

PSYCHOLOGY IN EVERYDAY LIFE (HUM1022)

FALL SEM PROJECT REPORT – 2023-2024 PROJECT REPORT

ON

FAILURE AND ITS TOLERANCE IN YOUTH

UNDER THE GUIDANCE

OF

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Abstract

Winston Churchill's wisdom, "Success is not final, failure is not fatal: it is the courage to continue that counts," serves as the guiding principle of our forthcoming research. This study aims to delve into the complex terrain of failure's influence on the lives of young individuals, specifically within the context of adolescents in the process of shaping their identities.

The existing body of research consistently underscores the pivotal role played by an individual's capacity to tolerate failure in shaping their resilience and determination to overcome obstacles. Our inquiry will navigate the emotional upheavals and cognitive challenges that frequently accompany failures, shedding light on the unique vulnerability of adolescents in their quest for self-discovery.

One central hypothesis posits that the pressure to excel, often exerted by parents and educators, can overshadow the development of essential life skills such as resilience, persistence, and adaptability. Our paper will assert that failure should be viewed not as a setback but as a catalyst for personal growth, advocating for environments that promote risk-taking, experiential learning, and the acquisition of wisdom through experience. By nurturing a heightened tolerance for failure among youth, we aim to empower them with the psychological fortitude and skills necessary for success in various aspects of life.

Additionally, we recognize the prevalence of societal pressures that extend beyond parental and educational influences, resulting in constant scrutiny and heightened levels of anxiety and stress for young individuals. To address this challenge, we propose the creation of secure and supportive environments that celebrate experimentation, failure, and experiential learning. Extracurricular activities, such as sports and the arts, offer fertile grounds for young individuals to take risks, learn from both successes and failures, and appreciate the journey as much as the destination. This shift in values, emphasizing effort and resilience over outcomes alone, aims to nurture adaptable, resilient, and courageous young leaders poised to shape our collective future.

Chapter I - Nature & Scope of Study

Introduction

Failure is an inherent part of human existence, a universal experience that transcends boundaries of age, gender, and culture. For youth, who stand at the threshold of adulthood, the concept of failure holds a unique significance. The ability to navigate setbacks, learn from them, and build resilience is a pivotal aspect of personal development during adolescence and early adulthood. Understanding how young individuals perceive and tolerate failure can shed light on their overall psychological well-being, decision-making processes, and future prospects. This research paper delves into the topic of "Failure and its Tolerance in Youth," utilizing the Tolerance Failure Scale (TFS) as a tool for in-depth examination.

Background

Throughout history, youth have grappled with failure in various contexts, whether in academia, sports, relationships, or personal pursuits. The concept of failure, as well as the importance of resilience in the face of adversity, has been a recurring theme in the fields of psychology, education, and personal development. The concept of resilience, in particular, has been explored extensively, highlighting its role in helping individuals bounce back from failures and setbacks. However, within the broader scope of resilience, there exists a significant gap pertaining to the specific dimensions of failure tolerance in the youth demographic. The TFS, with its 15 questions aimed at gauging the various facets of failure tolerance, provides a valuable framework for examining this uncharted territory.

Need and Significance of the Study

The need for research into "Failure and its Tolerance in Youth" is underscored by several compelling factors. Firstly, youth today encounter a dynamic and highly competitive environment, marked by high academic expectations, technological advancements, and evolving societal norms. Consequently, their encounters with failure are both frequent and diverse, necessitating a more nuanced understanding of their reactions to and coping mechanisms for failure.

Secondly, this research holds immense significance due to its potential implications for educational institutions, parents, and youth themselves. By comprehending the factors that influence how young individuals perceive and tolerate failure, stakeholders can tailor support systems, interventions, and strategies to help them thrive in the face of adversity.

Additionally, as youth embark on a journey of self-discovery and identity formation, their attitudes toward failure can shape their future decisions and goals. A deeper insight into this aspect is vital for educators, counselors, and mentors guiding them through these formative years.

In essence, this research on "Failure and its Tolerance in Youth" not only addresses a critical gap in the field but also offers a platform for enhancing the well-being, growth, and resilience of the upcoming generation. By employing the TFS as a valuable assessment tool, this study seeks to unravel the complex dynamics of failure tolerance among youth and its broader implications for personal development and future success.

Chapter II - Review of Literature

Cassidy and colleagues (2016) introduced the Academic Resilience Scale (ARS-30) designed to assess academic resilience among university students. While it serves as a valuable tool for understanding resilience, its psychometric properties necessitate ongoing development. Academic resilience is significant due to its capacity to measure cognitive-affective and behavioral responses to academic adversity, surpassing mere attitudinal measures. This comprehensive approach recognizes the complexity of resilience, particularly in the context of youth.

The ARS-30 highlights the concept of "bounce back," signifying the ability to recover from academic challenges (Cassidy et al., 2016). The study by Ramdani and colleagues presents an alternative perspective by introducing an academic resilience scale tailored for junior high school students in Indonesia. Their employment of a 4-point Likert scale questionnaire identifies six constructs, revealing good overall reliability and validity. However, the study underscores the need for item refinement and simplification, emphasizing the challenge of capturing the complexity of resilience.

Kapikiran and his team transitioned to the realm of Turkish high schools, mirroring the multifaceted nature of resilience. Their validation of the academic resilience scale underscores the importance of exploratory and confirmatory factor analyses and the significance of unidimensionality in the Turkish context. As we progress, the robustness of the ARS-30 becomes more apparent, rendering it suitable for determining academic resilience levels among high school students (Ramezanpour et al., 2019).

Each step of this examination reinforces the idea that academic resilience is multifaceted and context-dependent. A study conducted by Meneghel and her colleagues suggests that academic resilience extends beyond students facing substantial challenges and is relevant to all university students. This insight is critical, as university students encounter diverse academic challenges, making the employment of effective coping strategies a key component of resilience. Their research connects coping strategies to academic resilience, emphasizing the importance of support systems, school engagement, and emotional factors in navigating the complexities of academic life (Meneghel et al., 2019).

In the broader context, Radhamani and Kalaivani expand the concept of academic resilience beyond individual studies in their literature review. They emphasize the positive impact of academic resilience on students' academic achievements and underscore the correlation between resilience and factors such as self-esteem, self-efficacy, parental support, and school engagement (Radhamani & Kalaivani, 2021). Academic resilience emerges as a dynamic construct influenced by various elements, enriching our understanding of resilience.

Turning our focus to pharmacy students, Chisholm-Burns and her team provide intriguing insights into academic resilience and grit. Their work challenges conventional wisdom by revealing the absence of significant differences based on ethnicity and race, highlighting the influence of individual and contextual

factors on resilience and perseverance. Age and year of study emerge as influential factors, further highlighting the multifaceted nature of resilience.

The New Employee Perspective

Resilience extends beyond academic settings as Wu and his colleagues explore the world of new employees in China. They emphasize the value of resilience in identifying individuals susceptible to stress. Longitudinal research is crucial for understanding how resilience evolves over time, underscoring its dynamic nature, adapting to life's changes.

As our investigation progresses, we encounter research by Passer on children's competitive trait anxiety. This research focuses on fear of failure, fear of evaluation, perceived competence, and self-esteem. Its application in various competitive contexts emphasizes that resilience varies not only with age and experience but also with the nature of the challenges faced (Passer, 1983).

Success Orientation: An Integral Component

Martin and Marsh introduce a fresh perspective on the interplay between resilience and success orientation. Their work emphasizes the transition from considering fear of failure as a "companion" to viewing it as an "adversary." The four characteristics, akin to adaptive friendships, align with factors that nurture success orientation in students' lives (Martin & Marsh, 2003). This research places resilience in the broader context of life success, emphasizing that success and resilience are intertwined.

Self-Efficacy and Resilience

Luszczynska and her team introduce self-efficacy as a vital component of resilience. Their meta-analysis reveals a consistent and robust relationship between self-efficacy and well-being, health behavior, and coping abilities (Luszczynska et al., 2005). This connection between self-efficacy and resilience adds another layer to our understanding. Resilience is closely intertwined with one's belief in their abilities.

The emergence of the New General Self-Efficacy (NGSE) scale by Chen, Gully, and Eden expands the relevance of self-efficacy to organizational contexts. This shift from academic to workplace resilience demonstrates that resilience is not confined to educational institutions but is a crucial component of life success (Chen et al., 2001).

A Global Perspective on Self-Efficacy

The study of Schwarzer and his team, exploring adaptations of the General Self-Efficacy Scale (GSE) in various languages, demonstrates the universal nature of self-efficacy. Yet, the variations among cultures highlight the dynamic nature of resilience. While self-efficacy may serve as a common thread, its expressions vary across different contexts (Schwarzer et al., 1997).

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