career related problems with their families to find out solutions and to make themselves ready to respond problems. Teachers and students believe that suggestions provided by their families are not helpful for them to cope with problematic situations.
- Vast majority of higher secondary level students avoid sharing their problems with parents, but they believe that sharing their problems with their families is helpful to cope with all types of problems e.g dealing with depressed feeling, lack of energy and motivation, hopeless and feelings of worthlessness.
- Majority of secondary level consulted their families before taking important decisions relating to their career making new plans. Similarly, vast majority of secondary level students understand that their families can enhance their resilience to deal with emotional situations and find out the solutions of financial problems. Majority of students believed that their families provided them to find out good solutions related to career or making life related decisions and their families provided them good ideas to cope with all types of problem. Higher secondary level students believed that they can effectively manage their emotions during crises.
- Majority of students believe that their friends can support them to cope with difficult situations and they give due importance to the advice given by their friends. They were satisfied with the communication made with their friends and believed that their friends can help them to deal with empty feelings, hopeless or worthless. They believe that their friends can support them to deal with emergency situations e.g accidents, serious injuries, high fever or whenever they face any health related problem. Majority of students exchange favors with their friends.
- Majority of higher secondary level students perceived that having friends and having association with classmates' means a lot to them. Majority discussed their personal, financial and career related issues with each other. They perceived that working in a cooperative environment can help

them out to cope with demanding situations and deal with problems. They can learn valuable lessons by exploring the experiences of other people to deal with difficult situations.

- Vast majority of secondary school teachers believe that students' families can support them as and when they feel anxiety, depression, lack of energy, lack of motivation, hopelessness or worthlessness. Students consult with their families as and when they take decisions related to their career or inform families before doing new things.
- Majority of teachers considered that family can play a significant role to enhance students' resilience to handle emotional, financial or career related problems. Almost 50% higher secondary level teachers believe that families can support students to choose a career, while 50% believe that families cannot furnish good suggestions to the students to choose a career.
- Majority of higher secondary school teachers considered that students can effectively manage their emotions, sad feelings, angry behaviours and bad feelings during crises. Mutual cooperation among higher secondary level students enhances their resilience and makes them ready to cope with stressful situations and find out the solutions of problems during crises.
- Higher secondary school and college teachers feel satisfied with level of mutual contact and mutual communication and were of the view that at higher secondary school students can help out each other to deal with emergency situations e.g accidents, serious injuries, high fever or during any other disease. They believe that that majority of the students borrow things from each other and exchanges ideas to deal with emergencies or while dealing with unfavorable circumstances.
- Majority of teachers teaching at higher secondary level believe that mutual friendships among students and association bounds mean a lot to the students. Students can furnish valuable suggestions to each other to cope with difficult times.
- Majority of teachers believed that students' resilience can be enhanced through mutual cooperation, effective instructions and effective cooperation among students. It will be helpful for higher secondary level students to deal with unwanted situations and cope with different types of challenges.
- Majority of college and secondary school level teachers considered that students learn valuable lesson, humanity, respectfulness and problem solving approach by exploring the experiences of others.

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