

Review of factors affecting psychological resilience

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Abstract: Regarding the definition of psychological resilience, the academic community has not yet given a unified conclusion. This is because the development of the concept of psychological resilience is unusual. It does not follow the ordinary process of “proposed theory-positive research”, but starts from the phenomenon of life, and then proposes theoretical and empirical research. Therefore, scholars have different understandings of this concept. The general definition divides the definition of mental resilience into three categories: outcome, procedural, and qualitative definitions. The result definition defines the psychological resilience from the results of development, such as psychological resilience is a type of phenomenon. These phenomena are characterized by serious threats and the adaptation and development of individuals is still good. Scholars who hold this view, such as Master, etc., focus their research on psychological resilience on the protection of individual protection.

1. Definition and Researching progress

The procedural definition regards psychological resilience as a dynamic process of development and change. For example, psychological resilience is a dynamic process in which individuals adapt well in a dangerous environment. Scholars with this view, such as Lazarus et al., focus their research on psychological resilience on the process of coordinating the interaction between individuals and the environment. Researchers have found that psychological resilience has a special development period that occurs in high school. Adolescents in this period will have a similarity contradiction due to the unsynchronized psychological and physiological development. The immaturity of personality development and the inaccuracy of self-awareness make them more likely to lose control and mental breakdown in the face of setbacks.

The definition of quality regards mental resilience as an individual's ability or quality, and is an individual's characteristic. For example, psychological resilience is the ability of an individual to withstand high levels of destructive change while exhibiting as few undesirable behaviors as possible. Scholars who hold this view believe that psychological resilience is the result of individual innate quality and acquired learning. The innate quality lies in the inherent potential of the individual: a self-protecting instinct that can be naturally revealed in the face of adversity, and promotes people to overcome the threat of life; the acquired learning lies in the change or influence of the living environment on individual quality. Gail Wagnild and the American Psychological Association said: “Psychological resilience means inner strength, ability, optimism, flexibility, and the ability to respond effectively when faced with adversity.” Evolutionary psychology scholars believe that psychological resilience is the way humans face and solve their survival dilemmas. A psychological mechanism formed by evolution

2. Cultural Factors and Related Effects

The operational definition of psychological resilience has three main points: 1) the individual has experienced a severely dangerous blow and is still developing well after being hit; 2) being able to develop well in life is psychologically resilient; 3) the protection factor is well developed Mental resilience. Rich-ardson proposed a process model of psychological resilience, arguing that the state achieved by individuals after stress is the result of a strength comparison between the protective factors that enhance psychological resilience and the risk factors that exacerbate individual

vulnerability. Hunter and Chandler proposed a hierarchical model of psychological resilience, arguing that psychological resilience itself is hierarchical, not a perfect state in pure sense. Individuals with the lowest level of psychological resilience protect themselves through violence and aggression, and individuals at the intermediate level pass Rejection and defense, individuals at the senior level are actively mobilizing resources to handle pressure. In most empirical studies, researchers generally regard psychological resilience as a stable psychological quality of individual cross-scenarios, but in recent years many scholars tend to regard psychological resilience as a dynamic process.

Canadian scholar Michael Ungar argues that resilience should have a distinct cultural connotation. People of different countries, different races and different regions may be influenced by cultural customs and the degree of social development. They may be interpreted differently. For example, the Chinese have an optimistic and dialectical attitude toward adversity and unhappiness, arguing that adversity is a test of “the sky will be reduced to a big task”, and the disaster is “knowing that it is not a blessing.” For the response of major pressures, Confucianism relies on relying on itself to solve difficulties, adopting the doctrine of the mean when dealing with problems, but not expressing emotions; Taoism advocates flexibility in the face of dilemmas. The cross-cultural study of recent coping styles also proves that Chinese behavior patterns do exist uniquely. These characteristics of the Chinese response are likely to reflect the unique components of the Chinese people's psychological resilience in the face of major pressures and adversity.

3. Influencing Factors of Psychological Resilience

It is crucial to study the factors that influence psychological resilience, because by understanding the relationship between psychological resilience and some controllable factors, people can effectively enhance their 'resilience' and face setbacks in a better state. First of all, some characteristics that people have when they are born, such as personality, genes, gender and other congenital personal factors, have played a more or less role in the establishment of people's psychological resilience. Like some children, it seems to be lively and cheerful from a young age, very talkative; and some are ignorant and whispering, and often do not bother to bother. In comparison, the latter has no venting outlets, and long-term squeeze of negative energy is more likely to kill a person. Second, a person's personality is indeed affected by the genes. Researcher Caspi et al (2003) found in experiments that people with one or more short-run 5-HTT genes showed more depressive symptoms and suicidal thoughts in the face of stressful life events. But the researchers also show that people with short-run 5-HTT do not necessarily develop negative psychology, and the number of stressful events they face and the degree of impact also determine the generation of negative psychology. Similarly, a person's personality is not only determined by innate, but the cultivation of the day after tomorrow has also played a significant role. The child's self-confidence, self-affirmation and other internal qualities are very important. However, the gender factor is determined 100%, and in most cases it cannot be changed. Many scholars have found in different experiments that women's psychological resilience is generally higher than that of men of the same age, but there are also some scholars holding the opposite view. Personal factors affecting the toughness value are also the level of intelligence and physical condition, such as the presence or absence of physical defects.

The living environment is also one of the factors that affect its psychological resilience. The family environment and social environment in which a person is located have exerted a subtle influence on their resilience. From the surface, the economic level of the family, the education level of the parents and whether the child is the only child are all influential factors. First, children in high-income families have lower psychological resilience than children in low-income families. In the study of college students' psychological resilience, it is found that college students from rural areas have better psychological resilience than those from urban areas. This is because children in wealthy families are prone to being over-loved and protected, resulting in a lack of experience in frustration and exercise and growth, thus showing a fragile appearance in the face of difficulties.

On the contrary, children from poor families have suffered from an early age and have

established a coping and positive attitude in the face of setbacks. However, in the investigation of the psychological resilience of poor college students in Hainan Province, the researchers found that poor college students have strong psychological pressure and anxiety due to economic shortage, but they are more likely to have a negative attitude of inferiority. Second, the educational level of parents will affect the child's psychological resilience. Parents with advanced education have a positive influence on the child's mental health. It helps to shape the child's quality, ability, intelligence and personality. Third, the psychological resilience of the only child is lower than that of the non-only child. Non-only children will share and care for others and have a sense of responsibility. From a deeper perspective, the educational methods adopted by parents and the emotional support they give affect the child's psychological resilience.

Studies have shown that democratic training methods are ideal for children, and authoritarian and neglected training is not beneficial to children. Too many parents or how many churches can make children lose themselves or cause rebellious psychology. Secondly, interacting with many children and giving appropriate encouragement can provide spiritual support to the child and better help the child to tide over the difficulties. In addition to family care, positive interpersonal relationships, certain social recognition, and a good environment can protect a person from getting through. First of all, good friendship and love will provide a spiritual pillar. In the study of the psychological resilience of children who were bullied on campus, it was found that bullying would reduce children's psychological resilience. Therefore, it is proved that there is a united and friendly class in the school or a boss and a colleague who have a common struggle in the company, which have a positive impact on the individual's 'anti-stress'. Secondly, the research report on the psychological resilience of medical students shows that student cadres have stronger psychological resilience than non-student cadres, and students with excellent grades have stronger psychological resilience than those with average or poor grades. Therefore, a wealth of experience and good academic performance can help to improve 'anti-stress'. The living environment is also one of the factors affecting psychological resilience. Like Hainan Province, natural disaster-prone areas and remote poverty-stricken counties, due to the influence of natural factors such as geographical location, climate and natural disasters, economic development is slow and household income is unstable. Therefore, economic, survival, and work pressures continue to weigh on people, leaving the region to face more challenges.

Researchers have found that psychological resilience has a special development period that occurs in high school. Adolescents in this period will have a similarity contradiction due to the unsynchronized psychological and physiological development. The immaturity of personality development and the inaccuracy of self-awareness make them more likely to lose control and mental breakdown in the face of setbacks. In the university period, the students' psychological resilience has been on the rise from the freshman to the junior year, and there has been a significant downward trend in the senior year. Some researchers believe that the results of this study confirm the conclusion that 'psychological resilience declines with age'; and some researchers believe that it is because the senior's 'graduation season' has brought unprecedented pressure to students, resulting in 'Anti-stress' decline. Pressures such as finding a job and entering the society are also on the students' heads, making seniors more troubled and vulnerable than the rest of the grades. Some foreign researchers have also studied the impact of religion on psychological resilience. Studies have shown that religious beliefs can help young people cope with hardships.

4. Conclusion

According to previous studies of psychological resilience and related variables, the degree of psychological resilience affects happiness in life. Li Yi'an and Zhang Jinxiu's research shows that the psychological resilience of high school students is positively related to the happiness of life, which is the same as that of (a scholar). Higher toughness values result in more positive emotions and less negative emotions, better interpersonal, environmental adaptability and higher life satisfaction. At the same time, psychological resilience also has a significant impact on mental health (psychological unhealthy) as a negative emotional indicator. Li Yi'an and Zhang Jinxiu's

research shows that the improvement of the psychological resilience of high school students will definitely reduce the individual's negative emotional experience.

Therefore, psychological resilience is negatively related to the sense of happiness. Studies by scholars such as Ye Maosheng and Jin Ling have shown that individuals with higher psychological resilience have less depressive symptoms and the same results as previous studies of 'psychological resilience and degree of depression'. Psychological resilience minimizes the negative effects of the adversity faced by the individual, thereby maximizing the individual's fitness and recovery. Mental resilience as a protective mechanism, the higher the level, the more protection given to the individual. Studies by scholars such as Zhao and Chen Guanghui have shown that psychological resilience can play a regulatory role in the relationship between acute psychological stress and memory performance. Under the condition of high psychological resilience, the memory scores of college students will not change significantly with the increase of stress response; in the case of low psychological resilience, the memory scores of college students will increase with the degree of stress response. And there has been a significant drop.

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