



## EMOTIONAL RESILIENCE OF HIGHER SECONDARY STUDENTS OF THANJAVUR

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### ABSTRACT :

*Emotional resilience is a psychological characteristics which means the capacity to come back to normal condition after experiencing an emotional shock or a setback. Facing irritable situations is not an unusual thing for anyone. But being forced to live for months and years together is not an easily tolerable one. Likewise, suddenly occurring losses in business, bereavements in families, losing employment, etc submerge individuals in tears, anxieties, frustrations, etc beyond redemption.*

**KEYWORDS :** *psychological characteristics , emotional shock , anxieties.*

### INTRODUCTION

Between these extremes ordinarily a large percentage of people have to lead their life with problems such as frequent sickness, undependable coworkers, cruel taskmasters, highly critical authorities, unloving family members, etc which are long lasting and severe stress causing. Leading life in these situations becomes a possibility only by managing stress. In short, when a person is able to cope with stress in life, he can be a normal individual. It is possible only individuals possess required level of Emotional resilience to adopt coping strategies at trialing situations.

### BACKGROUND

As pointed out earlier, the importance of Emotional resilience was felt by the researchers, educators and policy makers of Latino on the much rising statistics of attempted suicides among students, drug abuse, unprotected sex, and dropping out of school. Prompted by such antisocial acts, Reyes, Jazmin and Elias, Maurice (2011) conceptualized that by fostering social emotional resilience among Latino youth, the problem could be manage, and undertook a research. They arrived at the major finding that the adopting strategies in accordance with the culture relevant to Latinos, resilience could be promoted. As such they recommended that attention was to be paid in building child based resources as social-emotional competences, and social system resources such as caring school climate.

Similarly, Strague, Caryll, et al (2015) undertook a research in order to address the present gap in this field of study to investigate perceived disaster related stress and its relationship to family protective factors, prosocial behaviours and emotional symptoms such as anxiety, depression, anger, etc. The study revealed that gender and perceived parental emotional support were significantly related to youth reported emotional symptom. Emotional support significantly moderated the relationship between higher related stress and parent report of youth prosocial behaviours. Emotional support mitigated the relationship between stress and prosocial behaviour.

Following these, Wild, Lauren, et al (2013) have published a study on resilience in orphaned adolescents. This study was designed to investigate the associations between family, peer and community factors and resilience in orphaned adolescents. The study brought out that family regulation, respect for individuality, peer connection, and community connection and regulation were significantly associated with greater emotional resilience. The finding supports the main effect of the model of resilience in which risk factors and protective factors contribute additively to the prediction of emotional resilience.

Tamilnadu is not an exemption to such scenario. All sorts of antisocial acts are reported from all the corners of our country in respect of suicidal attempts, immoral acts, drug abuse, etc. The stress caused by the burden of academic studies, physical strain and mental confusion providing dismal picture of the youth, especially the students of higher secondary classes. Induced by such raw facts about higher secondary students and encouraged by the available information about emotional resilience culled out from literature, the Researcher was prompted to undertake the present investigation.

### OBJECTIVES

- ✓ To find the level of *Emotional Resilience* of higher secondary students in total and in terms of the demographic variables - *gender*, and *type of school management*.
- ✓ To find the significance of difference in *Emotional Resilience* and its dimensions in respect of chosen demographic variables – *gender*, and *type of school management*.

### HYPOTHESES

- ✓ The level of *Emotional Resilience* of higher secondary students in total and in terms of the demographic variables *gender*, and *type of school management* is **moderate**.
- ✓ There is **no significant difference** in *Emotional Resilience* and its dimensions in respect of chosen demographic variables – *gender*, and *type of school management*.

### POPULATION AND SAMPLE

All the twelfth standard students studying in higher secondary schools in Thanjavur corporation limit form the population of the study.

Stratified random sampling was followed for selecting sample for the present study. The sample of the study comprised 200 twelfth standard students in the higher secondary schools in Thanjavur corporation limit.

### METHOD

The present study made use of **Descriptive Survey method** for realizing the objectives of the study.

### DATA COLLECTION

The required data were collected by the administration of '**Emotional Resilience Scale**' –Prepared and Validated by the Researcher.

### ANALYSIS OF DATA

#### Hypothesis 1

*The level of Emotional Resilience of higher secondary students is moderate.*

**Table 1**  
**Level of Emotional Resilience of higher secondary students**

Dimension	N	Low		Moderate		High	
		N	%	N	%	N	%
EA	200	59	29.5	62	31.0	79	39.5*

PE	200	64	32.0	75	37.5*	61	30.5
ILC	200	61	30.5	60	30.0	79	39.5*
OP	200	74	37.0*	65	32.5	61	30.5
SS	200	68	34.0	61	30.5	71	35.5*
SOH	200	59	29.5	64	32.0	77	38.5*
PER	200	63	31.5	62	31.0	75	37.5*
SC	200	60	30.0	79	39.5*	61	30.5
SPR	200	72	36.0*	64	32.0	64	32.0
OER	200	61	30.5	76	38.0*	63	31.5

\* indicates the level of emotional resilience

EA - Emotional Awareness

PE - Perseverance

ILC - Internal Locus of Control

OP - Optimism

SS - Social Support

SOH - Sense of Humour

PER - Perspective

SC - Self Care

SPR - Spirituality

OER - Overall Emotional Resilience

**Hypothesis 2**

The level of Emotional Resilience of higher secondary students in terms of gender is **moderate**.

**Table 2**

**Level of Emotional Resilience of higher secondary students in terms of gender**

Gender	N	Low		Moderate		High	
		N	%	N	%	N	%
Male	90	24	26.6	39	43.3*	27	30.0
Female	110	31	28.1	41	37.2*	38	34.5

\* indicates the level of emotional resilience

**Hypothesis 3**

The level of Emotional Resilience of higher secondary students in terms of type of school management is **moderate**.

**Table 3**

**Level of Emotional Resilience of higher secondary students in terms of type of school management**

Type of School Management	N	Low		Moderate		High	
		N	%	N	%	N	%
Government	70	21	30.0	31	44.2*	18	25.7
Aided	60	13	21.6	28	46.6*	19	31.6
Private	60	15	25.0	27	45.0*	18	30.0

\* indicates the level of emotional resilience

**Hypothesis 4**

There is no significant difference in Emotional Resilience and its dimensions in respect of **gender**.

**Table 4**  
**Difference in Emotional Resilience and its dimensions in respect of gender**

Dimension	Gender	N	Mean	S.D	't' value	'p' value
EA	Male	90	12.24	2.48	2.56	0.01*
	Female	110	13.09	2.21		
PE	Male	90	10.80	2.58	0.21	0.83
	Female	110	10.87	2.05		
ILC	Male	90	13.58	2.85	5.08	0.00**
	Female	110	15.46	2.38		
OP	Male	90	11.01	2.01	3.58	0.00**
	Female	110	11.99	1.85		
SS	Male	90	11.57	2.00	2.85	0.00**
	Female	110	12.37	1.95		
SOH	Male	90	10.75	2.22	1.33	0.18
	Female	110	11.15	2.02		
PER	Male	90	9.47	2.04	1.66	0.09
	Female	110	9.94	1.95		
SC	Male	90	11.35	2.20	0.32	0.75
	Female	110	11.45	2.25		
SPR	Male	90	24.28	3.91	9.04	0.00**
	Female	110	19.28	3.88		
OER	Male	90	102.09	11.20	8.60	0.00**
	Female	110	115.50	10.22		

\*\* significant at 0.01 level

\*significant at 0.05 level

### Hypothesis 5

There is no significant difference in Emotional Resilience and its dimensions in respect of **type of school management**.

**Table 5**  
**Difference in Emotional Resilience and its dimensions in respect of type of school management**

Variable	Type of School Management	Mean	Calculated 'F' Value	'p' Value
EA	Government	13.19*	10.20	0.00**
	Aided	12.70		
	Private	12.24		
PE	Government	10.74	2.43	0.11
	Aided	11.12		
	Private	10.90		
ILC	Government	15.39*	14.78	0.00**
	Aided	14.32		
	Private	14.04		
OP	Government	12.90*	6.10	0.00**
	Aided	11.40		
	Private	11.43		
SS	Government	12.48*	6.69	0.00**
	Aided	11.77		

	Private	11.82		
SOH	Government	11.04	0.33	0.71
	Aided	10.88		
	Private	10.89		
PER	Government	9.93	0.40	0.66
	Aided	9.91		
	Private	10.08		
SC	Government	11.72*	8.41	0.00**
	Aided	11.36		
	Private	10.85		
SPR	Government	24.52	29.70	0.00**
	Aided	28.61*		
	Private	28.87*		
OER	Government	106.41*	15.91	0.00**
	Aided	103.67		
	Private	101.56		

\*\* significant at 0.01 level

\*significant at 0.05 level

## FINDINGS

1. The level of *Emotional resilience* among higher secondary students in Thanjavur revenue district is found to be **moderate**, as 38% of the sample falls under moderate category. In the dimensions *Perseverance* (37.5%), and *Self care* (39.5%) also the higher secondary students are found to be **moderate**. In the case of the dimensions *Emotional awareness* (39.5%), *Internal locus of control* (39.5%), *Social support* (35.5%), *Sense of humour* (38.5%), and *Perspective* (37.5%), the target population is found to be **high**. However, in the case of the dimensions *Optimism*, and *Spirituality* they are found to be **low** as 37% and 36% of the sample falls under this category respectively.

2. The gender wise analysis has recorded that the **male** higher secondary students are **moderate** in their overall *Emotional resilience* (43.3%). The **female** higher secondary students have recorded **moderate** level of *Emotional resilience* (37.2%).

3. The overall *Emotional resilience* of higher secondary students in **government** schools is found to be **moderate** (44.2%). The higher secondary students of government **aided** schools have recorded **moderate** level *Emotional resilience* (46.6%) and the higher secondary students of **private** higher secondary schools have recorded **moderate** level *Emotional resilience* (45%),

4. On computing differential analysis, it is found that **significant difference** exists between male and female higher secondary students in their *Emotional resilience* with **female** higher secondary students scoring **significantly higher** than the **male** counterparts.

**Significant differences** have also been recorded between male and female higher secondary students in the case of the dimensions of *Emotional resilience* – *Emotional awareness*, *Internal locus of control*, *Optimism*, and *Social support* with **female** higher secondary students **significantly leading** their **male** counterparts.

Contrary to this, in the case of the dimension *Spirituality*, **male** higher secondary students are **significantly higher** than their counterpart **female** students.

5. On testing the significance of difference among the **government**, **aided**, and **private** higher secondary students in *Emotional resilience*, it is found that **significant difference** exists among them in overall *Emotional resilience* and its dimensions – *Emotional awareness*, *Internal locus of control*, *Optimism*, *Social support*, *Self care*, and *Spirituality*.

The consecutive Scheffe test analysis reveals that higher secondary students from **government** schools are **significantly higher** than the students of **aided** and **private** schools who are found to be same in their *Emotional resilience*.

In the case of the dimensions *Emotional awareness* and *Self care*, **Government** school students are found to be **significantly higher** than higher secondary students of **private** schools.

Higher secondary students of **government** schools are found to be **significantly higher** than the students of **aided** as well as **private** schools in the dimension *Internal locus of control*, *Optimism*, and *Social support*.

It is also found that higher secondary students of **aided** and **private** schools are **significantly leading** the students of **government** schools in the dimension *Spirituality*.

## DISCUSSION AND CONCLUSION

What the Researcher assumed in the beginning of the study has come out true at the end. The Researcher could not hypothesized that 'the level of Emotional resilience of higher secondary students was **high**' because of what she had witnessed around her and what she had understood from literature. In other words, what was doubted by the Researcher came true, confirming the presence of such evil doings and evil happenings among the twelfth standard students of higher secondary schools in Thanjavur. Naturally it has to be so, because two of the important dimensions of Emotional resilience – perseverance and self care have also been recorded Moderate. Though perseverance and self care are individual oriented, 'perseverance' is a hard core emotional strength rooted in the cognitive realm of individuals. It is the driving force which keeps the individual going steadfast inspite of hurdles and obstacles; whereas, 'self care' is a knowledge based emotional act which serves as a guard protect the individual from falling low from his physical, social, and emotional status being held. Or else the recent change in the thinking and attitude of the individual may induce him to give more attention to 'self care' so as to improve his physical, social, and emotional wellbeing as these growth oriented dimensions are also 'moderate', the overall Emotional resilience has fallen under 'moderate'.

Notwithstanding the pull of these two dimensions – perseverance and self care, what had aggravated the situation may be the unexpectedly 'low' level marking of the dimensions 'optimism' and 'spirituality'. These are the two eyes, two hands and two legs of an individual to accomplish what he desired. 'Optimism' is the objective state of the mind steaming from 'faith' on oneself. 'Spirituality' is the subjective space of the mind giving room for God, the supernatural being to be in our self to protect and lift up when needed or destined. Therefore, only with an 'objective eye' and with 'subjective eye' a person can proceed in his life safely, comfortably and happily for the good of himself, his family and his society. As these two dimensions being low, no wonder their Emotional resilience needs to be 'moderate' or even less than moderate.

Another interesting finding is the existing difference between male and female students in Emotional resilience. The study shows that female students are significantly higher than male students in Emotional resilience. As the level of academic achievement prevalent in educational institutions of different category, in Emotional resilience also the female students have registered at higher secondary level a significantly higher position than their male counterpart. It is quite surprising that male students are superior to female students in 'spirituality'. However in 'optimism' female students are significantly higher than males. It may be inferred by the strength of the optimism, the female students has won over male students in Emotional resilience.

It is really interesting to note that Government school students stand taller than their counterparts in Aided and Private schools in their Emotional resilience. Generally, the view of the public is that Emotional resilience could be better in the students of Aided and Private schools than those in Government schools because of the prevailing status of discipline, teacher student relationship, teacher involvement, innovations, extension works, co-curricular programmes, etc in these institutions. However, the Researcher attributes this dramatic trend to Government school students' self earned discipline, self directed learning, group work and study, strong motive to surpass familial disadvantages, focused attention, and of late available needed infrastructure.

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Thus, the present study is an eye opener to the educationists, educational practioners and general public at large. From all these, the Researcher arrives at the conclusion that, given the necessary freedom to higher secondary students to choose and act by themselves, they may flourish by themselves by developing Emotional resilience.

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