



## Identifying and prioritizing the components of resilient schools with emphasis on students' academic performance

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### ARTICLE INFORMATION

#### Article type

Original research

Pages: 127-130

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#### Article history:

Received: 2022/12/09

Revised: 2023/02/19

Accepted: 2023/03/11

Published online: 2023/03/18

#### Keywords:

resilience, resilient schools,  
hierarchical analysis.

### ABSTRACT

**Background and Aim:** By taking measures, schools can provide coping skills and life management tools to help teachers and students to manage daily stress and bring positive effects on students' academic performance and health. Therefore, the current research was aimed at identifying and prioritizing the components of resilient schools. **Methods:** The method of the current research was a combination (qualitative-quantitative) which was first used with the qualitative method-database analysis and then in the quantitative part, the hierarchical analysis method was used. It was also practical in terms of purpose. The statistical population of this research included faculty members, specialists and school administrators of Kurdistan province. In order to select the sample, 16 people were selected by purposive sampling method. For the validity of the findings, the formal method was used, and for the reliability, the agreement coefficient method between the coders was used, and the value was 0.90. **Results:** The findings showed that the components of resilient schools include 5 core components and 21 sub-components. Based on this, causal conditions include 4 themes (comprehension of life skills, communication, promotion of social status and development of students' capabilities); contextual conditions including (facilities, teaching-learning process and leadership); Intervening conditions include (salaries and benefits, attention to students' needs); The strategies include (extra-curricular activities, training, support for teachers, development of participation, the appropriateness of the content of textbooks, refreshment) and the consequences include (self-awareness, mental health and promotion of public health). The components, the criterion of learning life skills, provision of extracurricular activities, facilities, rights and benefits, and self-awareness were in high priority compared to other criteria. **Conclusion:** Therefore, it can be said that paying attention to the mentioned criteria in schools can become an environment in order to strengthen the all-round resilience of teachers and students, and as a result, their professional and academic growth.



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#### How to Cite This Article:

Khodadadi, Z., Kavyani, E., Laei, S., & Eslampanah, M. (2022). Identifying and prioritizing the components of resilient schools with emphasis on students' academic performance. *Jayps*, 3(3): 127-130.

## Introduction

One of the factors that can play a very important role in the success of educational systems is resilience; Resilience is a positive process in schools in facing the challenges ahead (Shaw, Coray, Smith, Brown, & Inchley, 2019). Resilience is a term that is usually used to describe the ability to turn adversity into opportunities and learn from stressful situations (Amsrud, Lieberg, and Sorvinson, 2019). Resilience is defined as a person's ability to navigate or overcome problems (Abram and Jacobowitz, 2021). A person who has the characteristic of resilience is known as an active and constructive participant in his environment, who is able to establish biological, psychological and spiritual balance against threatening conditions (McCra, Guitrin and Bolanda, 2016). Resilience is distinct from people's characteristics such as temperament or intelligence and is understood as interactive patterns. It occurs as a result of people's interaction with their environment to obtain the experience and resources needed to overcome stress (Anger, Conley and Liebenberg, 2019). What increases resilience in a person includes internal skills, social and interpersonal skills, external support and resources. Together, they create basic characteristics such as confidence in their faults, positive self-image, responsibility, independence, initiative, effectiveness and trust (Kisvardi and Cooper, 2012).

Students overcome problems and achieve this goal in two ways: First, with their strengths, which include being sociable, participating in serving others, using life skills, self-motivation and staying away from unhealthy situations, having a positive view of the future, feeling self-esteem and self-confidence, satisfaction, creativity, and spirituality. Second, by being in environments that provide environmental protection factors and strengthen students' resilience along with education (Henderson, 2012). Positive self-perception about academic skills, empathic understanding and internal locus of control are among the internal factors predicting resilience. A framework that promotes the formation of positive relationships with family, peers, and school and can be related to increased resilience (Ayash-Abdo, Sanchez-Ruiz, & Berberi, 2016).

Therefore, resilience is an important skill in life to cope with various shocks, stresses and obstacles, also resilience is one of the main

elements of success in life (Amblo, Mola, Seyum, Ayaliou and Hillero, 2019). The advantage of the resilience program is that when the protective environment is formed and the abundance of protective factors increases, the school climate and caregiving, as well as the academic achievement of the students, will improve. In this situation, students will be less vulnerable to the risk of inappropriate behavior (Afzali et al., 2019). It is important to note that in order to reach their educational potentials, students must learn how to adapt to the challenges and failures and problems they face on a daily basis (Skinner, Graham, Brulo, Rickert and Kinderman, 2020). Therefore, schools with education in this field are responsible for conveying the content of preliminary activities to students, parents, and ultimately society, and after accidents, schools play a major role in returning society to normal (Mirzaei et al., 2019). Therefore, according to the contents that have been stated, the current research has identified and prioritized the components of resilient schools.

## Method

The method of the current research was a combination (qualitative-quantitative) which was first used with the qualitative method-database analysis and then in the quantitative part, the hierarchical analysis method was used. It was also practical in terms of purpose. The statistical population of this research included faculty members, specialists and school administrators of Kurdistan province. In order to select the sample, 16 people were selected by purposive sampling method. For the validity of the findings, the formal method was used, and for the reliability, the agreement coefficient method between the coders was used, and the value was 0.90.

## Results

The findings showed that the components of resilient schools include 5 core components and 21 sub-components. Based on this, causal conditions include 4 themes (comprehension of life skills, communication, promotion of social status and development of students' capabilities); contextual conditions including (facilities, teaching-learning process and leadership); Intervening conditions include (salaries and benefits, attention to students' needs); The strategies include (extra-curricular activities, training, support for teachers, development of participation, the appropriateness of the content of textbooks, refreshment) and the consequences include (self-awareness, mental health and promotion of public health). The components, the criterion of learning life skills, provision of extracurricular activities, facilities, rights and benefits, and self-

awareness were in high priority compared to other criteria.

### Conclusion

The current research aimed to identify and prioritize the components of resilient schools. Qualitative findings showed that 5 main components and 21 indicators were identified for resilient schools. The results of the quantitative section also showed that among the indicators related to the causal conditions, learning life skills ranked first, establishing proper communication with students ranked second, improving the status of teachers ranked third, and developing students' abilities ranked fourth. In the context of learning life skills, it can be said, considering that the main goal of teaching skills to a person is to change his behavior and learn the best reaction when facing problems. Using the methods of participating in small groups or brainstorming, role playing, playing and discussing can help to learn life skills in schools, and schools should provide the necessary conditions in this field (McCra et al., 2016). Today's students need different skills throughout their lives so that they can have a better and less stressful life in the future. Therefore, to create resilient schools, teaching life skills should be one of the main topics of schools. Among the indicators related to strategies, the provision of extracurricular activities had the highest rank. Complementary and extracurricular activities in schools are a very good stimulus to motivate and desire students to learn skills and deepen learning. It is necessary for teachers and administrators to provide a suitable platform for fostering motivation, thinking and creativity in students so that they can achieve growth and development along with new experiences. These activities improve students' attitude towards school. The main purpose of extracurricular activities is not only to reduce the difficulty of education and provide an opportunity for students to rest, but the importance and value of these activities in developing the educational experiences of students (Anger et al., 2019). Teaching life skills and preparing students for life through central research and strengthening problem solving in students is one of the reasons for paying attention to the category of resilience in schools. In this regard, special attention should be paid to teachers and the field of preserving their dignity, honoring and promoting them should be considered. Schools can improve the field of resilience in students and teachers by creating a happy and friendly environment that

strengthens the school atmosphere. In this regard, it is necessary for schools to improve their cooperation with students' parents and plan appropriate extracurricular activities for students. Schools can help parents, teachers and students in this field by preparing training courses. Supporting teachers in educational and family fields also leads to the resilience of teachers and as a result the resilience of schools, and therefore it is necessary that this strategy be taken into consideration by the educational system. The discussion of the curriculum and the appropriateness of the volume and application of the curriculum content can also be one of the important drivers in the field of school resilience. Schools should provide teachers and students with the provision of educational facilities and equipping schools, as well as taking advantage of collaborative leadership, to develop standard teaching and learning processes. The use of efficient methods in schools based on a suitable, fair procedure and based on merit selection and specialization creates the ground for improving the human indicators of schools, in this regard, it is necessary to pay special attention to the rights and benefits of teachers. Schools should be able to identify the school's needs and create a school-centered field for all-round development. Finally, it can be expected that mental health and public health will be created in resilient schools, which will lead to self-awareness and strengthening of self-concept among teachers and students, as well as their cooperation and participation.

### Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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