



**Effectiveness of “You Can Do It! Education Program” of Emotional
Resilience on Resilience and Coping Strategies of Children with Emotional
and Behavioral Problems**

By

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A thesis

Presented to Bahria University, Islamabad Campus

In partial fulfillment of the requirements

for the degree of

Master of Philosophy (M.Phil) Psychology

2018

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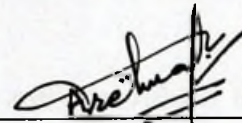
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I certify that the research work presented in this thesis to the best of my knowledge, is my own. All sources used and any help received in the preparation of this thesis have been acknowledged. I hereby declare that I will not submit this material, either in whole or in part, for any other degree at this or any other institution.

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A handwritten signature in black ink, appearing to be 'A. S. ...', written over a horizontal line.

ACKNOWLEDGEMENT

I would like to offer my sincere thanks to everyone who has helped me in the completion of this project.

First of all I would like to thank Allah for the strength, wisdom, and courage to pursue such a huge endeavor. He has blessed me with a wonderful family and special friends who with their encouragement I have achieved another accomplishment.

I am extremely grateful to my parents who instilled in me the values to make the pursuit of higher education meaningful and for believing in me throughout all my endeavors. To my mother, I appreciate the continued love, support, and prayers that have always been with me. I also want to thank my sister, Amna, and my brothers, Umair and Uzair for their encouragement and support.

I also want to thank my husband, Tabish Hassan Khan, for being helpful, supportive and patient. You never started this journey with me, but you sure have helped me get to the end of it. You've unfailingly provided me with sanity, occasional insanity, distraction and cuddles. Most importantly, you were there. Thank you.

My special gratitude goes to my supervisor Dr. Zainab Hussain Bhutto, for her invaluable comments and suggestions at each stage of the thesis. Her understanding of my circumstances is highly appreciable beyond measure. Without her dedication and commitment, the completion of this thesis would be

difficult. I cannot begin to count the ways in which her unrelenting support, constant encouragement, and care have impacted upon this work. Every phone call that you made was worthful.

I am deeply thankful to Dr. ZainabZadeh, Dean and Director of the IPP department. As a teacher, advisor, and mentor, she has been a guiding inspiration throughout my professional career.

Most importantly, I would like to thank the children and adolescent participants who took part in the study for their patience and for sharing their often difficult stories. I would also like to thank their parents for trusting me to work with their children. I also want to extend my gratitude for the cooperation of the administrative staff of the participating school and institute.

Finally, at several points along the way I consulted with or asked for help from clinicians and researchers. I was astounded at the professional and academic goodwill that followed. This kindness ranged from consultation or feedback to research instruments and permission freely offered. One day I aspire to being able to support future research endeavors with equal generosity.

DEDICATION

For all the amazing children

I've met, and those I haven't,

Who battle with the dark days

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ABSTRACT

The present research aimed to evaluate the effectiveness of You Can Do It! Education Program of emotional resilience as a systematized process for children with emotional and behavioral problems using quantitative design. The present study hypothesized that school children with emotional and behavioral problems, who will be subjected to You Can Do It Education Program of emotional resilience will have an improvement in resilience and adaptive positive coping strategies as compared to control group. It was also hypothesized that there will be a significant increase of resilience and adaptive positive coping strategies in the clinical population of children with emotional and behavioral problems before and after receiving You Can Do It Education Program of emotional resilience. There will be a significant difference in resilience and adaptive positive coping strategies between school children and clinical population of children with emotional and behavioral problems exposed to the You Can Do It Education Program of emotional resilience. The effectiveness of the program was assessed with two different populations in two different settings; school and clinic. With school children, twenty participants comprised of 10 males and 10 females were randomly assigned to either the experimental group or the control group based on purposive sampling from a private school of Karachi. With clinical population, eight participants comprised of 4 males and 4 females were selected based on purposive sampling. The age range of the participants were between 12-14 years, with pre-existing behavioral

problems as reported by parents and low resilience and avoidant coping strategy measured by pre-test assessment. Resilience were measured using Urdu translated version of Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003). Children's Coping Strategies was assessed by using The Children's Coping Strategies Checklist- (CCSC-R1; Ayers, 1999). Emotional and behavioral problems were measured using the Children's Behavior Questionnaire Very Short Form (CBQ-VSF; Putnam & Rothbart, 2006). The results obtained from the participants have been analyzed using the Statistical Package for the Social Sciences (version 21). A Paired sample t-test analysis showed a significant difference in the pre and post-test of emotional resilience in the experimental group ($p=0.000$) this finding supported the hypotheses. Further, Paired sample t-test results comparing pre-test and post-test level of avoidance and positive cognitive restructuring coping strategies of the participants in the experimental and control groups were also found to be significant ($p=0.001$). Statistically significant differences were found while comparing the scores of pre-test and post-test which verifies that the therapy elicited a significant change in coping strategy and resilience. The present study makes important implication regarding the use of You Can Do It Education program of emotional resilience as cognitive behavioral intervention in children in mental health promotion and treatment. Avenue for future research have also been suggested and the limitations have also been examined for the application of the intervention.