

Evaluating the Efficacy of Resilience Enhancement Module : A Workshop Designed for Adolescents

Harshika Pareek Manika Mohan***

Abstract

Research on resilience during adolescence began with studies of risky behavior, delinquency, and teen pregnancy. More recently, research and intervention have moved toward broader approaches aimed at improving prospects in multiple domains. Keeping that in mind, present study was designed after analyzing the need of hour for development of certain workshop modules which have multifaceted approach for enhancing the level of resilience in stress prone teens and adolescents. The purpose of the study was to enhance resilience in adolescents through development of an interactive workshop module. Module was designed with the help of expert panel of psychology field. For the purpose, sixty 11th and 12th grade students of English Medium Co-ed school of Jaipur, Rajasthan were selected through purposive sampling. Non-equivalent Control group design was applied in which 30 students were enrolled in the experimental group and were given the interventional treatment after filling RQ assessment developed by Russell & Russell (2006) as pretest. At the end of the 24 sessions (45 minutes duration each) extended for the period of two months, posttest were filled by both the groups with feedback performa mentioning the self reported evaluation of the workshop. Statistical analysis (t-test) revealed significant mean difference at 0.01 levels between the means of pre-post test condition of the experimental group. No significant difference was recorded between the means of pre-post test scores of the control group who were not enrolled in the workshop. Instead of that decrement in the level of resilience was observed in the post test scores of the control group. Results implicated the efficacy of designed workshop which can be used by senior secondary teachers and counselors to deal with certain problems of adolescents through interactive activities and games.

Key words: Resilience module, adolescents, interactive activities

About Authors: * PhD Scholar, Department of Psychology, University of Rajasthan, Jaipur.

** Professor & Ex-Head, Department of Psychology, University of Rajasthan, Jaipur.

Introduction

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress -- such as family and relationship problems, serious health problems, or workplace and financial stressors. It means "bouncing back" from difficult experiences (APA Health Center, 2004). "Resilience" thus refers to the concept that even in situations of multiple risks to an individual's development, there are certain qualities within the individual or his/her environment that allows him/her to deal with

these risks and thrive in spite of them. (Engle et.al, 1996). Two critical conditions are inferred within this concept: The person should have been/be exposed to significant threat(s) or to severe adversity and he/she should achieve positive adaptation despite major assaults on the developmental process.

Waller (2000) noted that early images of resilience in both academic work and mass media implied that resilient children had some special personality trait or remarkable coping style. These children were often described as "stress-resistant," "resilient" or "invulnerable".

They were the children who had developed productive strategies to cope with their difficulties (McWhirter, 1998).

As coping skills can be developed, researchers increasingly view resilience not as a fixed attribute but as an alterable set of processes that can be fostered and cultivated (Pardon, Waxman & Huang, 1999). Researchers emphasize the interactive processes – between the individual and environment and between risk and protective factors – as the crucial underpinnings of developing resilience. Resilience can grow or decline over time depending on the interactions taking place between an individual and their environment and between risk and protective factors in an individual's life (Borman & Rachuba, 2001). Therefore, an individual may be resilient at certain times - and not at others - depending upon the circumstances and relative strength of protective factors compared to risk factors at the given moment (Winfield, 1994).

The process of resilience development generally unfolds in response to the experience of stress, which occurs when a circumstance or event is “appraised by the person as relevant to his or her wellbeing and in which the person's resources are taxed or exceeded” (Folkman & Lazarus, 1984). Resilient individuals have also been found to build supportive social networks that facilitate coping and to show faster cardiovascular recovery after negative events. In sum, research indicates that resilience is a desirable psychological characteristic. Thus, an important question concerns whether an individual can purposefully enhance his or her level of resilience through the use of different enhancing strategies. Prior work has suggested that increases in well-being can facilitate coping with future negative experiences (Reich & Zautra, 1981). This, and evidence from several other empirical studies, suggests that the answer to whether resilience can be bolstered is “yes.”

Studies also show that resilience in adolescents play an important role for success in personal, academic and professional life. There is a need to develop certain interventional modules for enhancing the coping styles so that the youth energy can bounce back from traumatic and stressful events and can deal with adverse conditions that work as obstacles in their path. Accordingly India has the highest number of children (approximately 440 million) in the world who are facing multifarious problems. Coping with painful events and unpleasant emotions is a struggle for them. The ability to cope effectively with these events and emotions can be increased by enhancing resilience. As present study focuses on development of enhancement module to bolster resilience in adolescents, it may help the teachers and counselors at higher secondary level for helping students to vent the piled up emotions. It may also provide a clubbed fusion of different activities and games to be used for reducing daily pressures of academic competition, relationship problems and other adolescent issues.

Objectives

- 1) To develop various strategies for the enhancement of resilience among the adolescents.
- 2) To examine the effectiveness of the developed strategies for enhancing resilience in adolescents.

Hypotheses

- 1) There would be a significant difference in the level of resilience between pre-post test conditions of the experimental group.

- 2) There would be no significant difference in the level of resilience between pre-post test conditions of control group.

Methodology

Participants :

Present study was done on a sample of 60 adolescents, age range 15-17 years, of English medium Co-ed School of Jaipur, Rajasthan, including both boys (12) and girls (48) selected through purposive sampling. The groups were then randomly divided into experimental (30) and control (30) group.

Tools:

The tool used for the study was Resilience Quotient (RQ) developed by Russell & Russell (2006), consisting 32 statements to which the person responds using a 6-point scale. For each statement, the respondent is asked to identify their level of agreement on the scale. The 32 statements are organized within the RQ instrument according to the 8 resilience dimensions of the resilience model. After completing the RQ Assessment, the respondent transfers his or her selections to the RQ scoring sheet to calculate the overall RQ score. The reliability of the RQ assessment was calculated by analyzing Cronbach's alpha value i.e. .90. Test also has high validity.

Research Design :

The research design used in the study was Non-equivalent Control group design. The experimental designed is explained with the help of the following table.

GROUPS	Pre-test Condition	Treatment	Post-test Condition
Experimental Group	Test measuring resilience	Enhancement strategies (Resilience module) developed during the research	Test measuring resilience
Control group	Test measuring resilience	No treatment	Test measuring resilience

Procedure

The present study was divided into the following phases:-

Phase-1-

In the first phase researcher collected a number of modules, activities, games and therapeutic exercises related to enhancement of resilience through volumes of books and net surfing. Then through group discussions with the panel of experts including psychology teachers and counsellors at senior secondary level, hypnotherapists and PhD Scholars, compiled and designed the module for enhancement of resilience. To see the effect of activities added in the module, selected activities were administered in a one-day workshop design in different institutions and self reported feedbacks were collected to analyze the usefulness. Then the module was finalized with some changes at the end.

Phase-2

Researcher then selected the school in which the module was administered on 11th and 12th grade students. Out of 60 students, 30 students were enrolled in the experimental group. Rapport was established and pretest was applied on both the groups.

Phase-3

After pre-test, the designed module was administered which consisted of different activities, interactive games, role plays, problem solving skills, decision making wheel, group discussions, personal counselling sessions, etc. The module was administered for two months on

the experimental group, twelve sessions of 45 minutes per month exempting the Sundays and school holidays.

Phase-4

The post intervention tests, the same scales which were used as pre-test, for resilience were conducted on both groups. And experimental group were also made to fill the feedback forms for self reported experience of the two months workshop. Then the scores of experimental and control group were evaluated through administration of t-test.

Result and Discussion

Results of the study include mean, SD, t-values on resilience between the pre-posttest conditions within the experimental and control groups:

S.no.	Groups	Pre-test Means	Post-test Means	SD	S _{ED}	T	Significance Level
1.	Experimental Group	138.23	160.2	19.37	3.54	6.20	0.01
2.	Control Group	144.36	139.6	21.49	3.92	1.21	Non significant

According to the result table significant mean difference at 0.01 level is observed between the means of pre-post test condition of the experimental group. Improvement in the level of resilience is been recorded after the administration of enhancement module designed through consultation with the group of experts of psychology field. No significant difference is recorded between the means of pre-post test scores of the control group who were not enrolled in the workshop. Instead of that decrement in the level of resilience was observed in the post test scores of the control group.

As the module corroborated different interactional activities and games that lead to development of 'we' feeling within the group, the feeling paved the way for the enhancement of group support and interpersonal connectedness. Activities like role plays, guided relaxation, conflict map designing, with personal counseling of sensitive cases helped the students

to develop effective coping skills to deal with certain pressurizing difficult situations. It also developed self awareness and flexible attitude that helped in adjustments with demanding conditions of student life.

The module compiled different approaches to intervene the multifaceted hassles of adolescents which focused on understanding feelings of oneself & others, building self assurance, communication skills, etc. As noted by Sameroff (2006) the most successful intervention are those that incorporate a multi-system approach, are theory driven and are in place for an extended period of time.

In contrast, the level of resilience decreased in the control group with the lapse of two months from pretest recording of scores because with time, pressure of studies increased, interpersonal conflicts, parental and educators demands also created stressful environment and ultimately they lacked support and proper guidance to deal with the situations.

In the present study, high self reported improvements were also recorded in the feedback form filled at the end of the module which also supports the findings. Similar research conducted by Vetter. Et. al, (2010), evaluated the affects of resilience enhancing program for youth (Belsan, North Ossetia, Russia) found significant results of positive effect of the program on participants. Program was a combination of recreation sport, psychosocial rehabilitation activities for 94 participants 46 out of who were taken hostage in 2004 school tragedy. The results indicated a significant intra participant mean increase in

resilience at both follow up assessments and greater self reported improvements. Specifically, with regards to the enhancement of resilience in Indian adolescents, UNICEF (2001) supported and promoted the interventional studies to enhance resilience and thus strengthened the foundation of the theoretical knowledge for the same. Lakshmanan & Mythili (2010) applied the interventions to enhance resilience among the early adolescent girls of Chennai Corporation School. Quasi experimental design used Yogic relaxation, SWOT analysis, training on perseverance, developing positive values, self motivation, self confidence, goal setting, etc. All the interventional activities enhanced the resilience level of the experimental group given the interventions for five weeks, twice a week for two hours. Thus the results of the study are supported by similar researches conducted earlier where multi-dimensional approach has found to enhance resilience in children and adolescents.

Conclusion

In a nutshell, it can be said that designed module had an effective affect on the levels of resilience of the group of adolescents enrolled in the workshop. As resilience is an important dimension that requires enhancement in the scenario of cut throat competitive life, lack of experimental studies has been observed in relation to interventional module within Indian context. The findings of the present study will pave the base for advancement in the same field and the designed module will help the youth to easily combat with day to day stress and demanding pressures.

References :

- APA Health Center, 2004. The Road to Resilience.
- Borman, G.D., Rachuba, L.T. (2001). Academic success among poor and minority students: An analysis of competing models of school effects. CRESPAR (Center for Research on the Education of Students Placed At Risk), Report No. 52, Johns Hopkins and Howard Universities, funded by Office of Educational Research and Development.
- Engle, P.L., Castle, S. and P. Menon. 1996. Child Development: Vulnerability and Resilience. Food Consumption and Nutrition Division. International Food Policy Research Institute.
- Lakshmanan, K., Mythili, T. (2010). The Effect of Psychological Intervention on Resilience among Early Adolescent Girls In Chennai Corporation School. WWW.CounsellingChennai.Com.
- Lazarus, R., & Folkman, S. (1984). Stress, appraisal, and coping. New York: Springer.
- McWhirter, J.J., McWhirter, B.T., McWhirter, A.M. & McWhirter, E.H. (1998). At-risk youth: comprehensive response for counselors, teachers, psychologists and human service professionals. Pacific Grove: Brooks/Cole.
- Padrón, Y. N., Waxman, H. C., & Huang, S. L. (1999). Classroom behavior and learning environment differences between resilient and nonresilient elementary school students. *Journal of Education for Student Placed At Risk*, 4 (1), 63-81.
- Reich, W., & Zautra, J. (1981). Handbook of Adult Resilience. John Stuart Hall: Guilford Press.

- Sameroff, A. (2006). Identifying risk and protective factors for healthy child development. In *Families Count: Effects on Child and Adolescent Development* (pp. 53–76). New York: Cambridge University Press.
- Vetter et. al. (2010). Impact of resilience enhancing programs on youth surviving the Beslan school siege. CAPMH
- Waller, M.A. (2000). Resilience in ecosystemic context: Evolution of the concept. *American Journal of Orthopsychiatry*, 71, 1-8.
- Winfield, L.F. (1991). Resilience, schooling, and development in African-American youth: A conceptual framework. *Education and Urban Society*, 24, 5-14.

