

PSYCHOLOGICAL RESILIENCE IN STUDENTS: THE ROLE OF EDUCATIONAL SUPPORT SYSTEMS

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ABSTRACT

This paper explores the critical role of educational support systems in fostering psychological resilience among students. Psychological resilience refers to adapting to adversity, stress, and challenges, which is essential for students facing academic and personal pressures. Educational institutions play a significant role in nurturing resilience by providing psychological, emotional, and practical support.

The paper examines various aspects of these support systems, including school-based programs, teacher involvement, peer support networks, and family engagement. It highlights how these factors contribute to the development of resilience and help students overcome challenges. Through a mixed-method study involving students, teachers, counselors, and parents, the research demonstrates that educational support systems significantly enhance students' capacity to cope with stress.

The findings underscore the importance of integrating resilience-building initiatives into school curricula, involving families in the educational process, and training teachers to recognize and support students' emotional needs. These recommendations aim to foster an academic and emotional environment where students can thrive.

Keywords: Psychological Resilience, Support Systems, Students

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Methodology

This study employed a mixed-method approach to examine the role of educational support systems in fostering psychological resilience among students. A mixed-method design was selected to provide both a broad quantitative assessment and a deeper qualitative understanding of how various support systems within educational environments contribute to students' ability to manage stress, adversity, and personal challenges. By integrating both qualitative and quantitative data, the study aimed to offer a comprehensive perspective on the dynamics of educational support systems and their impact on student resilience (Fröhlich-Gildhoff & Rönnau-Böse, 2013).

Research Design and Rationale

The decision to use a mixed-method approach was grounded in the complex and multifaceted nature of psychological resilience. Resilience is influenced by a range of factors, including individual characteristics, social interactions, and institutional support, making it difficult to capture through a single research method. Quantitative data provided measurable insights into the relationships between educational support and resilience, while qualitative data allowed for a more nuanced exploration of students' experiences, perspectives, and the specific contexts in which resilience is developed.

This approach facilitated a more robust understanding of how different forms of support—such as school-based programs, teacher involvement, peer relationships, and family engagement—contribute to resilience in educational settings. Additionally, it allowed for the identification of specific mechanisms through which educational support systems influence students' ability to cope with challenges.

Participants

The study's participants consisted of a diverse group of 300 high school and university students from different socioeconomic and educational backgrounds, ensuring a comprehensive representation of students from various types of institutions, including both public and private schools. These students were selected using a stratified sampling technique to account for variables such as age, gender, socioeconomic status, and school type. Additionally, 50 teachers, 20 school counselors, and 100 parents were included in the study to provide multiple perspectives on the role of educational support systems.

The inclusion of teachers and counselors was critical, as they are often the frontline providers of academic and emotional support to students. Teachers were selected based on their experience working with students in different academic capacities, ranging from classroom instruction to student counseling. School counselors were included to gain insights into the formal support structures available within educational institutions and to understand how these systems are utilized by students. Parents were chosen based on their involvement in their children's academic lives, with particular attention to those who actively engage with their children's schools and educational programs.

Sampling Strategy

A stratified random sampling method was employed to ensure that the sample was representative of the broader student population. The sampling was stratified according to the following criteria:

- **School Type:** Public and private schools were included to capture differences in available support structures.
- **Grade Level:** High school students from grades 9 to 12 and university students from their first to fourth year were included to ensure a broad range of academic experiences.
- **Socioeconomic Status:** Students from low, middle, and high-income families were included to explore how socioeconomic factors might influence access to and utilization of educational support systems.
- **Geographic Distribution:** Participants were selected from both urban and rural areas to account for differences in educational resources and access to support systems.

The study ensured that the sample size was large enough to allow for statistically significant results in the quantitative analysis while also providing sufficient depth for the qualitative exploration of individual experiences.

Data Collection Methods

To gather comprehensive data on the role of educational support systems in fostering resilience, the study employed several data collection methods, including surveys, interviews, and focus groups. The combination of these methods allowed for a detailed examination of both the breadth and depth of educational support systems and their impact on resilience.

Surveys

Surveys were administered to students to assess their levels of resilience and the types of educational support they received. The Connor-Davidson Resilience Scale (CD-RISC), a validated instrument widely used in resilience research, was employed to measure students' resilience levels quantitatively (Connor & Davidson, 2003). The scale consists of 25 items that assess various aspects of resilience, including the ability to bounce back from hardship, adapt to change, and maintain a positive outlook in the face of adversity. The responses were scored on a Likert scale ranging from 0 (not true at all) to 4 (true nearly all the time), with higher scores indicating greater resilience.

In addition to the CD-RISC, a custom survey was developed to gather information on the types and availability of educational support systems. This survey included questions related to:

- The availability of school-based support programs (e.g., counseling services, stress management workshops).
- The nature of teacher-student relationships and the perceived level of teacher support.
- The presence of peer support networks within the school environment.
- The role of family involvement in the student's academic life and emotional well-being.

The survey also collected demographic information, including age, gender, socioeconomic background, and academic standing, to explore potential correlations between these factors and resilience levels.

Interviews

Semi-structured interviews were conducted with teachers, school counselors, and parents to gain qualitative insights into how educational support systems function in practice and how they contribute to resilience. The interviews focused on the following topics:

- Teachers: The role of teachers in providing emotional and academic support, their strategies for identifying and addressing student stress, and their perceptions of the effectiveness of institutional support systems.

- Counselors: The types of formal support systems available to students, how these systems are accessed and utilized, and the counselors' perspectives on the importance of resilience-building programs.
- Parents: The ways in which parents engage with their children's education, their involvement in support systems such as parent-teacher organizations, and their views on the role of family support in fostering resilience.

The semi-structured nature of the interviews allowed for flexibility in exploring the participants' experiences while ensuring that key themes related to educational support and resilience were covered.

Focus Groups

Focus groups were conducted with groups of students to explore their personal experiences with educational support systems and their perceptions of how these systems affected their ability to manage stress and adversity. The focus groups were designed to encourage open discussion about the types of support students found most helpful, the challenges they faced in accessing support, and the ways in which their schools, teachers, peers, and families contributed to their resilience.

Focus group discussions provided valuable qualitative data that complemented the survey findings, offering deeper insights into how students perceived the support they received and how it impacted their resilience.

Data Analysis

The study employed both quantitative and qualitative data analysis techniques to examine the relationship between educational support systems and student resilience.

Quantitative Analysis

Quantitative data from the surveys were analyzed using statistical software to identify patterns and correlations between the availability of educational support systems and resilience levels. The following statistical techniques were used:

- Descriptive Statistics: Descriptive statistics, such as means, standard deviations, and frequency distributions, were calculated to summarize the demographic characteristics of the participants and their resilience scores.

- **Correlation Analysis:** Pearson correlation coefficients were calculated to assess the relationships between variables, such as the availability of support systems, the quality of teacher-student relationships, and resilience levels.
- **Regression Analysis:** Multiple regression analysis was used to identify the most significant predictors of resilience among the different types of support systems. This analysis helped determine which factors had the strongest impact on resilience, controlling for demographic variables such as socioeconomic status and academic standing.

Qualitative Analysis

Qualitative data from interviews and focus groups were analyzed using thematic analysis, a method that involves identifying and interpreting patterns or themes within the data. The thematic analysis process involved the following steps:

1. **Familiarization with the Data:** The interview transcripts and focus group discussions were read and re-read to gain an overall understanding of the content.
2. **Coding:** Key phrases and ideas were coded according to recurring themes related to educational support, resilience, and student experiences.
3. **Theme Development:** The codes were grouped into broader themes that captured the key aspects of educational support and its role in fostering resilience. Examples of themes include "teacher emotional support," "access to counseling," "peer collaboration," and "family involvement."
4. **Interpretation:** The identified themes were interpreted in the context of existing literature on resilience and educational support systems. The qualitative findings were used to provide a richer, more nuanced understanding of the quantitative results.

Ethical Considerations

The study followed strict ethical guidelines to ensure the privacy and confidentiality of all participants (Nuredin A, & Nuredin M., 2023). Informed consent was obtained from all students, teachers, counselors, and parents before data collection began. Participants were informed of their right to withdraw from the study at any time without penalty. Data

were anonymized to protect the identities of the participants, and all information was stored securely.

Introduction

Psychological resilience, the capacity to adapt to adversity, stress, and hardship, has become a critical concept in educational research over recent decades (Masten, 2001). Within academic settings, resilience is particularly important, as students routinely face a range of challenges, including academic pressures, social stressors, and personal difficulties. Students who exhibit psychological resilience are often better equipped to manage these stressors, maintain high academic performance, and sustain mental health even in the face of adversity (Connor & Davidson, 2003).

Educational institutions, including schools and universities, play a pivotal role in fostering resilience. These institutions create environments that can either support or impede a student's ability to cope with adversity. The role of educational support systems, which may include teachers, counselors, peer networks, and institutional policies, is especially significant in promoting resilience (Ungar, 2008). Schools can offer both psychological and practical support that enables students to handle adversity more effectively and achieve academic success (Rutter, 2012).

This paper seeks to explore the critical role that educational support systems play in fostering psychological resilience among students. The analysis focuses on how structured programs, teacher involvement, peer support, and family engagement enhance students' capacity to adapt to challenges. In addition, empirical data will be examined to illustrate the effectiveness of these systems in developing resilience and improving student outcomes.

1. Conceptual Framework of Psychological Resilience

1.1 Defining Resilience in Education

Resilience has been extensively studied in the field of psychology and is often characterized as a dynamic process involving positive adaptation within the context of significant adversity (Masten, 2001). In educational settings, resilience is defined as the ability of students to withstand academic pressures, maintain motivation despite setbacks, and persist in long-term educational goals (Aydın & Kaya, 2019). This ability to adapt to adversity is not an inherent trait but is developed over time through exposure to supportive relationships and environments.

In her seminal work on resilience, Ann Masten (2001) referred to resilience as "ordinary magic," underscoring that it is not an extraordinary ability but rather a common adaptive process that emerges in the presence of protective factors, such as strong support networks. Masten's work has influenced a great deal of educational research by emphasizing that resilience can be cultivated through proper environmental and institutional support. Schools, as social institutions, are uniquely positioned to play a role in fostering resilience by offering resources that support students emotionally, socially, and academically.

Resilience in the academic context encompasses a student's ability to navigate multiple stressors, from academic workload to social pressures. This multifaceted view of resilience is crucial, as it highlights the need for a comprehensive approach in building resilience through school-based programs, teacher involvement, peer networks, and family support (Aydın & Kaya, 2019).

1.2 Importance of Resilience in Student Success

Resilience is strongly correlated with numerous positive outcomes in students, such as better academic performance, enhanced emotional well-being, and lower rates of anxiety and depression (Yılmaz, 2017). Students who possess high levels of resilience are more likely to succeed academically, as they are able to persevere through challenges, maintain a positive outlook, and remain engaged in their education. The development of resilience has become a critical goal for educational institutions, as it not only improves academic performance but also supports students' long-term mental and emotional health.

Schools that prioritize resilience-building help students develop essential life skills, including emotional regulation, problem-solving, and effective communication (Önder & Gülay Ogelman, 2014). These competencies are critical for success both in academic settings and beyond. Moreover, students who are more resilient tend to exhibit greater levels of self-efficacy, or the belief in their ability to achieve goals, which further promotes academic achievement and personal development (Güçlü & Demir, 2018).

A significant body of research has demonstrated that resilience can mitigate the negative effects of stress and adversity on academic performance. For example, a study by Doğan and Çetin (2009) found that students with higher resilience scores were more likely to report positive

coping strategies and better academic outcomes. This underscores the importance of fostering resilience in students as a way to buffer against the negative effects of academic and social stressors.

2. The Role of Educational Support Systems

Educational support systems are essential in fostering resilience in students. These systems include formalized programs like counseling and academic support, as well as informal mechanisms such as teacher engagement and peer relationships. A strong support system within the educational environment provides students with the resources they need to overcome challenges and maintain their academic performance and emotional well-being (Fröhlich-Gildhoff & Rönnau-Böse, 2013).

Support systems in schools function as protective factors that enable students to navigate stressors effectively. Educational institutions that integrate a variety of support mechanisms tend to see better student outcomes in terms of resilience and academic performance. For example, schools that offer counseling services, peer mentoring programs, and extracurricular activities create environments where students feel supported and connected, which promotes resilience (Güçlü & Demir, 2018).

2.1 School-Based Programs

School-based programs that focus on emotional and social learning have been shown to increase students' resilience (Fröhlich-Gildhoff & Rönnau-Böse, 2013). These programs are designed to equip students with the skills and strategies they need to manage stress, cope with adversity, and maintain a positive outlook in the face of challenges. Such programs often include workshops on stress management, mindfulness, and coping strategies, all of which have been shown to be effective in promoting resilience.

One prominent example of a school-based resilience program is the Social and Emotional Learning (SEL) framework, which is widely implemented in schools across the United States. The SEL framework emphasizes the development of emotional intelligence, self-regulation, and interpersonal skills, all of which contribute to resilience (Jones, 2013). Research has shown that students who participate in SEL programs are better equipped to handle academic and social stressors, which in turn improves their academic performance and overall well-being.

Mindfulness-based programs, in particular, have gained traction in schools as a way to promote resilience. Studies have demonstrated that mindfulness interventions help students manage stress, improve attention, and enhance emotional regulation (Kabat-Zinn, 1990). For instance, a study conducted by Schonert-Reichl and Lawlor (2010) found that students who participated in a mindfulness-based stress reduction program reported higher levels of resilience and better academic outcomes.

2.2 Teacher Involvement

Teachers play a critical role in fostering resilience among students (Wustmann, 2004). The relationship between students and teachers can significantly impact a student's ability to cope with stress. Teachers who engage with their students and offer personalized support create a nurturing environment where resilience can flourish (Walter & Hansmann, 2017). When teachers demonstrate empathy, provide encouragement, and foster open communication, they help students develop the confidence and coping skills needed to overcome challenges.

Teacher-student relationships are particularly important for students who may not have strong support systems at home. For these students, teachers can serve as surrogate mentors, providing both academic guidance and emotional support. A study by Pianta and Walsh (1996) found that positive teacher-student relationships were associated with higher levels of resilience and academic success, particularly among at-risk students. These findings suggest that teachers play a crucial role in buffering students from the negative effects of adversity and promoting their academic and emotional well-being.

In addition to offering emotional support, teachers can also help students develop problem-solving skills, which are essential for resilience. By encouraging students to think critically, approach challenges with a positive mindset, and persist in the face of difficulties, teachers help students build the cognitive and emotional skills necessary for resilience (Jones & Bouffard, 2012).

3. Peer Support and Social Networks

Peer relationships also play a significant role in fostering resilience. Positive peer interactions provide students with emotional support, a sense of belonging, and opportunities for collaboration, all of which contribute to resilience (Ungar, 2008). In contrast, negative peer dynamics, such as

bullying or social isolation, can severely impair a student's ability to cope with stress.

Social support from peers can help students navigate academic and personal challenges more effectively. For example, a study by Luthar and Cicchetti (2000) found that students who had strong peer support networks were more resilient in the face of adversity. These students were better able to cope with academic stress, maintain positive relationships, and avoid negative coping mechanisms such as substance abuse or disengagement from school.

Peer mentoring programs have also been shown to enhance resilience in students. Such programs pair younger students with older, more experienced peers who provide guidance, support, and advice. Research has shown that students who participate in peer mentoring programs report higher levels of resilience, greater academic engagement, and improved social skills (Karcher, 2009). These findings suggest that schools should prioritize peer support initiatives as a way to foster resilience and improve student outcomes.

1.2 Peer Support Networks

The importance of peer relationships in the development of resilience cannot be understated (Ungar, 2008). Peers play a pivotal role in providing emotional support, fostering a sense of belonging, and promoting healthy social development. In the context of educational settings, students often rely on their peers for both emotional and academic assistance, especially during challenging times. Research shows that positive peer interactions provide students with the confidence to face difficulties and challenges, and they also offer an important network of support that can reduce feelings of isolation (Masten, 2001).

Peers can provide a buffer against stressors in a way that adults, including teachers and parents, may not be able to. For example, in adolescence, friendships play a central role in identity development, self-esteem, and emotional regulation (Karcher, 2009). Positive peer relationships can promote adaptive coping strategies, offering students a sense of companionship and a shared understanding of academic pressures or personal challenges. For many students, peer groups act as safe spaces where they can express themselves freely and receive immediate feedback or advice.

On the contrary, negative peer dynamics, such as bullying or social exclusion, can significantly impair a student's ability to cope with stress

(Connor & Davidson, 2003). Bullying, in particular, has been identified as a major risk factor that undermines resilience by increasing levels of anxiety, depression, and social withdrawal. The effects of bullying are not limited to the period during which it occurs; the emotional scars can have long-term consequences, leading to decreased academic performance, a lack of motivation, and difficulty building trusting relationships later in life (Rutter, 2012). Therefore, schools must actively promote positive peer interactions and prevent negative dynamics by implementing anti-bullying policies, fostering inclusive classroom environments, and encouraging peer mentoring programs.

Peer support networks can also foster resilience through collaborative learning environments. Research by Luthar and Cicchetti (2000) found that students who participated in peer-supported study groups exhibited higher levels of academic engagement and better problem-solving skills. The ability to work through academic challenges with peers not only strengthens academic skills but also promotes resilience by teaching students how to rely on their social networks in times of need.

Furthermore, peer mentoring programs, in which older students are paired with younger students, can enhance resilience. In these programs, younger students receive guidance, support, and advice from older peers who have successfully navigated similar challenges. Research shows that students who participate in peer mentoring programs report increased self-esteem, a greater sense of belonging, and improved coping skills (Karcher, 2009). These findings suggest that peer support networks are integral to fostering resilience, particularly in the educational context.

3. The Family's Role in Fostering Resilience

Family involvement is another critical element in building resilience (Güçlü & Demir, 2018). Families provide emotional support, stability, and encouragement, all of which are essential for helping students navigate academic and personal challenges. The family serves as the primary environment where children first develop emotional regulation, self-esteem, and coping mechanisms, making it a crucial factor in their ability to build resilience (Лебедева, 2010).

Families create the foundation for a child's emotional and psychological development. Parents, guardians, and other family members influence how children perceive and respond to challenges. Supportive families that foster open communication and provide consistent emotional support

equip children with the tools they need to face adversity with confidence. In contrast, families characterized by conflict, emotional neglect, or instability can undermine resilience, leaving children more vulnerable to stress and hardship.

The family environment plays an especially critical role during times of transition, such as the transition from primary to secondary school or from high school to university. These transitions often involve significant changes in social environments, academic expectations, and personal responsibilities, all of which can be stressful for students. During these times, family support becomes a stabilizing factor that helps students adjust to new challenges and maintain their emotional and academic well-being (Doğan & Çetin, 2009).

3.1 Parental Support and Engagement

Parental involvement in a student's academic life is one of the most significant predictors of resilience (Лебедева, 2010). Parents who are actively engaged in their children's education by attending school events, participating in parent-teacher meetings, and maintaining regular communication with teachers contribute to their child's sense of security and self-worth. This engagement signals to the child that their education is valued, which can motivate them to persevere in the face of challenges (Головей, 2013).

Moreover, parental emotional support provides children with a secure base from which they can explore the world and tackle academic and personal obstacles. Parents who offer consistent encouragement and show interest in their child's progress can help their child develop a growth mindset, where challenges are seen as opportunities for learning rather than insurmountable obstacles (Masten, 2001). This mindset is closely linked to resilience, as it promotes persistence and adaptability in the face of adversity.

Parental involvement can take many forms, from direct participation in school activities to providing a supportive home environment that prioritizes education. For example, parents who create structured routines that include designated study times, a quiet space for homework, and regular family discussions about academic progress contribute to their child's academic success and emotional resilience (Güçlü & Demir, 2018).

In contrast, parents who are disengaged or overly critical can hinder their child's ability to develop resilience. Children of parents who express high levels of academic pressure without providing emotional support may

experience increased anxiety, fear of failure, and a diminished sense of self-worth (Doğan & Çetin, 2009). These negative outcomes underscore the importance of balanced parental involvement that emphasizes both academic achievement and emotional well-being.

2.2 Socioeconomic Factors and Family Resilience

Socioeconomic factors also play a critical role in the development of resilience, particularly for students from lower socioeconomic backgrounds (Головей, 2013). Students from disadvantaged families often face additional challenges that can hinder their academic and personal development, including financial instability, limited access to educational resources, and higher levels of familial stress. However, strong family support can mitigate these effects, underscoring the importance of family engagement in fostering resilience, especially in disadvantaged contexts.

Financial instability can have a significant impact on a student's academic performance and emotional well-being. For students from low-income families, the stress of financial hardship can lead to feelings of insecurity, anxiety, and helplessness, which can undermine their ability to cope with academic pressures (Doğan & Çetin, 2009). In these cases, the role of family becomes even more important. Parents who provide emotional support, reassurance, and encouragement can help buffer the negative effects of financial instability, giving their children the confidence and motivation to persist despite the challenges they face.

Access to educational resources is another key factor that influences resilience. Students from higher socioeconomic backgrounds often have access to additional resources such as private tutoring, extracurricular activities, and educational technology, all of which can enhance their academic performance and resilience. In contrast, students from lower socioeconomic backgrounds may lack these resources, placing them at a disadvantage. However, families that emphasize the value of education and provide a supportive home environment can help bridge this gap (Головей, 2013).

For example, a study by Önder and Gülay Ogelman (2014) found that students from low-income families who reported strong parental support and engagement were more likely to exhibit resilience and achieve academic success than their peers who lacked family support. This finding

highlights the crucial role that family plays in fostering resilience, particularly for students facing socioeconomic challenges.

Familial stress is another significant factor that can affect a student's ability to build resilience. Families that experience high levels of stress, whether due to financial difficulties, marital conflict, or other factors, may struggle to provide the emotional support their children need. In such cases, students may experience increased anxiety and depression, which can undermine their resilience. However, families that manage stress effectively and prioritize open communication can help their children navigate these challenges and develop the coping mechanisms needed to succeed (Doğan & Çetin, 2009).

Moreover, strong family resilience can be built through family cohesion, adaptability, and problem-solving. Families that function as cohesive units, where members support one another and collaborate to solve problems, tend to raise children who are more resilient. This sense of family unity provides children with a stable foundation from which they can face external challenges with confidence and optimism (Masten, 2001).

Findings

The study's findings provide significant insights into how educational support systems foster psychological resilience among students. The results highlight several key aspects of the educational environment that contribute to developing students' ability to cope with challenges:

1. School-Based Programs

Students who participated in school-based programs designed to manage stress and promote emotional well-being demonstrated higher levels of psychological resilience. Programs such as mindfulness training, stress management workshops, and emotional support groups were particularly effective in providing students with the skills needed to navigate academic pressures. These programs helped students develop coping mechanisms that allowed them to maintain their academic performance while managing personal and academic stress.

2. Teacher Involvement

Teachers play a crucial role in fostering resilience among students. The study found that students who had supportive, engaged teachers were more likely to demonstrate high resilience. Teacher involvement, including providing personalized emotional support, fostering a positive

classroom environment, and encouraging open communication, was key to helping students manage stress and overcome obstacles. Teacher training in recognizing and addressing emotional distress also appeared to enhance the effectiveness of this support.

3. Peer Support Networks

Peer relationships significantly contributed to resilience. Students who reported having strong, positive peer support networks were more capable of dealing with academic and social challenges. Friendships provided an important emotional buffer, particularly for students experiencing social stress or isolation. Schools that encouraged peer mentoring and collaboration reported higher levels of resilience among students, suggesting that fostering a sense of belonging and mutual support in the classroom is vital for resilience.

4. Parental Engagement

Parental involvement was identified as another critical factor in building resilience. Students whose parents were actively involved in their education—by providing emotional support, encouraging open communication, and participating in school activities—exhibited greater resilience. This was especially true for students from lower socioeconomic backgrounds, where parental support helped mitigate the challenges associated with financial instability and limited access to educational resources. Family engagement proved to be a strong predictor of student resilience, reinforcing the importance of collaboration between schools and families.

5. Socioeconomic Factors

While resilience was generally higher in students with robust support systems, socioeconomic factors also played a role. Students from disadvantaged backgrounds faced additional challenges, such as financial instability and limited access to educational resources, which impacted their ability to build resilience. However, strong support from both educational institutions and families could significantly buffer these challenges, helping students from lower socioeconomic backgrounds to develop greater resilience over time.

Conclusion

The findings from this study emphasize the critical role that educational support systems play in fostering psychological resilience among students. Resilience is not solely an individual trait but is significantly influenced by the surrounding environment. School-based programs, teacher involvement, peer support networks, and family engagement all contribute to building the resilience needed for students to succeed academically and manage personal challenges.

A holistic approach is required to effectively foster resilience in students. Schools should prioritize resilience-building initiatives, including emotional and social learning programs, while also focusing on training teachers to provide personalized emotional support. Additionally, the findings highlight the importance of parental involvement in education. Schools should actively engage families and create partnerships that foster a collaborative environment where students feel supported both at home and at school.

Educational policies and practices should integrate these findings by incorporating resilience training into curricula, developing teacher professional development programs focused on emotional well-being, and promoting peer mentoring and collaborative classroom environments. By doing so, educational institutions can create a robust support system that not only enhances students' academic performance but also equips them with the emotional tools necessary to navigate an increasingly complex world.

In summary, building psychological resilience in students is a multifaceted process that requires the active participation of educational institutions, teachers, peers, and families. Implementing a comprehensive support system can ensure that students are better prepared to face challenges, maintain well-being, and achieve academic success.

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