Association between Self-reflection and Resilience among College Students

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Abstract: This is aanalytical cross-sectional study where the researchers attempted todetermine the association between self-reflection and resilience among the college students of Bulacan State University Bustos Campus located in Bustos, Bulacan, Philippines. The respondents are the first batch of graduates of the Kto12 curriculum which was implemented in the Philippines in 2014 with the end in view of developing resilience and self-reflection among the Filipino high school graduates. The researchers were able to establish that about 61.41% of the total number of respondents, or 6 out of 10 college students have high resiliency skill; that about 60.055% of the respondents have high self-reflecting skill; and that there is a crude association between level of resilience and the level of self-reflection.

Keywords: association, self-reflection, resilience and college students.

1. INTRODUCTION

We live in a world where stress, trials and vicissitudes are normal constructs of daily lives of every individual. Hassles that emanate from failed or strained relationships, unfulfilled aspirations and dreams, problems intertwined with financial, social, emotional and physical disorders may all lead to academic or career burn-out. And a steady influx of adversities to a students' psyche is detrimental to one's health and success in his academic performance and his future in general.

The onslaught of adversity in students' lives is inevitable. It will excuse no one. Nobody has immunity from its inimical effects. However, the right attitude in the face of stress and adversity in life is the key to counter such menace. The mechanism for coping with the same will spell the difference whether an individual rises up to the challenge or sink incessantly to the quagmire of defeat and self-pity. Instead of wallowing in pain and mockery, an individual can bounce back, after deep self-reflection of the situation, lest everything is bound for naught.

Resilience is feeling of trust that someone has in his or her own efforts and abilitiesaccording to Merriam Webster. From psychological point of view, resilience refers to an individual's capacity to withstand stressors and not manifest psychological dysfunction, such as mental illness or persistent negative mood. In other words resilience is defined as a person's capacity to avoid psychopathology despite difficult circumstances.

John Dewey (1859-1952), the renowned 20th century American educational philosopher, describes this sense of continuance through dynamic self-renewal:A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered. While the living thing may easily be crushed by a superior force, it none the less tries to turn the energies which act upon it into means of its own further existences. It is the very nature of life to strive to continue in being. Since this continuance can be secured only by constant renewals, life is a self-renewing process.

Sara Truebridge and Bonnie Benard (2013) made a thorough reflection on resilience. According to them resilience begins with beliefs. If you believe in the capacity of all individuals to demonstrate resilience, you won't give up on them. Your actions, words, and behaviors will project that message and will awaken and foster resilience in your students. It is

summarizes as follows: 1.Resilience is a process, not a trait; 2. Everyone, regardless of age or circumstances, has the capacity for resilience. 3. The three major protective factors that help us mitigate adversityand nourish personal strength are caring relationships, high expectations, and opportunities to participate and contribute; 4. Resilience isn't just for people from high-risk environments; 5.Resilience isn't a program or curriculum. 6. Resilient people identify themselves as survivors rather than victims; 6. Resilience is not just for remediation or intervention; 7. One person's support can be crucial in developing another's resilience; 8. Challenging life experiences can be opportunities for growth and change and9. Most people make it despite exposure to severe risk.

Resilience is defined by Cowden et. al 2017 in their studies entitled, "Validation of the child and youth resilience measure among South African adolescents", **a**s a dynamic, interactive process between resources that contribute to safeguarding a person and the adversities they experience.

Self-reflection on the other hand, according to Merriam Webster, is careful thought about your own behavior and beliefs. It is discussed by Open University & Unison in Partnership, as like looking into a mirror and describing what you see. It is a way of assessing yourself, your ways of working and how you study. To put it simply 'reflection' means to think about something. Reflecting helps you to develop your skills and review their effectiveness, rather than just carry on doing things as you have always done them. It is about questioning, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future.

In any role, whether at home or at work, reflection is an important part of learning. You wouldn't use a recipe a second time around if the dish didn't work the first time would you? You would either adjust the recipe or find a new and, hopefully, better one. When we learn we can become stuck in a routine that may not be working effectively. Thinking about your own skills can help you identify changes you might need to make.

In a study written by Crane et. al, 2019 entitled "How resilience is strengthened by exposure to stressors: the systematic self-reflection model of resilience strengthening," resulted to the importance of a specific meta-cognitive skill (self-reflection on one's initial stressor response) as a mechanism for strengthening resilience. The Systematic Self-Reflection model uniquely proposes five self-reflective practices critical in the on-going adaptation of three resilient capacities: (1) coping resources, (2) usage of coping and emotional regulatory repertoire, and (3) resilient beliefs. The self-reflective process is proposed to strengthen a person's resilience by developing insight into their already-present capacities, the limitations of these capacities, and by stimulating the search for person-driven alternative approaches.

This research endeavor attempts to establish the association between resilience and self-reflection among the college students who are pursuing a normal course in the Bulacan State University Bustos, Bulacan, Philiippines.

Objectives of the Study. The main objective of this study is determine the association between self-reflection and resilience among the first batch of graduates of the Kto12 curriculum enrolled in the College of Education of the Bulacan State University, Bustos, Bulacan, Philippines. Specifically, this study aimed **a.** to establish distribution of respondents according to various demographic characteristics, **b.** to determine the level of self-reflection among the respondents and **c.** to determine the level of resilience among the respondents.

Significance of the Study. This study is deemed significant because it will produce a clear cut evaluation if the implementation of the Kto12 curriculum in the Philippines succeeded in instilling the skills of resilience and self-reflection among the first batch of graduates of the same. This study couldn't be moretimely especially at the moment where talks about the recall or repeal of the same curriculum is beginning to gain mileage among the teachers and significant stakeholders in the educational landscape of the nation.

This paper will serve as a testimony if the target of the new curriculum of producing resilient and self-reflecting high school graduates has been achieved or not. The researchers vouch for the nobility of this undertaking whereas no study of similar nature is yet to be disseminated nor published. This study is also deemed significant to curriculum planners, school administrators, teachers and parents. In their hands lies the greatest motivation to hone and produce competitiveness and quality among Filipino students.

This study is also for benchmarking purposes, sources of inspiration documentation, reference and catharsis to other researchers who may be involved in the same realm of aspiration.

Conceptual Framework. The independent variable in this study is the resilience among the college students which is a skill of knowing how to cope in spite of adversities, stress, setbacks, barriers or limited resources. On the other hand, self-reflection, which is the dependent variable in this study, refers to the meditation and serious thought about ones' situation, actions or predicament.

INDEPENDENT VARIABLE   DEPENDENT VARIABLE

RESILIENCE	→	SELF-REFLECTION

Methods and Techniques of the Study

The researchers used the analytical cross-sectional design. This study attempted to establishdetermine the association between self-reflection and resilience among the college students of Bulacan State University Bustos Campus located in Bustos, Bulacan, Philippines. The respondents are the first batch of graduates of the Kto12 curriculum which was implemented in the Philippines in 2014 with the end in view of developing resilience and self-reflection among the Filipino high school graduates.

Data Gathering Procedure. The researchers personally administered a self-developed 5- item questionnaire to all the first year students of the College of Education at the Bulacan State University Bustos Campus. They utilized a total of 368 respondents under study.

Statistical Analysis. Data collected were recorded in a spreadsheet and uploaded in Stata MP version 14. Descriptive statistics were generated and survey data analysis module was used in estimating the proportions required. Mean, frequencies and 95% confidence interval estimates were reported. To determine the association between the two variables, the Pearson Chi square formula was utilized.

2. RESULTS AND DISCUSSION

A total of three hundred sixty eight (368) first year college students dispersed across eight specialization participated as respondents in the study. The main objective of this study is determine the association between self-reflection and resilience among the first batch of graduates of the Kto12 curriculum enrolled in the College of Education of the Bulacan State University, Bustos, Bulacan, Philippines.

Specific Objective 1: To establish the distribution of respondents according to various demographic characteristics

Table 1: Distribution of Respondents According to Various Demographic Characteristics

Demographic Characteristics	Count (n=368)	Relative frequency (%)
Gender Male Female	 76 292	 20.65 79.35
Age Below 20 years old 20 years old and over	 333 35	 90.49 9.51
Religious Affiliation Roman Catholic Iglesiani Cristo	 276 17	 75 4.62

Protestant	1	0.27
Born-Again Christian	62	16.85
Others	12	3.26
Course taken		
BEEd – General Education	87	23.64
BSEd – English	74	20.11
BSEd – Science	30	8.15
BSEd – Mathematics	31	8.42
BSEd – Social Studies	21	5.71
BTLEd – Home Economics	29	7.88
BTVTEd – FSM	39	10.60
BPEd	57	15.49

As expected among normal courses in the Philippines, female students outnumber male students in the College of Education in Bulacan State University, Bustos Campus. Majority of the respondents are below 20 years old and most of them are Roman Catholic, if not Born-Again Christian. The researchers used the total enumeration of the population as respondents in this study. Almost one-fourth of the total number of respondents or 87 are Generaliststudents or majoring in elementary education. English is also a popular major among the respondents with 74 enrollees while Social Studies seem to have the least appeal with 21 enrollees.

Specific Research Objective 2: To estimate the proportion of First year students with high level of self-reflection

Level of Self-reflection	Proportion	95% Confidence Interval
High	60.05%	54.94 – 45.02
Low	39.95%	35.04 – 45.06

The table shows that the skill of self-reflection is practiced by 60.05% of the respondents. This means that 6 out of 10 students are self-reflecting individuals. Furthermore, this means that they give a close meditation and reflection to analyze the things that are in front of them which gives them time to exercise caution and critical thinking and analysis. They are the individuals who are watchful, prudent and always guarded in all situations

On the other hand, 39.95% of the respondents do not exercise self-reflection and have the proclivity to rush into things without giving much thought. They are less circumspect and vigilant to their situation which would make them prone to commit mistakes and errors amidst stress and adversities they are bound to encounter in college lives.

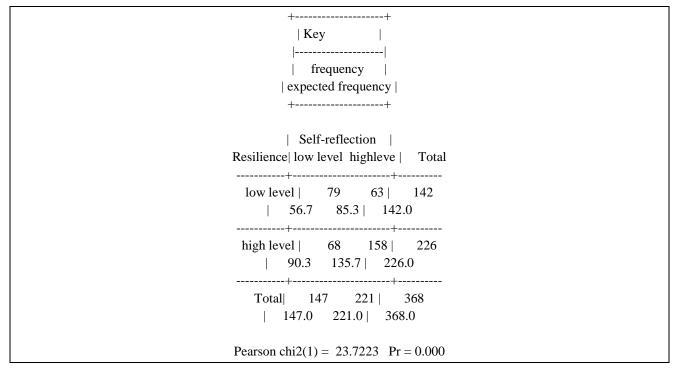**Specific Research Objective 3:** To estimate the proportion of First year students with high level of resilience

Level of Self-resilience	Proportion	95% Confidence Interval
High	61.41%	56.31 – 66.27
Low	38.59%	33.73 – 43.69

The table shows that 6 out 10 respondents considered in this study are resilient, or 61.41% of the total number of population among the first year students who are aspiring to be teachers. This means that they are the individuals who can recover easily or withstand with gracefulness if confronted with difficult situations. This is a welcome development since the lives of people in the teaching profession is always accompanied with difficulty from clerical work, handling difficult students, parents, colleagues and superiors. An individual with lesser emotional stability or balance may easily find themselves underperforming because of the aforementioned reasons.

Corollary to this, 38.59% of the respondents may have difficulty coping with the brunt and hassles wrought about in the teaching profession. Not being able to exercise resilience amidst adversities may take its toll on the teachers' job performance and efficiency which may have negative effects on the academe.

Specific Research Objective 4: To determine if self-reflection is associated with resilience among First year students

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                    +-------------------+
                    | Key               |
                    |-------------------|
                    |   frequency       |
                    | expected frequency |
                    +-------------------+


                    |  Self-reflection   |
          Resilience| low level  highleve |    Total
          -----------+--------------------+----------
          low level |     79        63 |     142
                    |     56.7      85.3 |    142.0
          -----------+--------------------+----------
          high level |     68       158 |     226
                    |     90.3     135.7 |    226.0
          -----------+--------------------+----------
            Total|     147       221 |     368
                    |     147.0     221.0 |    368.0

            Pearson chi2(1) =  23.7223   Pr = 0.000
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There is a crude association between level of self-reflection and level of resilience. It can be gleaned from the table that there is hardly any association between self-reflection and resilience among the respondents in this study. This means that the respondents' skill of being self-reflecting has no bearing with their skill of being resilient. Resiliency and self-reflection have no bearing with each other. This also means that those who are not resilient have no association with their non-exercise of self-reflection when confronted with problems or stress in their college life.

3. CONCLUSION

1. About 61.41% of the respondents have high resiliency skill.

2. About 60.055% of the respondents have high self-reflecting skill.

3. There is a crude association between level of resilience and the level of self-reflection.

4. RECOMMENDATION

In view of the foregoing conclusions, the following are recommended:

1. Curriculum planners should design better strategies in order to improve the level of resilience and the level of self-reflection among the college students.

2. Better ways should be developed in order to enhance the association between the level of resilience and the level of self-reflection.

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