

Blossoming Amidst Adversity: A Quantitative Review on the Resilience of Senior High School Students using Connor Davidson Resilience Scale (CD-RISC)

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Abstract:- Resilience is the ability to cope with problems and to depict a strong persona despite difficulties in life. Everyone has their strengths and weaknesses and their definition of resilience. Knowing how to deal with and stand through adversity is salient. This study established the awareness of students in the context of resilience and their inspiring initiatives toward resilience. It also measured the resilience of students using Connor Davidson’s resilience scale. One hundred senior high school students were the respondents in this study. The researchers used Google Forms to gather the data. The results revealed that the students are familiar with the idea of resilience, as they understood, defined, and gave inspiring initiatives toward it. They were also considered resilient using Connor Davidson’s resilience scale. In the item list, the highest mean in the scale was 3.64 (Having faith in God may help me occasionally), while the lowest was 2.77 (I have a sense of control over my situation). The researchers suggested programs and activities that will strengthen the resilience of students, including creating programs for resilience and obtaining a growing mentality.

Keywords:- Connor Davidson’s Resilience Scale, High School Students, Resilience.

I. INTRODUCTION

The capacity of a person, community, organization, or system to adapt, recover, and rebound from adversity, obstacles, or substantial pressures is called resilience. It is mainly about being able to endure and negotiate unpleasant situations. Everyone has their strengths and weaknesses and their nature of resilience. Given the continuous change of society and the fluctuation of the future, knowing how to deal with life's adversities is vital to every human being.

Youth and newly grown-ups are perhaps the most susceptible ages during the life cycle since they complete many developmental tasks and deal with the crises of the first quarter of life. Youth is a highly fluid time, full of transitions and uncertainties; thus, young people require personality attributes that help them cope with life's hardships (Nartova-Bochaver, S. K., et.al, 2021). As for the

students, pointing out this capacity to the learners is a need as it promotes a great acceptance of changes and unforeseen situations, what to do during times of adversity, and allows students to think strategically and brightly in times of pressure and to be adaptive to every problem they might face. (Jardim, J., Pereira, A., & Bártolo, A. (2021)

Measuring and knowing the resilience capacity of every individual, especially the youth, is pivotal to helping them to cope efficiently and perform a positive persona in every dilemma. A self-report resilience scale was from psychiatrist and researcher Connor Davidson to help people be knowledgeable about their resilience and capability. It is called the Connor–Davidson Resilience Scale (Baek, H. S. et al. (2010). A self-disclosure scale tests the perceived capacity to recuperate or bounce back from stress. This scale allows individuals to measure their resilience to help them assess what ways to implement for their improvement.

The study's main goal was to pinpoint the resilience of Dominican High School students using Connor Davidson's resilience scale as they face the challenges and hardships of their lives. The researchers specifically tried to respond to the following questions: (1) Are students aware of resilience? (2) How does CD-RISC measure the students' resilience? and (3) What are the inspiring initiatives of the students towards resiliency?

II. METHODOLOGY

To analyze the resilience of the High School Students, the researchers distributed an online survey questionnaire via Google Forms. This research employed a descriptive quantitative research design. All (100) senior high school students from Dominican High School of Sto. Domingo, Nueva Ecija, Inc. were the respondents for this study. The survey questionnaire contained questions that assessed students' knowledge and initiatives towards resilience and a 25 four-point Likert Scale of Connor Davidson’s resilience scale. The data were analyzed using the Frequency and Percentage table. The researchers also used the calculation of the Weighted Mean and the identification of the Verbal Description.

The following numerical and adjectival values were used in measuring the resilience of students through CD-RISC:

Table 1 Numerical and Adjectival Values

Range	Rate	Assessments on Connor Davidson’s Resilience Scale
3.26 - 4.00	4	Strongly Agree
2.51 - 3.25	3	Agree
1.76 - 2.50	2	Disagree
1.00 - 1.75	1	Strongly Disagree

III. RESULTS AND DISCUSSION

The central component of a quantitative research study is the Results and Discussion section, which offers a thorough analysis and interpretation of the data gathered. This section presents the discoveries and results of the study. It reveals the quantitative nature of the study through the presentation of the weighted means and the corresponding verbal description. Tables display the data, providing a visual representation that helps understand the numerical information.

A. Determining the Awareness of the Students Towards Resiliency.

The field of education is changing, and it is now crucial to recognize and support students' resilience. Resilience is the capacity to overcome obstacles, setbacks, and adversity. It is a critical factor in determining their success in school and general well-being. Therefore, the researchers determined the awareness, acquisition, and understanding of students toward resilience.

➤ Knowledge of Resilience

Pointing out the learner’s capacity towards resilience is salient and needs to be highlighted. Accepting challenges and unforeseen situations in life will be easier because of resilience. In this case, the researchers attempted to know the student’s awareness regarding their resilience.

Table 2 Student’s Awareness on Resilience

Responses	Frequency (f)	Percentage (%)
Yes	97	97.00
No	3	3.00
TOTAL	100	100

Among the one hundred respondents in the conducted study, 97% of respondents answered that they are aware of the concept of resiliency, which shows that a large majority of pupils, 97 out of 100, understand the topic. On the contrary, three (3) students voted no, indicating a lack of awareness towards resilience. Thus, the results implied that the majority of the respondents had a knowledge about the meaning of resiliency indicating that they may have derived the knowledge either in school, family, friends, or others. 3% of the students answered that they are unaware about the concept of resilience. The possible reasons for the lack of awareness could vary, ranging from a genuine lack of exposure to the concept of resilience.

➤ Acquisition of the Context of Resilience.

As Table 2 displays the students' knowledge about resilience, it is logical that they gained the concept of resilience, either inside or outside the school, through teachers, fellow students, and others. This study represented where the students gained the idea of resilience.

Table 3 Acquiring the Context of Resilience

Responses	Frequency (f)	Percentage (%)
School	63	63.00
Family	27	27.00
Friends	6	6.00
Others	4	4.00
TOTAL	100	100

Table 3 shows that 63 out of 100 respondents learned the concept of resilience at school while attending classes, followed by the assistance of their family (27%), friends (6%), and other sources (4%). This implies that regardless of different aspects where the students will learn to adopt through changes, the most effective learning tool can be found at school as this kind of institution leads an individual gain knowledge about everything, while the least tool were mentioned in “others” indicating that the respondents has different source of knowledge in learning the context of resilience.

➤ Students’ Understanding of Resilience.

Resilience is a measure of one's capacity to cope with stress. It is a dynamic process in which individuals demonstrate good adaptive abilities despite adversity or trauma (Connor, K. M., & Davidson, J., 2003). Therefore, the students have their own understanding of resilience.

Table 4 Understanding Resilience

Items	Frequency (f)	Percentage (%)
Resilience and Adaptation	70	70.00
Toughness and Strength	12	12.00
Overcoming Difficulties	10	10.00
Personal Growth and Improvement	4	4.00
Self-Identity and Awareness	4	4.00
TOTAL	100	100

Table 4 displays how the students viewed and understood the concept of resiliency. The understanding of the student towards resilience includes adaptation and resilience, strength and toughness, overcoming difficulties, personal growth and improvement, and self-awareness. 70% of the students emphasize that resiliency is the ability to recover from adverse situations they have been through. Thus, the majority of the respondents viewed resiliency as being adapting easily through adversities and changes that they experienced or might experience. Another recurring theme from the respondents is toughness and strength (12%), on which they highlighted that being resilient is also

being strong enough while adapting to challenges of life. While 10% of the students also highlighted that resilience is the ability to stand up again, no matter how difficult and painful the adverse situations are. Thus, the results of this table illustrate that every student has a different point of view of resilience and meanings on how they understand it.

B. Connor Davidson's Resilience Scale (CD-RISC)

The Connor Davidson Resilience Scale (CD-RISC) is the most popular instrument for measuring a person's resilience since it is reliable and valid (Davidson, 2003). Leslie Riopel, MSc (2019) stated that Connor Davidson's resilience scale can estimate the resilience level of the students or how someone can rise again from the downfalls that he experienced and will experience.

Table 5 Students' Response on Connor Davidson's Resilience Scale

Items	Mean	Verbal Description
I can adjust to changes as they happen.	3.07	Agree
I am in one close and secure relationship.	3.13	Agree
God or fate may help me occasionally.	3.64	Strongly Agree
I'm capable of handling whatever comes my way.	2.97	Agree
Previous achievements give me confidence	3.48	Strongly Agree
When confronted with challenges, I attempt to find the lighthearted side of things.	3.20	Agree
Having to handle stress has strengthened me.	3.14	Agree
I usually recover quickly from illnesses, injuries, and other setbacks.	3.16	Agree
I usually recover quickly from illnesses, injuries, and other setbacks.	3.53	Strongly Agree
No matter what, I try my hardest.	3.55	Strongly Agree
Despite the challenges, I am confident that I can accomplish my goals.	3.54	Strongly Agree
I never give up, even in the face of despair.	3.45	Strongly Agree
When I'm stressed, I know where to go for support..	3.03	Agree
I am able to remain composed and focused under pressure.	2.95	Agree
It's my preference to solve problems on my own.	2.93	Agree
Failure doesn't quickly discourage me.	2.91	Agree
I consider myself to be a strong individual who can handle any challenges in life.	3.24	Agree
I tend to make difficult or unpopular decisions.	2.95	Agree
I am capable of managing uncomfortable or painful emotions like fear, anger, and sadness.	3.05	Agree
I have to follow my instincts.	2.83	Agree
My life's purpose is very clear to me.	3.26	Strongly Agree
I have a sense of control over my situation.	2.77	Agree
I'm glad about the adjustments.	3.07	Agree
I strive to achieve my objectives.	3.5	Agree
I am proud of what I've accomplished.	3.27	Strongly Agree
Average Weighted Mean	3.18	Agree

This table 5 illustrates the responses of the participants on Connor Davidson's Resilience Scale. Agree is the verbal description that corresponds to the overall average of 3.18. At 3.64, it conveys the highest mean (God or occasionally helpful) with a verbal description of "strongly agree", followed by 3.55 (No matter what, I try my hardest) supported with "strongly agree" representation. The lowest mean was 2.77 (I have a sense of control over my situation), indicating that students' stress levels typically rise, and they could feel like giving up (M. Seligman, 1998). CD-RISC has demonstrated resilience in the majority of students. It shows that the majority of kids will be able to handle challenges in their lives.

C. Inspiring Initiatives

The capacity to conquer struggles and miseries and bounce back from their failures is detrimental to growth, development, and self-innovation (Brown, K.,2018). The researchers obtained three inspiring initiatives toward resilience from the respondents.

Table 6 Inspiring Initiatives Towards Resilience

Responses	Percentage (%)
Personal Development and Adaptability	51.27
Positive Mindset and Coping Strategies	22.00
Social Responsibility and Morality	11.73
Stress Management and Self-Care	9.00
Faith and Trust	6.00
TOTAL	100

Table 6 represents the three inspiring initiatives given by students towards resiliency. 51.27% of the students revealed that their personal development and adaptability boost their resilience. The respondents also shared that a positive mindset and coping strategies can stimulate resilience. The inspiring initiatives in Table 5 identify the various facets of personal development and wellbeing and their relative importance. It also demonstrated that students perceive the value of a comprehensive strategy for resilience. The responses with lower percentages suggest a possible area that needs to be looked at and helped.

IV. CONCLUSION

➤ *In Conclusion, the Results Revealed that:*

- Most students know the concept of resilience, where they obtain knowledge from various sources, either inside or outside the campus. They have a broad understanding of resilience as they define it from their perspective.
- Connor Davidson's resilience scale measured the students' resilience using 25 four-point Likert scales, concluding that most students are resilient with an overall satisfaction of 3.18 (Agree). The researcher determined that "Having faith in God may help me occasionally" has the highest mean (3.64) with the verbal description of "strongly agree". The lowest mean was 2.77, under the item "I have a sense of control over my situation". Maier SF, Seligman ME (2016) said that when someone encounters difficulties repeatedly, they may develop learned helplessness, which is the belief that they have no control over what is happening. (lowest & why)
- Most inspiring initiatives towards resilience are familiar to the students, indicating that these initiatives such as personal development and adaptability, and positive mindset and coping strategies are shared among their intellects, enabling the students to stimulate resilience as this circumstance is inevitable. Personal development and adaptability is the most common initiative covering 51.27% of the responses.

RECOMMENDATIONS

According to Reach Out Australia (2023), resiliency gives everyone the power to rise again after being down and taking the best chance in achieving success, allowing them to learn and grow, which is essential for their well-being and development. Therefore, the following are recommended.

➤ *Create Programs for Resilience:*

The school can strengthen programs that will highlight resilience to educate students in coping with challenges in life in connection with Connor Davidson's Resilience Scale as a strategy to build resilience. According to Mesman et al. (2021), a brief understanding of resilience through different programs will give context in evaluating resiliency. The programs should also highlight the creativity of students through various arts since being creative is not only something we do; it's also a disposition, an attitude or state of mind (Aguilar, 2018).

➤ *Establish Peer Support:*

It can be in terms of group or club organizations in school and community to support students who experience difficulties in life. Authorities must establish it to reduce the sense of isolation, build self-esteem, and boost confidence. Peer support plays a crucial role in prevailing obstacles and difficulties of life. It presents benefits to develop a person's resilience, Agarwal, Brooks, Greenberg (2020).

➤ *Student's Resilience Assessment Using CD-RISC:*

Connor Davidson's Resilience Scale can be a reliable tool for modifying strategies to cope with prevailing obstacles. Therefore, the school can use the CD-RISC to assess the students' resilience. Good reliability ($\alpha = .88$ and .89), test-retest reliability (.87), and both convergent and divergent validity have been proven by the CD-RISC during the scale's development (Connor & Davidson, 2003; Gucciardi et al., 2011).

➤ *Closing Awareness Gaps:*

Determine the causes of the tiny number of the students who are unaware of resiliency. The school can implement targeted interventions to close the awareness gaps, ensuring that all learners have access to resilience knowledge. Sharing the concept of resilience to a broader audience and making it easily accessible to everyone is a big step, however, it will stop overcomplicating other's understanding of resilience (R. Singh, 2021).

➤ *Community Engagement:*

Engage the community in supporting resilience-building initiatives. Foster a collaborative environment where schools, families, and community organizations work together to enhance students' resilience. UrbanFootprint (2023) stated that by facilitating greater access to resources like food banks, local groups promote a feeling of social cohesion. Resilience increases when a community has easier access to the resources it needs.

➤ *Obtain a Growing Mentality:*

The students should learn to accept obstacles as chances to improve and learn. Having a growth mindset is seeing obstacles as transient and utilizing them as opportunities for development. Gardner, D. G. (2020) stated that people who are high in psychological well-being are happy, healthy, productive, and have satisfying interpersonal relationships.

➤ *Improve Mental Fitness:*

Mental health is important to maintain stability and focus when it comes to handling obstacles in life. It develops self esteem and enhances cognitive functions. Mind fitness training provided by the school or community authorities will pursue a person's ability in developing resilience. Through improving mental fitness, it will utilize the possible implementation to build resilience, Stanley (2014).

➤ *Establish sensible objectives:*

Individuals should divide more ambitious objectives into more manageable ones. This gives for a sense of success along the road and makes growth more achievable. Creating sensible objectives is vital in strengthening an individual's resilience and problem solving skills (Buikstra et al., 2010)

➤ *Create Efficient Coping Mechanisms:*

Acquire and utilize constructive coping strategies, like journaling, deep breathing, and mindfulness. Both stress management and emotional health can be enhanced by these

tools that can be used by students. Coping strategies are actions intended to lessen the unpleasant feelings brought on by challenging circumstances, events, relationships, and other things (J. Crosby, 2022).

➤ *Consider Expert's Assistance:*

Do not be afraid to ask for help from a therapist, counselor, or other mental health professional if you are experiencing stress, anxiety, or other mental health issues. They can offer advice and tactics catered to your particular needs. Enhancing resilience among students in general, and reducing stigma and promoting help-seeking behaviors for those who have moderate-to-severe symptoms should be considered in parallel as strategies to enhance mental wellbeing of students. (Sum et al., 2023)

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