VALIDATION OF THE RESILIENCE SCALE FOR ADOLESCENTS (READ) IN MEXICO

VALIDACIÓN DE LA ESCALA DE RESILIENCIA PARA ADOLESCENTES (READ) EN MÉXICO

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Abstract

Given the impact of resilience in youth´s personal and social development, it is important to concentrate efforts in building or adapting instruments that can evaluate resilience with validity and reliability. To date, there is no adequate instrument that evaluates resilience with the population of Mexican adolescents in Spanish language. Therefore, the purpose of this study was to evaluate the Resilience Scale (READ) with a sample of Mexican adolescents. Participants were 840 adolescents living in the Metropolitan zone of Guadalajara (Mexico). Factor, exploratory and confirmatory analyses were conducted, and the convergent and divergent validity of the scale was also evaluated.   Results are similar to other validation studies of the READ, with the difference of a new factor arising related to goal-orientation and which was probably derived due to the cultural differences of the population. The findings conclude that the READ in Spanish is a valid measure for the Mexican context. Implications are discussed.
Key words: Resilience, adolescence, validation.

Resumen

Debido al impacto de la resiliencia en el desarrollo personal y social de los jóvenes, es importante concentrar esfuerzos en construir o adaptar instrumentos capaces de medir y evaluar la resiliencia con validez y confiabilidad. Sin embargo actualmente no existe un instrumento adecuado en español adaptado y validado a la población mexicana para evaluar la resiliencia en los adolescentes, lo que hace necesaria la realización de este estudio con el objetivo de validar la Escala de Resiliencia para adolescentes (READ) con una muestra de adolescentes mexicanos. En este estudio se realizó la validación del READ en una muestra de 840 adolescentes que viven en la Zona Metropolitana de Guadalajara (México). Se realiza análisis factoriales exploratorios y confirmatorios, así como la validez convergente y divergente de la escala. Se encuentran características similares a otras validaciones del instrumento, diferenciándose en la generación de un nuevo factor que es relativo a la orientación a las metas probablemente derivado de las diferencias culturales con la población en la que se desarrolló la escala originalmente. Se concluye que es una escala con propiedades adecuadas para aplicarse en el contexto mexicano. Se discuten las implicaciones.
Palabras clave: Resiliencia, adolescentes, validación.

Introduction

Every human being makes use of, or can potentially use, a series of internal resources to have a better performance in different aspects of their lives. One of them is resilience. Resilience helps to overcome adversity same as to avoid experiencing important negative consequences in their psychological development (Palomar & Gómez, 2010).

Resilience makes no reference to anomalous virtues, but to regular human resources that children and their families count with, as well as in their interpersonal relationships. Masten (2001) defines resilience as "a phenomenon characterized by good outcomes" (p.228). In addition, a person is considered to be resilient if his or her development has been significantly threatened but it has not been affected.

Additionally, Hjmedal, Friborg, Stiles, Martinussen, and Rosenvinge (2006) define resilience as "a protective factor, processes and mechanisms that contribute to a good outcome, in spite of experiences with stressors that hold a significant risk of developing psychopathologies, as it has been seen" (p.84). Resilience has also been defined as the outcome of a combination between individual characteristics and the environment, which help to overcome obstacles (González, 2007).

In the same manner, resilience can be explained by 3 categories of factors: positive individual factors, family support and having a support network apart from family (Von Soest, Mossige, Stefansen, & Hjemdal, 2010).

Nevertheless, although there is no consensus on which is the right or single definition about resilience, there is an agreement on considering it as a process (González, Valdez, & Zavala, 2008).

Currently, given the important role resilience plays in human development and the possible identification of protective factors, it is one of the most studied variables (Hjemdal, Aune, Reinfjell, Stiles, & Friborg, 2007); and there are several instruments to evaluate it (Salgado, 2005).

Despite the interest shown by psychologists and psychiatrists since 1970 about resilience in children, from which models and methods have been developed (Masten, 2001), and an increase in research about resilience, until 2006 there were no measures to evaluate resilience factors, specifically in adolescents (Von Soest et al., 2010).

Given to the need of developing a scale for measuring resilience in adolescents that also included items to evaluate the three resilience categories previously mentioned (positive individual factors, family support and support network), Hjmedal et al. (2006) designed and validated the Resilience Scale for Adolescents (READ) in a sample of Norwegian adolescents between 13 and 15 years