

Resilience: Theoretical Framework and Implications for School

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Abstract

The main purpose of this report is to provide a brief yet holistic view of the concept of Resilience. In the following pages the basic aspects of this term are going to be examined so that not only the significance of Resilience in our everyday lives, but also the factors that affect someone's ability to bounce back and keep making progress in many aspects of life can be understood despite the adversities that may interfere. The above mentioned are widely known as protective and risk factors depending on the way they affect somebody's life. Another aspect that is going to be briefly analyzed is the role of school and teacher in students' resilience- how this role can help students maintain their psychosocial and learning progress.

Keywords: adversity, protective factors, resilience, risk factors, school setting

1. Introduction to the Problem

In the 21st century, individuals are confronted with a large number of different and complicated tasks and are invited to adjust to a constantly changing environment (Bellanca & Brandt, 2010). One of the most important skills of the 21st century is the ability of problem-solving, emotional management, critical thinking, etc. The importance of emotional intelligence has been highlighted by a large number of researchers who accentuate social and emotional learning (Elias et al., 1997). Emotional intelligence is connected with well-being (Cecchini et al., 2018), while one should not forget that our feelings do not simply refer to being aware of our emotional situation at the specific moment, but also constitute complex ideas and skills such as meaningful management together with skills of adjustment to the setting and the circumstances (Goleman, 1998). Internal mechanisms, such as resilience and recognition of feelings, are correlated with some adaptive habits which in turn help us beat the odds (Bacon & Corr, 2017; Robinson et al, 2019; Trigueros et al., 2019). Our society everywhere on the planet is faced with new threats for the development of its young members. Standards are high, expectations are greater than ever and our role models (in the era of social media) are completely ambiguous. In addition to that, pandemic covid-19 posed new threats and changed our everyday lives provoking thus negative psychosocial implications for adults and children (Cusinato, et al., 2020). Under these circumstances, children are at risk since they do not feel as secure as they used to be (Bartlett & Vivrette, 2020). During lockdowns, kids spent a lot of time at home, in front of TV and tablets, being away from school. According to Lee (2020), school through its everyday routine provides students with a specific mechanism of emotional regulation. School can be a key component in the empowerment of students' Resilience, since "all the years kids attend school, they also attend home" (Epstein et al., 1990).

2. Report–Research Objectives

The basic aim of the present research is to analyze certain fundamental parameters that refer to the concept of Resilience and whether it can be developed within the school framework.

In specific the main issues that will be researched are the following:

- The theoretical framework of resilience
- The relationship between resilience and the school setting
- The ways in which school can boost students' resilience

3. Method

This review constitutes a narrative review in the field of Resilience. Narrative literature review articles are publications that describe or discuss the scientific state of a specific topic or theme from a theoretical and

contextual point of view. Narrative review consists of critical analysis of the literature published in books and electronic or paper-based journal articles. These articles have a significant role in forwarding education since they provide their readers with up-to-date knowledge about a specific theme or topic (Rother, 2007). This review aims to highlight important aspects of Resilience and provide readers with basic concerns about Resilience in conjunction with the school setting. The manuscript was edited after dozens of reviews, books and articles mainly in Greek and English literature were examined and understood. The data were carefully re-organized in order to provide a brief yet clear understanding of the topic.

4. Theoretical Framework

Over the past decades, Social and Pedagogical Studies have moved from the deficit model (which relies on difficulties and problems) to a more holistic and systemic model. This new model is based on the strengthening of students' well-being thus focusing on children's personal strengths and characteristics (Kourkoutas & Xavier, 2010). Positive Psychology has recently emerged, highlighting the importance of one's strengths and abilities, thus adopting an optimistic view of both the reality and the future (Seligman, 2002). So, although in the past research focused on negative feelings and facts, nowadays scientists examine and investigate positive feelings and their implications for human beings (Tugade, 2010). According to Seligman and Csikszentmihalyi (2014, p. 279) *"a science of positive subjective experience, positive individual traits, and positive institutions promises to improve quality of life and prevent the pathologies that arise when life is barren and meaningless, The exclusive focus on pathology that has dominated so much of our discipline results in a model of the human being lacking the positive features that make life worth living."* Under this term, Resilience Theory has been on stage for a lot of scientists in the field. Scientific community pays attention to the ability of some people to bounce back and successfully adjust to adversities emerging over time. These people continue to maintain typical psychosocial development. The term of resilience does not refer only to certain "supermen" (who remain calm and optimistic despite the negative facts occurring around them) but it's about the "ordinary magic" which lies in people's abilities and has to be empowered (Masten, 2001). This "ordinary magic" gives people the ability to overcome everyday hassles and enjoy their daily life despite difficulties. As far as this issue is concerned, Neenan (2009) illustrates that Resilience refers to the "ordinary many" and not to the "extraordinary few". Based on this assumption, he uses the term "routine resilience", meaning that we can all demonstrate Resilience at some degree in our daily hassles. According to Luthar, Cicchetti, and Becker (2000), Resilience is not a stable, permanent characteristic which we maintain during our lifetime. In fact, it depends on the setting, the moment and definitely the interaction between us and the surrounding context. The etymology of this word comes from the physical term resilience (latin word *resilire* <come back to the initial position) (Vaccareli et al., 2018). It particularly, demonstrates the ability of a body to come back to its former condition after a temporary deformation (i.e. coil). According to Boyden and Cooper (2007), Resilience was formally used in Medicine in order to state the recovery of a patient after an accident or surgery. As time went by, it was used in the field of Social Sciences. The use of this term in social and human studies depicts the aforementioned removal from the deficit model to a more positive and holistic point of view (Williams, 2011). According to Masten and Obradovic (2006), Resilience constitutes a conceptual umbrella which includes plenty of factors affecting each other. This, as a fact, illustrates how important yet difficult it is to investigate all aspects of this concept. Some of these aspects may be: oneself (abilities, skills, perceptions, experiences, beliefs, ideas etc.), main characteristics of somebody's life (health, nutrition, accommodation etc.), emerging problems and solving skills (awareness, crisis managing, realistic point of view) and finally, relationships with others (colleagues, classmates, family, etc.).

5. Definition of Resilience

It is obvious that the definition of Resilience has not been a fixed and firm one over the decades. Through plenty of definitions an effort has been made to provide a better understanding of the term. Every single one of them has adopted a different point of view. So, one can easily realize that the concept is extremely complicated and all these definitions have both common characteristics and significant differences. In fact, the definition of Resilience is not a simple task, as it constitutes a complex and broad concept which can usually be mixed up with other terms (Pina Lopez, 2015). Resilience can also be frequently used in order to depict different terms, attitudes, and behaviors (Fernandes de Araujo & Bermudez, 2015). Since, it is not fixed and permanent throughout time, it is even harder for researchers to try to provide a standard and acceptable definition (Vinnacia et al., 2007). Resilience emerges as a term within a lot of sciences (Cicchetti & Curtis, 2007) such as Psychology, Sociology and Education. During 1980, researchers used to make use of the term "invulnerable" with the attention to describe those people who were able of maintaining a positive aspect of view despite negative circumstances (Dimakos & Papakonstantinopoulou, 2012). However, it became obvious that such classifications

devote people into two separate categories: invulnerable and vulnerable. According to Luthar et al. (2000) Resilience is not a stable, permanent trait that we maintain during our life span. It depends on context, moment, interactions during a specific period of life. Margalit (2004) points out that it is not a trait, but a process that involves internal and external factors. Masten (2011) comes up with a broad definition which is widely accepted. According to this definition, Resilience is the capability that individuals have in order to deal with important threats which can undermine their expected and normal progress and development. As we can see, it is not a particular individual trait but a broad dynamic system. In this system, external and internal factors affect one another and provide (or not) people with the ability to adjust to problems and dystopic circumstances. So, at the end of the day one can demonstrate Resilience or not. But this attitude towards problems and life is the outcome of a lot of complex interactions among context, characteristics, facts and skills. Masten and Coatsworth (1998) mention three different types of resilience manifestation.

Table 1. Types of resilience manifestation

Types of resilience manifestation
Problem overcoming and accomplishment of positive goals despite threats
Maintenance of internal and external equilibrium under stressful conditions
The ability of a person to bounce back after a traumatic incidence

One can observe that from every aspect, as in every definition of this term, there are two main components. The first one is the threat that one has to deal with and the second one is the ability of the person to bounce back and overcome the adverse condition (Masten & Riley, 2005). Many years ago, Rutter (1993), came up with this simple yet adequate definition of Resilience. He specifically declared that Resilience is the balance between adversities and the ability of a person to cope with these adversities. He used the word “balance” in order to express the dynamic process of Resilience, since balance is an ever-changing condition between two worlds. On the one hand, there is the world of problems and adversities, and on the other hand there is the world of effort and happiness.

5.1 What Exactly Is Adversity?

According to Sandler (2001), adversity is about the relationship between a child (or an adult) and its context. It refers to the satisfaction of basic needs not to mention the accomplishment of particular goals at a specific period and developmental stage. Adversity refers to a variety of adverse conditions which a person, a family, or even broader a society may encounter. An adversity for a single person could be a disease, a condition, an injury, a personal problem, etc. For a family, this could be a conflict, a divorce, financial or social problems, divergent opinions about a serious problem, etc. Finally, at a social level, there is a variety of adversities that could negatively affect citizens. These could be an unstable political regime, poor health provisions, financial problems etc. For instance, nowadays, humanity confronts a serious problem with many implications for health, society and economy. The Covid-19 pandemic has posed a serious threat to all of us during the last two years. Scientific data imply that nowadays there are “contagious settings” in which children may be fostered (Garbarino, 1995). In such contexts children may address many adversities, which in turn pose a threat to a normal and healthy psychosocial development. These adversities are often called “risk factors” and constitute an obstacle to the progress of children. Adversities are not firm and permanent problems, but subjective and changeable conditions. Every single person interprets a particular situation differently, and even his/her point of view may change over time or under specific circumstances. Rutter (1993) mentions the example of a conflict between parents. In such a case, a child could be severely affected by such an argument, thus being aggressive to both the family and school setting. However, another child may not be affected at all, thus not demonstrating a different attitude towards others. The idiosyncrasy of each child can play a key role in the aforementioned example. Another example could be the adoption of a child. A fact like this could affect both positively and negatively a child’s development. To be more specific, a child who is adopted by a giving family may have a lot of chances to grow up in a healthy and safe environment, demonstrating no particular psychosocial problems. On the other hand, this huge change could probably evoke a lot of subsequent problems due to the insecure bonding with the caregiver and the dramatic change in the infant’s life. Young children may experience difficulty managing these changes going from their mothers to institutions, and then again to other homes. An ambiguous aspect of this matter is what can be called adversity and if it is really necessary when it comes to Resilience. Riley and Masten (2005) support that every experience or incidence which can disturb children’s development and everyday life, thus causing negative consequences in many aspects of children’s progress can be called adversity. In other words,

adversity is everything that can possibly worsen somebody's progress and development. Of course, a major problem or an injury can be an adversity, but also a lot of minor problems could pose a threat to a person's quality of everyday life. Both extreme circumstances and daily hassles can eliminate someone's ability to cope with problems. As was mentioned previously, Resilience is about the "ordinary magic" which help us beat the odds during lifespan (Masten, 2001). This refers to both severe vicissitudes but also to daily hassles and everyday misfortunes that may affect our mood.

5.2 Protective Factors

According to Wiener (2003), protective factors are either individual or environmental characteristics that evoke the positive development/adjustment of a person at risk. So, it is clear that protective factors are not specifically determined characteristics but processes, facts, and traits that vary and which can empower individuals at a specific period of time. Protective factors are not specific traits that one maintains through his/her lifespan; they are factors which change (Rutter, 1996). Rutter (1993) refers to protective processes and mechanisms, not just protective factors, thus highlighting their complex nature. He separates them according to their way of acting into 4 categories: a) The ones that diminish the result of a risk by eliminating the risk itself or by modifying the situation that provokes the risk b) The ones that eliminate the negative chain reactions emerging from a risk c) those that empower one's self-esteem and self-efficacy through work and healthy interpersonal relationships and d) those that create new opportunities for success. Finally, Grotberg (1995) provides a different categorization according to which protective factors are separated into these groups:

- I am (personal characteristics such as self-esteem and the aforementioned)
- I have (external help and structures such as parental support and caring people around the individual at risk)
- I can (personal, social and intrapersonal characteristics such as problem solving skills etc.)

What is particularly interesting about protective factors is their cumulative result. Both risk and protective factors seem to have a cumulative result (Howard et al., 1999), meaning that one single protective factor can potentially provoke more protective factors. It seems that plenty of smaller protective factors can be more effective than a single big one (such as wealth). For instance, having a satisfactory job, affective relationships with friends and family and living in a nice neighborhood can probably be more protective as a factor than just getting an extremely high salary.

5.3 Risk Factors

As Condly (2006) points out, the concept of risk is of utmost importance for research into Resilience. Risk itself is a complex concept that varies from person to person and from one situation to another (Doney, 2013). Wiener (2003) says that every single internal or environmental characteristic which can pose a threat to the personal development of a particular individual constitutes a risk factor. This definition is exactly the opposite to the definition of protective factor. One should remember that the way in which a risk factor acts is rather undetermined, since every single person is confronted with their own individual risk factors. Maybe what constitutes a risk factor for someone has no impact on another or may even have a positive effect on some others (Wright & Masten, 2005). For instance, a premature birth may bring a lot of health problems for a baby born in a low income family, whereas this fact may not affect a baby born into a high societal level due to instant health provision and medical support. Rutter (1993) exposes the issue of peer pressure among teenagers as an example of the different ways through which risk factors may affect somebody. For a teenager with deviant behavior, a peer group with healthy interpersonal relationships and behaviors may act as a good role model. In this way, this teenager is likely to ameliorate his/her own behavior. On the other hand, let's take into account a teenager who is surrounded by a group of classmates who illustrate deviant behaviors (such as mugging, etc.). This child's behavior will probably worsen or he/she may become a member of this gang. This rule about risk factors can be implemented not only in behaviors but also in the way some genes may affect a person's idiosyncrasy while others may not.

6. The School Setting and Resilience

It is broadly agreed that resilience is derived not only from innate characteristics but also from external circumstances (Cicchetti & Valentino, 2006). According to Lee and Stewart (2013, p. 795) "many researchers address the interactive effects between personality characteristics and various forms of social and cultural determinants". On the one hand, our personal characteristics such as idiosyncrasy, problem solving skills etc., help us to revive from adverse conditions (Maginness, 2007). On the other hand, social capital and cultural determinants can also make a contribution to this direction (Ungar, 2004). So, an individual's personal characteristics and acquired competencies operate interactively as an adaptive system (Lee & Stewart, 2013).

It is common that when it comes to the relationship between school and Resilience most researchers refer to the academic performance of children coming from high-risk environments. They also tend to research into the way in which they manage to deal with the academic requirements of the school setting. Cefai (2007) illustrates the importance of the psychosocial development of such students. As he says, if a student has sufficient academic performance but presents deviant behavior, we cannot assume that he/she can cope with the difficulties in his/her lifespan. Resilient children are responsible, positive, independent, devoted and socially adequate (Joseph, 1994). A variety of these characteristics have already been nurtured through experiences and environmental circumstances that these children have been a part of (Northeast Regional Center for Drug-Free Schools and Communities, n.d.). However, school can boost students' resilience using the effect of protective factor that it can empower or provoke. One of these factors can be the teacher-student relationship. According to De Vito (1986) the teacher-student relationship begins with an initial connection, which develops from intimacy and then, proceeds to the disbandment, which exists in all intimate human relationships (Frymier & Houser, 2000). The teacher-student relationship has two basic differences in comparison to typical friendships. For starters, there is no equality among participants and secondly, there is a specific timeline. However, despite these characteristics, this form of relationship can conduct its basic communicative function (Frymier & Houser, 2000). Lee (2012) holds that a healthy relationship between teacher and student can affect not only the academic performance of the student but also his/her emotional wellbeing. Segal (1988, p. 2) says that:

From studies conducted around the world, researchers have distilled a number of factors that enable such children of misfortune to beat the heavy odds against them. One factor turns out to be the presence in their lives of a charismatic adult, a person with whom they can identify and from whom they gather strength. And in a surprising number of cases that person turns out to be a teacher.

This is also proven from Sanders et al. (2016) whose research ended in the following conclusion: teachers can help students deal with major or smaller adversities by demonstrating empathy and understanding. Kim and Yoo (2010) examined Resilience of children with cancer and they also declared that teachers through appropriate knowledge and attitude towards students can empower their Resilience. It seems that under the appropriate circumstances the school can act in such ways so as to form the psychosocial identity of every single child thus helping to boost students' life skills such as Self-Esteem, Resilience, and so on (Henderson & Milstein, 2003). School is like an arena in which all students try to play and perform their best academically and socially (Cefai, 2007). According to Khorasani-Zavareh et al. (2018), the school setting can be "a safe base" for the empowerment of Resilience. In other words, it can surely provide students with acceptance and security despite the adversities that pupils may confront outside the school. Some researchers support that such a sense of belonging to a group which appreciates and accepts the child is the key factor in the empowerment of Resilience in students at risk. Cefai (2004) demonstrates that implementation of good practices for the empowerment of students' Resilience is necessary not only for those at high risk but also for every single student. Solomon et al. (1997) point out that such educational programs (that aim not only at Resilience but also at the emotional well-being of students) should be implemented at a whole-school range due to their positive effects. In addition to that, one of their main benefits is the fact that they are cost-effective, since they can be implemented with no cost at all. Chatzichristou (2015) also points out the importance and the beneficial effect of such whole-school programs which can develop students' psychosocial characteristics. As mentioned before, Epstein et al. (1990) declare that "All the years that children attend school, they also attend home" (p. 99). This statement depicts the importance of school in the psychosocial adjustment of children. Bernard (1991) claims that respect and understanding towards a student cannot be just a part of a program or a technique that somebody implements. On the contrary, such behaviors constitute a specific attitude and mindset that somebody has or not. Through somebody's behaviors (in this occasion, the teacher's behavior) one can materialize his/her inner ideas, beliefs and values, which in turn can affect the student's behavior (Boulliet et al., 2014). Taking this into account, we can explain the reason why many students present a different behavior and performance from one teacher to another. They are able to understand and interpret the teacher's beliefs and expectations and so, they tend to adjust their behavior. Brooks and Goldstein (2008) believe that there is no such thing as a student who does not wish to accomplish academic and behavioral goals. However, the teacher's expectations and attitude play a key role in these accomplishments. According to research data (Rutter et al., 1979), schools that pose high expectations (and provide such support) have pupils with higher levels of academic performance and lower levels of behavior problems (school abundance etc.). Johnson (2008) highlights the importance of the teacher as a key factor towards student's resilience. He points out the main characteristics that one should acquire in order to be able to boost his/her students' Resilience.

- be available for them and show interest and love for them beyond the classroom and lessons

- listen carefully to their opinions and problems and not be prejudiced about certain topics and behaviors
- teach basic skills, moving from simple to more complicated ones
- be positive and optimistic
- intervene in a situation when it is necessary
- be humane, letting others know some minor things about themselves. In this way, they can really bond with students.

Malaguti (2005) also points out that Resilience cannot be empowered through “therapy”, strict techniques or labs. It can be nourished through educational tools such as music, books, theater and dancing. Unfortunately, according to research data (Johnson et al., 1999) teachers do not realize their significant role in students’ psychosocial adjustment. In the above study, answers were divided into two categories. The first category consisted of those who believe that whatever they do, it will have a minor effect in their students’ lives and future. The second category consisted of those who believe that they can really influence their students’ psychosocial characteristics and adjustments skills. In the same research, most teachers who participated believe that Resilience is more correlated with characteristics such as school performance and accomplishment of cognitive goals rather than formation and maintenance of stable and safe relationships. Khorasani-Zavareh et al. (2018) put together the main principles of the guidelines which can empower student’s resilience.

Table 2. Main principles of instruction towards resilience

Characteristics/principles of instruction
1. Awareness about basic aspects of Resilience and understanding about the way these can influence educational routine and how they can be fostered through specially designed activities
2. Integrity and morality, meaning that one should avoid the “superman” and “superwoman” model, thus seeking Resilience in simpler yet important ways.
3. Creativity and “light”, so as difficult situations (that every single child confronts) can be addressed successfully and optimistically.

Russo and Boman (2007) showed the difference between theoretical knowledge and practical ability of teachers to cope with aspects of their students’ Resilience. To be more specific, even though they had an enriched theoretical background and high confidence, it proved that they were not able to distinguish which of their students had access to specific protective factors or not. It seems that despite theoretical knowledge, teachers need to exercise their practical abilities.

7. Implications for the School Setting—Programs for the Promotion of Resilience Within the School Setting

Many universal, school-based, resilience-focused interventions have been implemented internationally (Dray et al., 2017). Such programs follow the main principles of systemic theory (Brofenbrenner, 1968). According to this theory, we should image the person as the center of concentric circles. Family is a circle; school is also a circle, neighborhood as well etc. Every one of us is formed within the interaction of these circles.

Programs following systemic theory have been applied on a wide scale and often present very positive results. In a corresponding article, Durlak et al. (2011) signify that programs promoting general emotional and social learning within the school setting positively affect participant pupils’ multiple skills. To be specific, these children acquire more skills, both social and emotional, regarding their relationship with both themselves and also their interpersonal relationships with others and with the school setting. Parallely, a great amount of research according to the authors verifies better academic achievements and a drop in behavioral problems. Another significant finding refers to the continuation of this positive effect for a six-month period after the intervention. Taylor and Dimnicki’s (2007) observations have similar conclusions. They have commented on findings from the analysis of 262 researches into school programs of emotional and social learning that Zins and colleagues materialized in 2004. In a more recent article of 2012, Gravesteun notes that the analysis of intervention programs of social, emotional and behavioral kind that have been implemented during the last thirteen years, have shown the positive results of intervention within the social setting. These positive results specifically refer to social adjustment and behavior, academic achievement and mental disturbance. According to the author these data present a new role for schools beyond their cognitive and social role establishing an emotional one as well. This new role that schools are called to be part of is stressed by Southwick et al. (2014) who proposed the systemic approach for the empowerment of Resilience. It is preferable that intervention takes

place within a significant setting in which children interact with others than solely on the children themselves. The authors also note that, successful functioning within a setting such as the school or family can possibly be transferred gradually to other settings of interaction. In a recent research by Masten et al. (2015) a significant role is attributed to the school in its effort to empower Resilience of homeless students. The authors of the article specifically support that schools with suitable structures (like that of a school psychologist) can promote Resilience, reduce the danger of academic failure and strengthen the executive functions of students such as attention span preservice, work remembrance and self-regulation. Research in Greek school settings also concluded the aforementioned. To be more specific, Chatzichristou (2015) has implemented over 3 whole-school programs aiming to the empowerment of students' social and emotional learning and all of these have reached their goals. In addition to that, Kourmoussi (2012) implemented a corresponding program to students of preschool education. The results were surprisingly good as far as all the goals of the program. The research that was submitted certifies the literature referring to the importance of promoting Resilience at the school level through a systemic and holistic approach that will last and pervade the whole, analytical curriculum (Dray et al., 2014).

8. Conclusion

As has been supported above, Resilience is a multi-dimensional concept (Masten, 2011). The example that Barankin and Khalou (2007) present in their book is characteristic of the developmental feature of Resilience. Young people are like trees, each having their own size and shape. Family constitutes the soil and water that provides the necessary basis for the trees' flourishing, while school, neighborhood and the broader society play the role of the weather, the rain and the sun, conditions that contribute to the trees' flourishing process. It is understood that Resilience is influenced by a number of factors that are either protection factors or risk factors (Wiener, 2003). The school can be found among these factors (WHO, 1997). The school setting's influence for the development of tomorrow's citizens is considered vital by World Health Organization (WHO) and promotion of life skills through school programs is absolutely necessary. According to Henderson and Milstein (2003) the empowerment of Resilience is included in these skills. To the extent that we form school, community, and family contexts, the more likely we are to engage young people in learning and enhance overall resilience (Ungar et al., 2014). According to WHO (1997) a corresponding program should be within the analytical curriculum of courses and should be incorporated within the existing courses, while the teachers who bring this program into materialization should adjust skills to the level, the language and the cultural background of their students. As Durlak et al. (2011) stress it is significant that the "philosophy" of the program is part of the daily school routine and not just a separate course of action limited to a specific school time span. According to Lamb (2013) teachers' training and preparation is vital so that they may fulfill a successful intervention program. Research has shown that through proper training, teachers can fulfill activities promoting the social and emotional learning of pupils with very positive results (Durlak et al., 2011). Teachers are the figures that accompany children through their development at every stage and form the fundamental cornerstone in their future development.

9. Future Directions

Taking all these into account, one can easily understand that there is a variety of factors involving relationships formed in the school setting. School is one of the most important "systems" in which children's personalities are molded (Smith et al., 2004). According to Wang et al. (1995), it is a home-away-from home. For all these reasons, the school setting and relationships formed in this context should be one of the main areas of scientific interest for study and interventions. The Covid-19 pandemic poses a vivid example of a crisis that humanity has to deal with (Cusinato et al., 2020). Children are at risk since they are very affected by these ongoing changes disrupting their everyday routine (Bartlett & Vivrette, 2020). So, schools need to take action and implement holistic programs in order to enhance students' ability to bounce back. In addition to that teachers need to be appropriately informed and educated in order to be able to implement programs of social and emotional learning within the school setting (Russo & Boman, 2007). Educational practices and research can be implemented in order to evaluate how and to what extent we can boost students' Resilience within the school setting.

10. Limitations

To begin with, the authors of this paper can very well handle both the Greek and English language. This means that although there is access to the research (publications, studies workpapers and etc.) that has been written or translated into the English language papers and research in other languages and countries have not been studied. It is obvious that the main published research is found in international journals written in English. Also, another limitation referring to the theoretical framework of this paper concerns the study of the bibliography. Although a hard and systematic study of literature sources in both Greek and English has been done, it is logical that the existing volume of information and research into the term from its beginning can't have been studied. Although

the greater part of the existing literature has been thoroughly looked into, it is logical that there may be a certain number of materials that haven't been researched at length. The Internet with its data basis represents an invaluable tool, yet access to all sources is practically impossible.

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