

# A COMPARATIVE STUDY OF RESILIENCE AMONG THE CHILDREN FROM MILITARY AND NON- MILITARY FAMILIES

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## Abstract

The present study is a descriptive study conducted on CBSE secondary school students of Jalandhar, Punjab to examine Resilience. The sample for the study consisted of 304 (158 male, 146 female and 158 military, 146 non-military) secondary school students of CBSE schools of Jalandhar Punjab (Kendriya Vidyalaya and Army Public School) of class 9<sup>th</sup> and 10<sup>th</sup>. The tools used for data collection was Brief Resilience Scale (6 items) by Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008) and demographical profile of students. Results show that majority of the male and female students have average level of Resilience. Students from military families have higher resilience than compared to students from non-military families. There is no significant difference between Resilience of male and female.

**Key words:** Resilience, CGPA, Military, Non-military, secondary school students

## Introduction

Children in military families have uniquely different childhood experiences compared to their civilian peers, including a parent in employment and a stable familial income, frequent relocations, indirect exposure to and awareness of conflict, and extended separation from parents or siblings due to deployment.

Resilience is a very important trait to attain success in academics. While resilience has been defined as resistance to illness, adaptation, and thriving, the ability to bounce back or recover from stress is closest to its original meaning. Previous resilience measures assess resources that may promote resilience rather than recovery, resistance, adaptation, or thriving.

Werner (1995) in the study, “Resilience in development” defines resilience in three ways that despite high risk status resilience is helpful in good developmental outcomes, despite stress it sustains competence and is also helpful in recovering from trauma.

Luthar et al (2000) in the study, “The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work” described that resilience is a positive adaptation despite adversity. It has two dimensions i.e. significant adversity and positive adaptation. Resilience cannot be measured directly but can be found from these two dimensions.

Olsson et al (2003) in the study, “Adolescent resilience: A concept analysis” defined resilience as an outcome, a process, a multi factorial concept and a resource based approach for people.

Herrman et al (2011) in the study, “What Is Resilience?” defined resilience as despite adversity, one can adapt positively and able to maintain and regain mental health.

## Review of Related Literature

Weber and Weber (2005) in the study, “Geographic Relocation Frequency, Resilience, and Military Adolescent Behavior” collected data of 179 adolescents through Behavioral

Problems Index survey, a correlational study concluded that out of 179 parents, 135 perceived that relocations is good for their children as with more number of relocations, children's adjustment ability is increasing that directly increased their resilience. With repetitive relocation, the children gain better coping for increased stress.

Souri and Hasanirad (2011) in the study, "Relationship between Resilience, Optimism and Psychological Well-Being in Students of Medicine" collected data from 414 students of medicine by cluster sampling method. They found that the psychological well-being can be predicted through resilience and optimism is influencing the relationship of resilience and psychological well-being. Researchers used the Ryff Scale of Psychological Well-Being (RSPWB), Connor-Davidson Resilience Scale (CD-RISC) and Carver's Life Orientation test (LOT) as instruments.

Easterbrooks et al (2013) in the study, "Resilience among Military Youth" describe those critical conditions of military life are not always affected negatively. Even in harsh situations military children are found good. They also describe that they gain more resilience in hardships of military life. The only need is here to find better coping strategies. Resilience can be enhanced by providing social support so children should gain self-confidence and personal growth. To boost up the resilience there are a number of programs conducted during wars between Iraq and Afghanistan and researchers appreciate these programs because most of them are very effective.

Smith and Yang (2017) in the study, "Stress, Resilience and Psychological Well-Being in Chinese Undergraduate Nursing Students", collected data from 1538 nursing students through Questionnaire. In this study they have found that there is a moderate level of Resilience and Resilience and Psychological Well-Being are negatively correlated.

Sharma and Nagle (2018) in the study, "Personality and Resilience as Determinants of Psychological Well-Being among Military Children" explain that military children are more resilient and cope with their stress at the same time. Due to frequent deployment of parents they gain more resilience. Researchers conduct study on 124 military children of Army

Public School using HEXACO-PI, brief resilience scale and psychological well-being scale. They also found that frequent deployment can cause psychological and emotional threat to children and also create deep sadness because of the death of a family member who is serving in the military.

Lester P. et al. (2013), in the study, "Psychological Health of Military Children: Longitudinal Evaluation of a Family-Centered Prevention Program to Enhance Family Resilience" collected data from 280 families including 505 children from age group of 3-17 years (with at least one On-duty military parent) through self report parent provided data. FOCUS family resilience training is provided in this prevention program. Result shows that Parent distress and child distress is found higher among these families as compare to normal population. FOCUS program is helpful in reducing child distress. More the program attended, more the stress is reduced and resilience is also increased.

Ohye B et. al (2016) in their research work, "Staying Strong With Schools: A Civilian School-Based Intervention to Promote Resilience for Military-Connected Children" prepared an intervention program for 115 school professionals (provide training so they can assist the military-connected children (MCC)). Results shows that after intervention, professional were able to understand the stress of children related to parental deployment, provide specific resilience support to MCC in classroom and resource support as to help them to overcome the distress.

"Gender Differences in Academic Resilience and Academic Achievement among Secondary School Students in Kiambu County, Kenya" (Mwangi and Ireri, 2017) is a kind of ex-post facto research, where data was collected from 390 students (198 boys and 192 girls) of 10 sub- county school in Kiambu county, Kenya of age group 15-24 years by using demographic form and California Healthy Kids Survey-module B version. Results show that girls are having more resilience than boys and there is a positive relation between resilience and academic achievement.

Abukari (2018) in the study, "'Not Giving Up': Ghanaian Students' Perspectives on Resilience, Risk, and Academic Achievement"

collected data from 30 college students (15 males and 15 females) of age 19 to 24 years from 3 colleges of Ghana through purposive and convenience sampling by semi structured interviewing. Results show that academic achievement is negatively affected by academic and socioeconomic adversity and negative cultural practices. Academic resilience has a positive relationship with social support systems like family/kinship values, future orientation, individual characteristics of not giving up.

### Significance of the Study

Resilience (or resiliency) is our ability to adapt and bounce back when things don't go as planned. Resilient people don't wallow or dwell on failures; they acknowledge the situation, learn from their mistakes, and then move forward. Children who develop resilience are better able to face disappointment, learn from failure, cope with loss, and adapt to change. Being resilient means being able to push back during painful emotion and difficult situations. In painful emotions, it is difficult to stay positive and find balance. Being resilient is to protect from developing mental difficulties.

Youth are considered as the most productive members of the society, due to their physical and intellectual capacity, but it is sad to recognize the fact that most of the youth are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Now days a large number of youths are engaged in antisocial activities which create a lot of social problems like alcoholism, drug abuse, sexual abuse, smoking etc. These habits deteriorate their physical and intellectual capabilities and also seem to be a burden to the society. Youths are engaged in many antisocial activities and which is adversely affecting other members of the society. These high-risk behaviors affect society in a large extend.

After going through different researches conducted in different countries on the similar variables research gaps have been identified that very less researches conducted in India with respect to effect of resilience on children of military and nonmilitary families and very less studies are conducted in Punjab for the same variables.

As a result, there is need of conducting studies which focuses on resilience among children of military and nonmilitary families.

### Objectives of the study

1. To compare the level of resilience among children of military and nonmilitary families studying in secondary classes.
2. To analyze the difference in level of resilience among children of military and nonmilitary families studying in secondary classes with respect to gender.

### Hypotheses of the study

1. There exists no significant difference in level of resilience among children of military and nonmilitary families studying in secondary classes.
2. There exists no significant difference in level of resilience among children of military and nonmilitary families studying in secondary classes with respect to gender.

### Delimitations of the Study

The study was delimited to Secondary school students of Jalandhar, Punjab affiliated to CBSE and having children of both military and non-military families studying together.

### Methodology

In the present research descriptive survey method is used. In the present study, samples of 304 students were taken from 5 secondary schools (Kendriya Vidyalaya and Army Public School) of Jalandhar district through purposive sampling technique. There were Male 158 (52 %) and female 146 (48 %) students. The Military families respondents were 156 (51.3 %) and Non-Military families respondents 148 (48.7 %) respectively. Brief Resilience Scale (6 items) developed by Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008) was used. The scale has 6 items with no dimensions. T-test was used as statistical technique.

**Analysis****Result pertaining to Level of Resilience****Table 1. Level of Resilience**

<i>Resilience</i>	<i>Score</i>	<i>Frequency</i>	<i>Percentage</i>
Very High	26 & above	7	2.3%
High	23-25	23	7.6%
Average	15-22	246	80.9%
Low	12-14	25	8.2%
Very low	11 & below	3	1.0%
Total		304	100%

Table 1 show the representation of Resilience among 304 students of CBSE secondary schools of Jalandhar, Punjab. . It is clear from the figure that 7 students (2.3%) fall under very high level category, 23 (7.6%) falls under high, 246 (80.9%) students fall under Average level category, 25 (8.2%) students fall under below low level category and 3 (1.0%) students falls under very low level category in respect to Resilience. It is clear from the figure that the highest student with 80.9% shows average

resilience.it means that 304 secondary school students are average resilience to emergent situations.

**Result pertaining to difference in resilience based on gender among secondary school students.**

**Table 2. Gender wise difference in Resilience of secondary school students**

	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sig. (2-tailed)</b>	<b>df</b>	<b>T</b>	<b>Remarks</b>
Resilience	Male	158	18.7532	3.33613	.117	302	1.571	Insigificant
	Female	146	18.1781	3.02332				

$P < 0.05 \neq H_0$        $P \geq 0.05 = H_0$

Table 2 shows the mean score of male and female of secondary school students in relation to Resilience . It is clear from the table that the mean score for Male has slightly higher resilience (mean= 18.7532, SD= 3.3361) in comparison to Female students (mean=18.1781, SD=3.0233). The test for equality on the mean shows no significant difference in Resilience between male and female higher secondary school students .( $p=0.117$ ,  $t$  value =1.).

Thus, the null hypothesis “There exists no significant difference in Resilience with

gender” is accepted. The finding is in line with the study conducted by Njoki\_(2010) in the study, “Academic Self-Concept, Motivation And Resilience As Predictors Of Mathematics Achievement Among Secondary School Students In Nairobi County, Kenya”, where result revealed that Resilience is not influenced by the gender differences. In other word both male and female students have the same resilience in any endeavor. The reason could be that each gender has their own coping strategies to bounce back which exactly fit into the situation.

### Result pertaining to difference in resilience based on Father's occupation among

### secondary school students.

**Table 3: Father's occupation wise difference in Resilience of secondary school students**

	Father Service	N	Mean	Std. Deviation	Sig. (2-tailed)	Df	T	Remarks
Resilience	Military	156	18.8333	2.97264	.046	302	2.005	Significant
	Non Military	148	18.1014	3.38813				

$P < 0.05 \neq H_0$      $P \geq 0.05 = H_0$

Table 3 shows the mean score for Resilience of secondary school students from military and non-military families. It is clear from the table that the mean score for resilience among students from military families is higher (mean= 18.8333, SD= 2.9726) in comparison to students from non-military families (mean=18.1014, SD=3.3881). The test for equality on the mean shows significant difference in Resilience of secondary school students from military and non-military families. ( $p = 0.046$ ,  $t = 2.005$ ).

Thus, the null hypothesis "There exists no significant difference in Resilience with respect to father's occupation" is rejected. The findings are in line with the study conducted by Wasonga et al (2003) "Ethnicity, Gender and Age: Predicting Resilience and Academic Achievement among Urban High School Students" on 480 urban high school students. The finding revealed that students from military families had a higher level of resilience compared to students from non-military families. The reason could be that students from Military families have to adopt to new situation frequently as their father has transferable job and also have to live without their father when they are posted on borders. So they have to deal with the situation alone which makes them more resilience.

### CONCLUSION

The study concluded that maximum of the students have average resilience which do not differ on the basis of gender whereas the

students from military families have higher resilience from the students of non-military families. Resilience is motivational force, without it there is no reason for human existence. Resilience can be achieved through social support from the side of higher authorities, school-teachers, parents, friends and other people. Thus the effort should be put to provide a conducive and learning environment to the students to enhance their resilience. To improve resilience among secondary school students, the concerned authorities, schools, parents, teachers and other people need to work in collaboration. Whenever the students confronting the failure and need support, concern authorities should always assist them instead of scolding them. Because it will demoralize the students and negatively affect their development. Parents and teachers also have to give the autonomy to their children/students for taking decisions that make them more responsible. They also have to provide such environment so students can come out from the comfort zone that directly enhance the resilience.

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