

RELATIONSHIP BETWEEN RESILIENCE AND FLOURISHING AMONG STUDENTS: REVIEW ARTICLE

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ABSTRACT

Perhaps when positive human functioning is demonstrated in the face of major life challenges and adversity, it is most impressive. Then, a great deal about human strengths—what they are, how they develop, and how they are developed or weakened—is discovered via testing people. Being resilient in the face of adversity is a topic covered in the expanding body of research on human resilience, (Ryff & Singer, 2004) While chronic stress has often been found to have negative effects on health, flourishing has been demonstrated to increase resilience and improve our current state of health. Reduced issues with focus, impatience, restlessness, lack of initiative, and burnout were substantially predicted by higher thriving scores. The perceived degree of stress acted as a substantial mediating factor in all these correlations, (Berend et al., 2020). Adversity management frequently emphasizes the need of resilience. Hope is another concept that is mentioned as being crucial for dealing with hardship. Hope and resilience are comparable, but hope is different and simpler to comprehend and use, according to C.R. Snyder, a pioneer in hope theory, (Munoz et al., 2019). The study aims to find out the relationship between Resilience and Flourishing among students.

Keywords: Resilience, Flourishing, Students, Human, Adversity

Introduction

As **Rogers and Lucas (2016)** noted, "universities worldwide are increasingly taking on the challenge of expanding the scope of their responsibility to include students' well-being and their capacity to build lives of vitality, resilience, purpose, and engagement, and moving beyond only measuring outcomes related to academic and career success." In the current difficult environment, it is generally acknowledged that a student's performance in higher education institutions is an important factor in fostering their personal and professional development (**York, Gibson, & Rankin, 2015**).

Acquiring information, developing important skills and competences, and laying the groundwork for future opportunities are all accomplished through education (**Jacobi, 1991**). The number of studies that have examined the many intricate components that go into succeeding academically has increased in recent years. Many academics have investigated the emotional, psychological, demographic, and social factors that could be indicators of college students' academic achievement to determine the significance of the issue (**Richardson, Abraham, & Bond, 2012; Robbins et al., 2004; Salanova et al., 2010**). According to research by **Hamilton (1990)**, grade point average (GPA), which is frequently used as a gauge of academic success in post-secondary education, showed a significant correlation with factors like high school rank, age at enrollment, and the composite score on the American College Test (ACT).

Most young adults find that the adjustment to college is a challenging time (**Kelly, 2019; DeBerard, Spielmans, & Julka, 2004**). Young adults face new obstacles and must make important choices when they make the move to college. Getting used to this significant life event can be extremely stressful and result in more severe psychological problems (**Lu, 1994**).

Young adults who are unable to establish the coping mechanisms they need to deal with these novel pressures frequently drop out of college in their first year. The university may suffer because of leaving, in addition to the harm to the person (**DeBerard et al., 2004**). Consequently, many institutions of higher learning have focused on reducing stress during this challenging time of change.

Resilience, hope, and optimism are all studied in positive psychology, which is the scientific study of thriving (**Seligman, 2011**). It has been shown that evidence-based treatments that enhance the above listed domains have a favourable effect on wellbeing and lessen psychological distress (**Seligman, 2011; Bolier et al., 2013**).

Perhaps the most striking examples of positive human functioning occur when people are facing major obstacles and difficulty in their lives. Many things about human strengths—what they are, how they develop, and how they are developed or weakened—become clear when people are put to the test. This contrast of doing well in the face of adversity is addressed in the expanding body of research on human resilience. The concept has been defined and assessed as well as the resources and protective factors that have been shown to be important in explaining this resilience. a quick emphasis on kid studies and a longer analysis of adult and senior citizen research (where our own work has been written). Research on resilience, which may thrive in the face of adversity, is becoming increasingly popular in both stages of life.

By articulating the characteristics of human capabilities and well-being, concepts of flourishing provide richer definitions of what it means to flourish in the face of adversity. A significant portion of the work on resilience has focused more on avoiding bad outcomes—such as psychological, social, emotional, or physical issues—than on fostering good ones. Alternatively, resilience research adds further understanding of how human qualities are developed, including the finding that they are occasionally formed amid adversity, to the literature on thriving, (**Ryff & Singer, 2004**).

Flourishing: A key component of happiness, the idea of thriving is frequently employed as a gauge of overall life satisfaction (**Fredrickson & Losada, 2013**). To better understand what a satisfying existence is, leading experts in the subject of thriving use scientific approaches. The study's findings show that when people pursue fulfilling goals like overcoming adversity or performing community service, as well as participate in a variety of activities and build meaningful relationships, they feel more fulfilled and purposeful in life (**Keyes, 2010**).

In Keyes' view, flourishing is often seen as the condition of living a good life, marked by feeling good and performing at one's best (**Huppert & So, 2013**). Social scientists and psychologists use the idea of thriving to study and evaluate people's experiences of gratification, meaning, purpose, and pleasure. According to several writers, mentally healthy persons reach the condition of flourishing when they display high emotional well-being levels as well as signs of contentment and enjoyment. People who flourish often have a certain amount of control over their environment, a feeling of purpose in life, accept every part of who they are, and exhibit personal growth and more independence (**Keyes & Haidt, 2003**).

Positive emotions, engagement, connections, purpose, and success are the hallmarks of a psychosocial environment where flourishing arises (**Seligman, 2011**). Additionally, stress is linked to flourishing factors: According to research by **Peifer, Schulz, Schächinger, Baumann, and Antoni (2014)**, flow experience is adversely affected by excessive physiological arousal under stress.

It is also associated with conscientiousness, optimism, mental health, self-compassion, extraversion, psychological well-being, and the utilization of one's strengths (**Schotanus-Dijkstra et al., 2016**). According to **Antaraman (2015), Fink (2014), and Low (2011)**, academic success, study interest and involvement, and supportive college settings are all indicators of thriving for college students.

Flourishing as a comprehensive method of studying wellbeing that incorporates the traditions of eudaimonic and hedonic wellbeing (**Patnaik, 2021**). There is a substantial amount of study on

flourishing/flowering, which is described as the positive interactions between people, their surroundings, and culture. This impacts the exploration of high levels of wellbeing and, in turn, of mental health (Keyes, 2002).

Resilience: One coping resource is resilience (Smith et al., 2008). It displays a person's capacity to overcome hardship and develop because of the difficulties encountered (Rutter, 1985). It shows how well a person can recover or overcome difficult or stressful situations (Smith et al., 2008). As the primary quality of strength that encompasses forgiveness and kindness, temperance is a crucial component in fostering resilience. Resilience is linked to less aggressive behavior, less severe reactions to adversity, and eagerness to form new connections (Cohrs, Christie, White, & Das, 2013). There are several arguments that highlight the value of employing resilience and include young people in research. For instance, over 50% of people go through at least one traumatic incident in their lives, yet most of them bounce back without developing mental illness (Windle et al., 2011).

Compared to others who are not as resilient, highly resilient persons recover to their true level of functioning more quickly. People who are less resilient can also recover from traumatic situations, but often, this recovery is defined as an inability to operate in day-to-day activities (Portzky et al., 2010). Additionally, resilience can enhance work-related tasks in several professional and personal domains. The study of resilience and associated components should thus be conducted through this analysis (Portzky et al., 2010).

Many people who are resilient report feeling less depressed, anxious, and experiencing broad emotional distress. These individuals exhibit greater levels of positive affectivity, which are indicative of well-being, and a high degree of acceptance of impairment, as documented in this study. It has been observed that those who are more resilient endure less suffering, and that resilience is associated with posttraumatic growth (Consten, 2016). Resilience is linked to stronger coping mechanisms, better therapeutic outcomes, and a lower incidence of suicide thoughts and attempts (Portzky et al., 2010).

The need of implementing resilience methods with young people is highlighted by several arguments. For example, nearly 50% of people experience at least one traumatic event in their lifetime. This is a considerable number. But most of these people are resilient and do not show any signs of mental illness as a result (Berkes, Colding, & Folke, 2009; Leontjevas et al., 2014). Not everyone who has a traumatic event will go on to become psychopathological.

The significance and allure of researching resilience cannot be emphasized because certain people can become resilient (Agaibi & Wilson, 2005).

The ability to cope with and adjust to stress or unfavourable situations is the simplest definition of resilience (Wagnild & Young, 1993). An exposure to stressful events is a major factor in the development of one's level of resilience. Participants in outdoor programs frequently encounter new and/or uncomfortable circumstances and are required to overcome a range of emotional, social, and physical obstacles. In other words, to get a positive result—often referred to as personal growth—participants are purposefully pushed, which might be viewed as a "stressor." The body of research on resilience is extensive.

In the study by Masten and Reed (2002), initiatives that foster prosocial peer interactions, provide mentorship opportunities, and impart useful coping mechanisms are likely to increase resilience. Programs that take place outside frequently have several chances to establishing objectives, forming

connections, making choices to address issues, and developing coping mechanisms for hardship and ambiguity.

Numerous approaches have been used to characterize the external components of resilience, such as the existence of social support systems made up of friends, family, and communities (**Zimmerman, 2013**). For others, the ambiguous nature the way the literature discusses resilience has resulted in a conclusion that resilience has "become a meaningless term that can be able to convey nearly any message (**van Breda, 2018, p. 15**).

Based an elegant definition provided by **Masten (2001)**, resilience arises "from the everyday magic of the ordinary," including the way children's human resources are regulated, how they think, operate, and behave, and how they connect with their families, relationships, and communities. Considering children's developmental and contextual contexts, the goal should be to promote adaptive systems that allow for the emergence of happy emotions.

In this way, resilient children can grow up to be spiritually mature, independent, and have meaningful relationships with others, all of which will contribute to their success in the future. We go into further detail in the next parts on how music and exercise have a powerful ability to foster eudaimonia and resilience.

Researchers from a wide range of disciplines, including psychology, sociology, education, and economics, are very interested in the importance of resilience. Resilience is defined as the ability to "bounce back" or "recover" from adversity, withstand disease, and be flexible enough to adjust to changing circumstances to maintain one's bodily and mental health (**Ryff & Singer, 2003; Smith et al., 2008**). Additionally, resilience is defined as a functional personality trait that fosters human growth following very traumatic experiences (**Bonanno, 2004**).

People who are more resilient are more likely to have less issues with their mental, social, and physical health. A few research have specifically investigated the connection between psychological and subjective well-being and resilience. **Sagone and De Caroli (2014)** shown, for instance, that resilience is positively correlated with self-acceptance, autonomy, environmental mastery, positive interpersonal relationships, personal development, and life purpose. Increased resilience scores are indicative of improved psychological health. In their cross-sectional study, **Shi et al. (2015)** examined the mediating function of resilience in the link between stress and life satisfaction among Chinese medical students and discovered that resilience has a partial mediating effect. There is a negative correlation between higher perceived stress scores and lower resilience ratings, which leads to a lower degree of life satisfaction.

Discussions

In the development of traditionally college-aged individuals, resilience and thriving are both critical components (**Arnett, 2000; Kelly, 2019; Shellman & Hill, 2017**). Psychological illnesses like depression are less likely to strike students who are more resilient and have better mental health (**Lu, 1994**). Participation in extracurricular activities fosters good social integration and may increase students' attachment to the school.

The beneficial correlation between flourishing and resilience (**Yildirim and Belen, 2019**). Furthermore, new research examines its usefulness in mental health (**Wu et al., 2020**), psychopathological symptom prevention (**Chmitorz et al., 2018**), personal recovery following health accidents (**Rapport et al., 2020**), and as a mediator between subjective wellbeing and But according to a recent meta-analysis on resilience and flourishing dimensions, impact sizes vary between research,

indicating a high degree of heterogeneity in the published findings (**Liu et al., 2020**); optimism (**He et al., 2013**; **Miranda and Cruz, 2020**).

Research shows a favourable correlation between social support and both thriving (**Abdollahi et al., 2018**; **Shi et al., 2015**; **Yanardağ et al., 2021**) and life satisfaction (**Hu et al., 2020**). Additionally, happiness with life (**Hu et al., 2020**; **Yildirim, 2019**; **Yildirim & Belen, 2019**) and flourishing (**Yildirim, 2019**; **Yildirim & Belen, 2019**) are positively correlated with resilience.

Conclusion

Several academics used their scientific studies to investigate the good life in flourishing, broadening the focus of social and psychological research to encompass play, citizenship, happiness, well-being, bravery, and the fulfillment of constructive employment and positive relationships. According to their results, people acquire a sense of purpose and richness in life when they immerse themselves in relationships, activities, and the pursuit of intrinsically fulfilling objectives like overcoming adversity or volunteering to serve their community (**Keyes, 2010**).

Thriving is living a happy life, feeling pleasant, and carrying out human behaviors with remarkable efficacy (**Huppert & So, 2013**). Social scientists and psychologists use the notion of flourishing to examine and quantify the factors of happiness, meaning, satisfaction, and purpose. According to several authors, individuals who are mentally healthy and emotionally well-adjusted exhibit happiness and life satisfaction, which is the result of flourishing.

A flourishing person is more likely to have a life purpose, accept everything on their own, have a certain level of control over their surroundings, grow personally, and be more independent (**Haidt & Keyes, 2003**).

Individuals who exhibit both high levels of eudemonic and hedonic well-being are known as flourishers. While many scholars have studied one of these domains, relatively few have examined flourishing (**Schotanus Dijkstra et al., 2016**).

One key concept of happiness is flourishing, which is a gauge of general life well-being (**Fredrickson & Losada, 2005**). Numerous elements and ideas went into creating the general idea of thriving and the advantages of living a life that may be described as flourishing (**Huppert & So, 2013**).

Significantly lower levels of focus, irritation, restlessness, lack of initiative, and burnout were predicted by higher thriving scores. The perceived degree of stress strongly moderated all these correlations. Additionally, there was a strong correlation between lower levels of focus, irritation, restlessness, lack of initiative, emotional tiredness, and burnout and higher scores on the positive feelings scale. Perceived levels of stress also acted as a mediator in these correlations.

Student achievement in general, perseverance, dedication to the university, and flourishing. Colleges and universities have been looking for creative programming concepts in recent years to meet these demands of their students. The necessity for recreation professionals (such as those in outdoor programs and recreation and wellness departments) on college campuses to show the results of their programs' performance and impact is growing as funds get tighter and programs come under more scrutiny.

In the same way, our profession needs to use more evidence-based practice. College programs are well-positioned to increase their influence through collaborations and research by Programs that encourage growth rather than just issue prevention, especially in teenagers and young adults, have received more attention to offer the means and techniques necessary to manage such stressors. A sense of safety,

demanding and engaging activities, a feeling of community, supportive adult relationships, participation in decision-making, leadership opportunities, and community involvement are all traits of these programs (e.g., **Gambone & Arbretton, 1997; Werner, 1993; Witt & Caldwell, 2005**). Capitalizing on the "outdoor interest" trend.

These qualities (such as cooperating to accomplish a common objective, completing difficult tasks, and exercising leadership in a supportive setting) are notably present in many outdoor adventure education programs, even though no single program has a monopoly on offering such an environment. Therefore, these programs could be well-suited to support psychological, Self-efficacy, life effectiveness, resilience, and social and psychological well-being are just a few of the desired outcomes that can be attained through the numerous inherent physical, emotional, and mental challenges that many outdoor education programs purposefully use (**Goldenberg, McAvoy, & Klenosky, 2005; Hattie, Marsh, Neill, & Richards, 1997; McKenzie, 2000; Neill & Dias, 2001; Sibthorp, Paisley, & Gookin, 2007**). Indeed, high-impact initiatives that promote students' thriving are increasingly falling within the purview of college outdoor administrators (**Rogers & Lucas, 2016**) emotional well-being as well as the development of efficient coping mechanisms.

Keyes urges for a stronger emphasis on comprehending the processes that support contentment, productivity, and life meaning—in other words, what enables individuals to flourish (**2003, 2006, 2009**). "A state in which an individual feels positive emotion toward life and is functioning well psychologically and socially...such individuals are filled with emotional vitality and are functioning positively in the private and social realms of their life," is how he defines flourishing (**Keyes & Haidt 2003, p. 6**).

Individuals who are flourishing have been found to have a higher likelihood of graduating from college, landing "better" professions, and succeeding in those positions. When considering languishing, the information shown above suggests one explanation for this success: those who thrive have lower absenteeism rates from work.

In addition to issues with focus, restlessness, irritation, a lack of initiative, emotional tiredness, and burnout, flourishing was a strong predictor of felt stress.

Resilience elements for both types of stress may include both positive and flourishing feelings.

Enhanced feelings of thriving and positivity with positive psychological therapies (**Bolier et al., 2013, Emmons & McCullough, 2003, Froh, Sefick, & Emmons, 2008, Sheldon & Lyubomirski, 2006**)."

These results imply a direct and indirect relationship between decreased stress and psychological stress symptomatology and flourishing and good feelings.

Research indicates that those who are thriving have a higher chance of graduating from college, landing "better" professions, and succeeding in those positions. The information shown above when talking about languishing shows that people that thrive had lower absenteeism rates from work, which is one explanation for their success.

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