



Original Research Article

Resilience in university graduates and in training of the bachelor's degree in psychology of the UAP Tejupilco, Mexico

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The purpose of this study was to compare the resilience of graduates and trainees of the UAEMex Bachelor's Degree in Psychology from the Professional Academic Unit (UAP) Tejupilco. The study was quantitative, descriptive, and non-experimental in nature. Last year, 73 graduates participated and were in training, ranging in age from 21 to 43. There are 43 graduates from the 2018 and 2019 generations of the preceding two years, as well as 30 in training. Mexican Resilience Scale (RESI-M) was used to assess five components. According to the findings, 13 of the respondents in training have a minimal strength in the element of social competence, and 18 have a minimum. The majority of people have a poor relationship with their family, according to the family support factor. In the area of social support, there are a total of 16 students. Graduates have a high degree of strength and self-confidence (28), a low level of social competence (24), a high level of family support (26), a low level of social support (26), and a minimum level of structure (20).

Keywords: Resilience, students, training, graduates, psychology.

INTRODUCTION

Due to the increasing demand of society and the challenges that the resilience approach must confront, it has piqued the attention of researchers, which is why the goal of this study was to compare the resilience of graduates and students in training from the previous year who are still studying psychology.

According to the Royal Spanish Academy (RAE), resilience is defined as the human capacity to assume with flexibility limit situations and overcome them. Through resilience, there are elements to face a crisis or traumatic

situation, in addition to counting the ability to emerge strengthened from them (Linares, 2021).

For a university graduate, it is essential to be resilient in the face of life's difficulties. At first, the graduate must find work, and it is difficult for him to practise his profession; for this, he must be persistent, patient, and, above all, extremely resilient.

University students may encounter problems that they will have to deal with throughout their training and in their professional lives. However, it is critical that the person

learns to focus his attention on the present; he must reflect on the past and consider the future; this refers to the subject must maintain his strength and concentrate on everything that happens in this life, in which it is necessary to look back to observe everything that has advanced and take that as motivation and impulse to move forward, being resilient is not synonymous with apathy, but quite the opposite, a resilient person maintains empathy for the situation, for himself, he needs it to generate that tie between reason and the lesson that will leave him that problem, situation or adversity you will face.

Thus, a person's resilience indicates the work that they have done in their areas of life, as well as how they have worked with it, know about it, and recognise when they need it. During periods of racism and discrimination, it was noted that individuals should be tough, have the fortitude and ability to suffer, and get used to humiliations. According to Dowling (1999), resilience is a term used to explain the initial portion of what occurs in a stress test, as stated in (Gomez, 2012).

Palomar and Gómez (2010) identify five important and fundamental elements that must be present in a person with high resilience, including strength and self-confidence, social competence, familial and social support, and, lastly, personal structure.

The first element relates to their endeavour to accomplish their objectives, their belief in their ability to succeed, and the optimism, strength, and perseverance with which they confront their difficulties.

Similarly, it alludes to the subject's self-esteem, faith, and confidence in himself; it talks of the person who sets goals and manages to commit to them.

The second element is social competency, which is a feature for many and a fault for others. This aspect stresses the ease of connecting to others, being sociable, the capacity to engage with others, speak in public, make a speech, and chat with new people.

The third component, referred to as family support, is concerned with how you connect with your family, as well as the loyalty that exists among the members.

The fourth component, social support, comprises the support of friends, of those individuals outside the family, in how the person feels the support of friends or those on whom he may rely if he is in a conflict scenario.

Finally, structure translates as people's capacity to carry out their day-to-day activities, in how times are handled, activities, their planning, focuses on people and their organisation, even when they are in the middle of adversity, or difficult circumstances.

The UAP Tejupilco is situated in the southern portion of the state of Mexico, and it attracts students from many disadvantaged areas; these students must leave their homes in order to reside near the institution. The accommodation they choose must be affordable, near to the school, and have the ability to come home to eat in order to save money and avoid eating on the street, which is sometimes expensive. In addition to what it takes to be away from home for the whole of the school year and

confront living alone and independently.

MATERIALS AND METHODS

The research design was quantitative, descriptive, based on numerical measurement, and the findings gained from data gathering were descriptive. Using a non-experimental approach.

There were 73 male and female students from UAP Tejupilco who ranged in age from 21 to 43 years.

The Mexican Resilience Scale (RESI-M) was utilised, which was created by Palomar y Gómez in 2010. It consists of 43 elements split into five factors: strength and self-confidence (19 questions (1 to 19)), social competence (8 answers (20 to 27)), family support (6 questions (28 to 33)), social support (5 questions (34 to 38)), and structure (5 questions) (39 to 43). The factor reliability varies from .67 to .90, and the overall scale reliability is .93.

Graduates are invited to participate in the research by contacting them electronically because they have been out of the institution for two years; those in training for the last year are contacted personally to invite them to participate in the research because they are still in the institution and it is easier to contact them. Participants were chosen on purpose for convenience since the population was chosen because it was appropriate and accessible for this study and must have the required qualities to be included.

We used the statistical software SPSS version 23 to get the frequencies and percentages, allowing us to compare the findings of the graduates to those of the students in training. To compare the findings, tables and graphs were created.

RESULTS

The following statistics were collected after using the RESIM instrument to graduates and students of the Tejupilco Professional Academic Unit of the degree in psychology:

Table 1 shows that the age of the participants is at an average of 23, a minimum of 21 and a maximum of 43.

Table 2 shows that 9 of the graduates are men and 34 women, and in training in the last year of the bachelor's degree in psychology 4 were men and 26 women.

Table 3 frequency by sex and factors. The strength and confidence factor has a maximum of 33 in women and 7 men in structure, social competence and family support. In the minimum, in the structure factor in women it was presented with 34 and in men 3 in social support.

In Table 4, It is shown that at most 13 in training have in strength factor, in the factor of social competence 12. In family support factor 12. In the area of social support 16. In structure factor 13.

The graduates in maximum, in the area of strength and self-confidence 28, in the second factor of social competence 24, in family support and social support

Table 1. Average age range of participants

Statistical	
Agr	
N	73
Stocking	23
Minimal	21
Maximum	43

Own elaboration.

Table 2. Gender and status of respondent

Gender and status of respondent			
Graduates		Trainees	
Men	Women	Men	Women
9	34	4	26

Own elaboration

Table 3. Frequency by sex and factors

Frequency by sex and factors				
Factor	Minimal		Maximum	
	Man	Woman	Man	Woman
Strength and self-confidence	5	27	8	33
Social competence	6	31	7	29
Family support	6	29	7	31
Social Support	3	28	10	32
Structure	6	34	7	26

Own elaboration.

Table 4. Factor type

Type	Type table by factors									
	Factors									
	Fortress		Social competence		Family support		Social support		Structure	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
In formation	17	13	18	12	18	12	14	16	17	13
Graduates	15	28	19	24	17	26	17	26	23	20

Own elaboration

respectively 26, and finally the factor of structure 20.

DISCUSSION

After having obtained the results in the research Resilience in university graduates and students in training of the bachelor's degree in psychology, the five factors that qualify the Instrument Mexican Resilience Scale (RESI-M) elaborated by Gómez (2010) and his collaborators are evaluated they mention that the results at the general level show that young people who are exposed to risky environments are those who face adverse circumstances,

such as economic difficulties, poverty, mental illness of one of the parents, parenting practices inconducive to their development, or abuse and family conflicts.

Strength and self-confidence is the talk that people have about their goals, also about the effort they make to achieve their goals, the confidence they have to achieve success, optimism, strength and tenacity with which they face their challenges. The results obtained from the graduates of the bachelor's degree in psychology of the UAP Tejupilco were high, these results coincide with those obtained in the article called: The transition to adult life of young graduates of the protection system in Colombia: trajectories, sources of resilience and socio-educational interventions, it was

found that young people obtained a score that placed them in a moderately high resilience, which coincides with the resilience factor such as: self-confidence that was obtained in this research, which coincides with the data they obtained (Bernal, 2016).

Social competence is defined as the ability of individuals to relate to others, the ease of making new friends, making people laugh, and enjoying conversation. The social competence factor indicates that young people are at a current consumption where between them they evaluate and promote non-lasting affective relationships that are promoted by the media which makes there is a conformism in the social areas, generating an increase in the feeling of dissatisfaction. Presenting a difference by gender, in women it was obtained that 29 are in the maximum, that is to say they are more satisfied in the social competence factor compared to men, since they develop more identification in their resilience.

The family support factor refers to family relationships and the support provided by the family, also to the loyalty between the members of the family and to the members cooperating in visualizing similarities of life and sharing time together. Velasco et al. (2015) highlight the family factor as a decisive aspect in the generation of a resilient capacity in students and better academic indicators. Calvate (2010) mentions that in the case of dysfunctional families, understanding, communication, affection, appreciation, interest in the family nucleus, all of them, brings with it the adaptation to positive behaviors for young people and that a low rate of family support predominates.

The social support factor, especially from friends, the possibility of having someone to support in difficult times, to encourage and care about one. In a descending order of, which coping strategy correlates most with one's resilience, problem solving, social support, cognitive restructuring and emotional expression. In the study of Resilience and coping strategies in graduates of Clinical Psychology of the Technical University of Manabí during the COVID-19 pandemic, the graduate students studied obtain as a trend high and moderate levels of resilience, the graduates and students of the UAP Tejupilco in this factor called social support women score in a maximum 32 and 3 men in minimum. It can be concluded that women as well as students graduated from the University of Manabí obtain high scores (Gorozabel and García 2020).

In personal structure, the last factor is related to the ability of people to organize, plan activities and time, have rules and systemic activities even in difficult times. In Mexico, the faculty of psychology of the Universidad Michoacana de San Nicolás de Hidalgo carried out a study called Adolescents: the study of resilience in a schooled context in a personal structure where the low middle level prevailed, followed by the upper middle level, the high level and finally the low. Where the same instrument was applied as that of the present research where it is mentioned that the results do not make it possible to affirm that individuals possess the five factors. The construction of resilience involves both personal resources and family and

social resources (López, 2017).

In another research applied in the Mexican context by Velasco et al. (2015) with nursing students, the objective was to know the degree or level of resilience with the Mexican Resilience Scale (RESI-M) in which they analyzed the relationship with some personal, academic, health, labor, economic and family variables. In which results similar to those obtained in this research can be observed, he agrees that resilience is a positive aspect that helps students recover from painful or traumatic life experiences.

When making the comparison of the levels of resilience of university students it is observed that there are differences between graduates and students, it is difficult to consider the educational levels they have acquired throughout their history, as well as in the context where they develop, in the South of the State of Mexico where the UAP tejupilco is located is characterized by being an area where rural contexts predominate, many of the university students come from marginalized areas which implies that when entering the university they must leave their place of origin as well as their home and family.

When facing this situation, students encounter other psychosocial, academic situations such as the change of family climate, social support, academic stress and therefore self-esteem problems and perhaps depression will occur.

CONCLUSIONS

When discussing resilience, it is important to remember that the resilient person is much more than being immune to stressful circumstances, or that it is the ability to recover from adversity in life. It is a dynamic process that must be viewed as being in constant motion in order for someone to gain abilities that will allow them to recover from situations that exist in their biological and environmental environment.

Graduates were found to have higher resilience than students in their final year of a bachelor's degree in psychology, demonstrating that graduate psychologists have worked in their areas of life, have a job, and more experiences, thus strengthening their resilience, compared to students, who continue to study and prepare to graduate, thus having tainted resilience.

In comparison to the students, their lack of resilience can be explained and justified because they still face great challenges in school, being in the university the degree of demand for teachers is greater than that of secondary or high school, the students of the UAP Tejupilco, as previously mentioned, most come from marginalised villages where there is no equal demand, That, in addition to being away from their friends and family, being in Tejupilco requires them to rent a place to live, pay for transportation and food, which violates the safety rules for them, because not only do they fight for a livelihood in school, but their parents work together to find a way for them to continue to rent and subsist food for the young,

which is not always possible. Students struggle to survive in an atmosphere where they want to fit in and be accepted into specific groups, or when they want to make new acquaintances.

The graduate completes his degree and immediately finds employment, or he can return to his hometown, with his family, and for a little period of time, he removes the concern of travelling, renting, economising, paying tuition, school supplies, and other unforeseen expenses. As a result of this, and the professional experience that some have already had, they have developed and enriched their resilience. The satisfaction of having completed their professional courses counts as self-realization, which is a significant and positive factor for them.

There are numerous components involved in resilience, not just those listed by Palomar and Gómez, such as biological and genetic factors, to name a few. However, the focus of this study was on the measurement of the RESIM instrument.

Conflict of interests

The authors declare that there is no conflict of interests regarding the publication of this manuscript.

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