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DISTINCTION BETWEEN COLLEGE STUDENT FROM DIFFERENT COUNTRIES ASSOCIATED TO HOPE, OPTIMISM AND RESILIENCE

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Abstract: The article, a partial result of an international cross-sectional research, aims to introduce the differences between the college students from the participating countries associated to the hope and optimism feelings and the resilient behavior. The data was obtained through a transversal research with virtual data collection in the year of 2019 having the participation of $n = 1112$ students from $n = 10$ countries. There were found important distinctions between the countries about the hope and optimism feeling and the resilient behavior, $p = 0.000$. Further studies on the subject may provide more knowledge about the phenomenon.

Keyword: College Student. Psychology of Upper Education. Hope. Optimism. Resilience.

DIFERENÇAS ENTRE ESTUDANTES UNIVERSITÁRIOS DE DIVERSOS PAÍSES ASSOCIADAS À ESPERANÇA, OTIMISMO E RESILIÊNCIA

Resumo: O artigo, resultado parcial de pesquisa internacional de cunho transversal, tem como objetivo apresentar diferenças entre estudantes universitários dos países participantes associadas aos sentimentos de esperança e otimismo e ao comportamento resiliente. Os dados foram obtidos por meio de pesquisa transversal com coleta de dados via digital em 2019 contando com participação de $n=1112$ estudantes de $n=10$ países. Foram encontradas diferenças significativas entre os países para os sentimentos de otimismo e esperança e comportamento resiliente $p=0,000$. A realização de outros estudos sobre o tema poderão aportar mais conhecimento sobre o fenômeno.

Palavras-chave: Estudantes universitários. Psicologia do Ensino superior. Esperança, Otimismo. Resiliência.



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It is understandable that a life with purpose is the greatest person realization. The search covers cognitive, affective and motivational dimensions that impacts in the existential attitude of people and in the definition of goals along the biological existence. When the meaning of life is searched and found the person succeed personal realization. What constitutes relevant aspects to the management of the educational system in a wide way, once the goal of the education is to promote the realization of the capacities and human potentialities (Oliveira, 2010c).

The education, as well as life, has to have a clear purpose on mind. That is a main question that perpetuate all the educational actions that seems voiceless or minimized in front of the technological and productivist paraphernalia that, like a network, tries to jail us and choke us in the actuality. Somehow, we realize that we are stifled by means of the expense of ends of the formal, systematic international and organized educational process.

It's known that the complex and dynamic reality as it is experienced in the actual society, must correspond to a complexes and dynamics points of view and it is necessary to watch the reality as it is, without choosing only what is convenient to our beliefs (Morin, 1999).

In hegemonic epistemological ways, we ravish the reality when we assume points of view that simplify it using fractional analysis method that the general epistemology and the specific scientific epistemologies are friendly with the reality that is the object of its knowledge. Our optics can be irreconcilable with our surrounding, we hold on old viewpoints that should be left behind (Fárfiñas-León, 2017).

It is understandable that, it is not enough to favor access to the University, been necessary to offer an education to a professional, personal and citizenship realization of quality and positive life purpose. In the face of scarce bibliographic information available in the field, it is necessary to investigate further. The desires, motivations, challenges and expectations related to the upper education are associated with the hope, optimism and resilient behavior feelings. What is configured as relevant information to the psychopedagogic management in the upper education, space historically used to the constitution of news social, scientific, politic and economics leaders of the society where does it fit.

The human behavior has two origins, innate and apprehended (Reeve, 2006). The optimism, the hope and the resilience are behaviors that are classified as apprehended in an informal way through the familiar and social living. The optimism apprehended along with the personal expectation of



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personal efficacy and the hope points toward the future and affect the motivation and disposition to the realization of the activities in general, including the academic ones.

The optimism can be understandable in a specific term as an important dimension of the personality and a cognitive-affective style about how the person tends to process the information associated to their personal reality of life and experience about the future (Oliveira, 2010a).

The hope is an intrinsic structure of the human life, it is a feeling that points to the achievement of desirable expectations in a short, medium and long term and that affect the motivation and the action of people in their life circumstances. Its importance dwell in the definition of purpose to its own existence. Its absence paralyze, its presence mobilizes. In this way its importance to the motivation and human performance in many dimensions of the existence. Hope is understandable as a cognitive energy that affects the planning and the actions of people along their lives. Hope is a feeling that represents an expectation about the future more or less based in personal evidences in the life experiences (Oliveira, 2010c).

The meaning of resilience comes from physics to explain the capacity of materials to return to their original form after suffering impacts. In the case of human beings the resilience can be understood as a capacity and ability of managing frustrating emotions and keeping a necessary calm to the wellbeing and the continuity of necessary activities. Thus, the skills developed through life history are fundamentals to a resilient behavior. Resilience is understood as an ability of a person of recovering herself after experiencing a trauma or adversity (Martins&Jesus, 2007).

Either the formal education or the informal one interact continuously. Before we conceived any planning or educational action we need that the teachers, managers and technicians that execute their professional roles from the University answered two initial questions: education to develop what kind of human being? Education to develop a human to act, live and flourish in which society?

Our perspective is that the education has the responsibility of contributing to the development of the human capacities and potentialities favoring its anatomy, sovereignty, freedom and expression of its originality and power. To be human that act and will act in the group of the human society, respecting the identities, the individual subjectivity and each human society with its identity and value to the group of human family, with respect to all the being that are part of Nature.



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What worldview guide and predominates in the presupposed of the actual educational system? To be employable? To be wealthy? To be happy? Which consciousness we develop along our formal and informal educational process? To be existence? To be life? To be Nature? It is obvious that we are life, existence and Nature. What means to be existence? To know, to feel, to observe and to observe itself, we are part of what we observe. And how can we behave respectfully in front of other lives manifestations and of our own existence? Can the consciousness of belonging to Nature affect our well live, our common good?

Educational training in all the spheres (basic, college, technician and informal education), aims to develop capacities and abilities of technical, scientific, citizenship and personal order. However, it is understandable that the most important is the capacity of existing, being human, being nature (personal dimension), being life in communion with all the living beings, which is the base to all the others lives and existences.

The principle of respecting yourself, respecting all the living being and the Nature are aspects that the educational system in a wide way needs to rescue and strengthen in our analysis. This universal principle is ignored in the positive curriculum in the actual formal educational system. Welfare is a personal phenomenon made up by aspects associated to personal realization, what is particular, unique, incomparable, but not always measurable.

Historically, the educational evaluation has been a power and domination tool. Serving classification, exclusion. However, it is known that human beings are not classifiable. They are unique, incomparable. Hence, the impertinence of the hegemonic evaluation process used in most educational systems historically and in the actuality. Given its disarticulation with the goal of developing the human capacities and potentialities in favor of well living in a wide way. We are Nature. We are Cosmos. We are Photons. We are Life. We are Existence. We are Human Beings in the collective of the Universe, in the Cosmos. The biggest personal motivation is to manifest your own potential and to live happily, fulfilling your purpose in life and existence over your own rules. It is understandable that this knowledge and experiences, indeed of to be silenced and ignored, we need to be crosswise contained in the activities of scholar curriculum since the primary school to the post degree (Yampara-Huarachi, 2004; 2007;2008).

It is considered that the educational process has the responsibility of to contribute to the development of this consciousness in all the human beings, thus they may realize themselves to be happy, free, sovereign and independent.



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Wise. Creative. Resilient. Balanced, optimists and hoping to accomplish their own purpose in life.

We defend a utopia that we can collaborate with the construction of an intentional, systematic and organized higher education that promotes the development of human capacities and potentialities in the sense of the full realization of students and their personal, professional and social realization.

An education that promotes wisdom in living and respecting and valuing its human ancestry, the cultural diversity, as multi-truths and meta truths that integrate the collective of the Meta Historical Humankind. We aspire to build a higher education that respects all existences and forms of life that are part of Nature. A new philosophy of higher education that contributes to reflection on human society, for a society where we are aware that we are Existence, Life and Nature, we are unique and valuable in the composition of the universe, the Cosmos. Like the drop of the ocean. We are part of the freedom to create and exercise our existence fully.

We believe in creating, individually and collectively, an education that promotes respect for the uniqueness of students' interests, with the goal of promoting individual potential for the common good and individual fulfillment. Human beings prepared to integrate a society where the indicators of value are predominantly happiness, health, good coexistence, respect for all forms of life and existences: plants, animals and existences, mountains, waters, forests, air and not the accumulation or virtual “enrichment” of finance.

That is the challenge. Let students do their studies out of curiosity and personal satisfaction, because they want to. That they compare and they try to surpass themselves, considering that we are all unique, therefore, incomparable. Let us not study under external pressure, but for personal motivation, personal satisfaction aiming at the development of individual capacities and potentials in favor of the realization of purpose with meaning for life itself. We will overcome obligations, pressures. Everything the student does must be due to personal internal motivation for liking, for their own decision for personal fulfillment. May it be an incentive to always do the best you can because you do it with attention to your own aspiration. May we be taught continuously to experience the principle of respect for all beings, that we learn to exercise continuously, and in the first place, respect for ourselves. We develop personal sovereignty, autonomy and responsibility for our own existence. It is necessary to reflect and continue studying about human development, the purpose of school life and education (Arias, 2005).



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Method

The research was made with convenience random sampling with the voluntary and anonymous participation of students from many public and private universities from participating countries that were in graduation and post graduation in the year of 2019

Data Collecting Process

The data were obtained by sending an internet link made by ourselves via electronic mail and mobile telephone, counting on the teachers, students and technicians collaborations from the participating universities and those who had access to the link that was sent by voluntary admission in the social media, respecting current ethical procedures.

Collecting tool and proceduring of treatment and data analysis

The tool used to collect the data was the online application *Google Docs* that is made of many blocks where were registered personal information, context variables, about academic, historical, structural aspects associated to the learning, positive and health psychology.

The data were statistically treated by the SPSS software according to the goals of the research.

To this article were selected some variables about the sample characterization and the information about the phenomenon discussed (Hope, Optimism and Resilience).

Results and Discussion

In the sequence (tables from 1 to 18-A), it is introduced the quantitative results by a descriptive statistic and Anova (Pasquali, 2003) relative to the psychological phenomenon of optimism, hope and resilient behavior of the participating college students.

Participants

From this phase of the investigation participated n=1112 students from 00 countries. They were n=500, 45% from Brazil, n=437, 39,3% from Mexico, n=9, 0,8% from Spain, n=7, 0,6% from Portugal, n=59, 5,3% from Mozambique, n=30, 2,7% from Bolivia, n=2, 0,2% from Colombia, n=10,



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0,9% from Venezuela, n=48, 4,3% from the Dominican Republic n=10, 0,9% from Angola (Table 1).

Table 1: Participating Countries, 2019

Countries	F	%	% vál.	% acum.
Brazil	500	45,0	45,0	45,0
Portugal	7	,6	,6	45,6
Mozambique	59	5,3	5,3	50,9
Angola	10	,9	,9	51,8
Mexico	437	39,3	39,3	91,1
Dominican Republic	48	4,3	4,3	95,4
Bolivia	30	2,7	2,7	98,1
Venezuela	10	,9	,9	99,0
Spain	9	,8	,8	99,8
Colombia	2	,2	,2	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

Regarding gender, participated of the research n=724 (65,1%) students of female gender and n=388 (34,9%) of male gender (Table 2)

Table 2: Gender of the participants, 2019

Sexo	F	%	% vál.	% acum.
Female	724	65,1	65,1	65,1
Male	388	34,9	34,9	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019.

Regarding the age of the participants, from the n=1112 there were a minimal age of 18 years old and a maximum of 69 years old, M=26,40; DP=9,22 (Table 3).

Table 3. Descriptive, Average, Standard Deviation Statistics, Participants, 2019.

N	Minimum	Maximum	Average	Stand. Dev.
1112	18,00	69,00	26,40	9,22

Source: Research database, 2019



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Regarding the type of maintainer of the Universities and College Participants, n=873 (78,5%) are maintained by the public power and n=239 (21,5%) maintained by the private institutions (Table 4).

Table 4: Type of maintainer of the participant institutions, 2019

Category	F	%	% vál.	% acum.
Public	873	78,5	78,5	78,5
Private	239	21,5	21,5	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

Regarding to the course modality of the participants, n=671 (60,3%) have classes in person, n=253 (22,8%), are partially in person and n=188 (16,9%) in distance education (Table 5).

Table 5. Course Modality of the Participants, 2019.

Category	F	%	% vál.	% acum.
Person	671	60,3	60,3	60,3
Partially in person	253	22,8	22,8	83,1
Distance Education	188	16,9	16,9	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

Regarding to the ethnical identity of the participants n=256 (23%) considere themselves as white, n=129 (11,65%) as black, n=281 (25,3%) as brown, n=385 (34,6%) as mixed and n=61 (5,5%) as natives (Table 6).

Table 6. Ethnical Identity of the Participants, 2019.

Identity	F	%	% vál.	% acum.
White	256	23,0	23,0	23,0
Black	129	11,6	11,6	34,6
Brown	281	25,3	25,3	59,9
Mixed	385	34,6	34,6	94,5
Native	61	5,5	5,5	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019



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Regarding the marital status of the participants, n=562 (50,5%) informed to be single, n=79 (7,1%) are married, n=392 (35,3%) have a stable union, n=44 (4,0%) are divorced and n=35 (3,1%) are widow or widower (Table 7).

Table 7. Marital Status of the Participants, 2019.

Category	F	%	% vál.	% acum.
Single	562	50,5	50,5	50,5
Married	79	7,1	7,1	57,6
Divorced	44	4,0	4,0	61,6
Stable Union	392	35,3	35,3	96,9
Widow/er	35	3,1	3,1	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

Related to the family income of the participants, n=194 (17,4%) informed have no income at all; n=149 (13%) income is until a minimal wage; n=244 (21,9%) between 1 and 2 minimal wage, n=184 (16,5%) between 2 and 3 minimal wage; n=152 (13,7%) between 3 and 5 minimal wage and n=189 (17,0%) over 5 minimal wage (Table 8).

Table 8. Family Income of the Participants, 2019.

Category	F	%	% vál.	% acum.
No income	194	17,4	17,4	17,4
Until 1 minimal wage	149	13,4	13,4	30,8
1 to 2 minimal wage	244	21,9	21,9	52,8
2 to 3 minimal wage	184	16,5	16,5	69,3
3 to 5 minimal wage	152	13,7	13,7	83,0
Over 5 minimal wage	189	17,0	17,0	100,0

Source: Research database, 2019.



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Regard to public policy of social economic support, n=886 (79,7%) informed that do not receive financial benefit from the government and n=226 (20,3%) do (Table 9).

Table 9. Receive any Governmental Support, Participants, 2019.

Category	F	%	% vál.	% acum.
No	886	79,7	79,7	79,7
Yes	226	20,3	20,3	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

Regard to sufficiency of the financial benefit receive from the government to the family bills, n=240 (21,6%) informed that it is not enough, n=470 (42,3%) in part and n=402 (36,2%) that it is (Table 10).

Table 10. The financial benefit is enough to the family bills?

Category	F	%	% vál.	% acum.
No	240	21,6	21,6	21,6
In part	470	42,3	42,3	63,8
Yes	402	36,2	36,2	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

Regard to personal perception about the importance and impact of schooling under the further economic conditions, n=46 (4.1%) informed that it will not interfere, n=446 (40.1%) it will in part and n=620 (55.8%) it will. What reveals the perception of the majority of the participants of the importance of the access to the scholar educational system to the personal economic condition (Table 11).

Table 11. The importance of schooling to the personal economic condition (n=1112 participants, 2019)

Category	F	%	% vál.	% acum.
No	46	4,1	4,1	4,1
In part	446	40,1	40,1	44,2
Yes	620	55,8	55,8	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019



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Considering the State's guiding role with regard to human rights, freedom and responsibilities of the population, considered citizen, n=825 (80.5%) answered that receive no orientation from the governmental institutions about their rights and duties of citizenship and n=217 (19.5%) understand that yes, they do (Table 12).

Table 12. Receive governmental orientation about your civil rights and citizen duties? (n=1112 Participants, 2019)

No	895	80,5	80,5	80,5
Yes	217	19,5	19,5	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

The feeling of hope coined by philosophy implies the perception of medium and long term that people incorporate in view of their life purposes and the general scenario in which they live, n=116 (10.4%) answered that have no reason for hope in better days, n=318 (28.6%) have in part and n=678 (61.0%) have (Table 13).

Table 13. Do you have any reason for better days? (n=1112 Participants, 2019)

No	116	10,4	10,4	10,4
In part	318	28,6	28,6	39,0
Yes	678	61,0	61,0	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

The optimism is another concept coined by the philosophy that represents the feeling or perception of that in a short or medium term the goals and personal and social necessities will be achieved or can get better, n=160 (14.4%) informed that have no reason to optimism about the future, n=381 (34.3%) in part and n=571 (51.3%) have (Table 14).

Table 14. Do you have any reason to be optimist about the future? (n=1112 participants, 2019)

No	160	14,4	14,4	14,4
In part	381	34,3	34,3	48,7
Yes	571	51,3	51,3	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019



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Referring to the behavior of general resilience, characterized by the disposition and getting over challenges to achieve your goals, purpose and personal goals, n=54 (4.8%) consider themselves as people that do not fight for what they want, n=240 (21.6%) answered in part and 818 (73.6%) answered they do fight for what they want (table 15).

Table 15. Do you fight for what you want? (n=1112 participants, 2019)

No	54	4,9	4,9	4,9
In Part	240	21,6	21,6	26,4
Yes	818	73,6	73,6	100,0
Total	1112	100,0	100,0	

Source: Research database, 2019

Next, it is introduced the results of the meaningful statistical differences between the participants countries in regard to the feelings of hope and optimism and the resilient behavior and perception of receive orientation from the governmental institutions to the role of citizenship.

Table 16: Anova Kruskal Wallis, Do you have reasons for better days? (n= 1112 estudantes) - Participant Countries, 2019

Country	N	Ranking
Colombia	2	773,50
Venezuela	10	723,70
Bolivia	30	659,43
Angola	10	652,20
Portugal	7	631,21
Mozambique	59	598,42
México	437	567,53
Dominican Republic	48	565,48
Brazil	500	529,64
Spain	9	448,61
Total	1112	

Source: Research database, 2019

The average ranking of the perceptions of students from participating countries in relation to the perception of hope, curiously, we found that



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countries that experience socio-political and economic changes occupy different rankings. It would be interesting to carry out other dynamics of investigation like a focus group to get to know each particular reality with the participation of researchers from each country that collaborate with the research (Table 16) in relation to the time of data collection. We emphasize that hope is a phenomenon originating from philosophy and also appreciated by positive psychology, being a feeling associated with medium and long term achievements.

Table 16-A. Contrast statistics, Kruskal Wallis prove, country grouping variable (n=1112 participants, 2019) - Hope

Do you have reasons to have hope for better days?

chi-square	18,754
Gl	9
Sig. Asintót.	0,027

Source: Research database, 2019

From *Anova Kruskal Wallis*, carried out taking into account the data obtained in the participating countries and the feeling of hope grouping variable, statistically significant differences were shown between the participating countries, chi-square 18,754, GL 9, $p < 0,05$ (Table 16-A). Such indicators can be explained by the recent changes in the political circumstances of the participating countries at the time of data collection (2019). What can be done in due time to expand the understanding of the phenomenon.

Table 17: Anova Kruskal Wallis, do you have reasons to be hopeful about the future?) n=1112 students) – participating countries, 2019.

Country	N	Ranking
Colombia	2	827,00
Portugal	7	555,00
Spain	9	779,40
Angola	10	779,40
Venezuela	10	723,70
Bolivia	30	641,28
Dominican Republic	48	573,67
Mozambique	59	664,54
México	437	620,04
Brazil	500	469,08
Total	1112	

Source: Research database, 2019



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From the analysis of the average ranking of the perceptions of students from the participating countries, in relation to the optimism feeling, in the time of the data collection (2019), it was found meaningful statistical differences between the countries. The optimism is a concept from the philosophy and also studied by the positive psychology, referred to the phenomenon of short and medium term (Table 17). To understand the information, it would be interesting to carry out other forms of data collection to contrast statistical information with the social, cultural and economic dynamics of each research context. Which will certainly favor the supply of new information to understand the referred differences where Brazil was at the time the country with the students with the lowest indicators of optimism.

Table 17-A. Contrast Statistical, Kruskal Wallis prove, country grouping variable (n=1112 Participants, 2019) - Optimism

Do you have reasons to be optimism with the future?

Chi-Square	92,152
Gl	9
Sig. Asintót.	0,000

Source: Research database, 2019

From *Anova Kruskal Wallis*, carry out in consideration of the data obtained in the participating countries and the feeling of optimism grouping variable, meaningful statistical differences were shown between the participating countries, chi-quadrado 92.152, gl 9, $p < 0.01$ (Table 17-A). Deepening the survey of new data through focus groups can favor the contribution of information of a sociocultural, historical, economic and political and contextual nature that impact on the sense of optimism of the participants.



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Table 18: Anova Kruskal Wallis, Do you fight for what you want? (n= 1112 students) - participating countries, 2019

Country	N	Ranking
Colombia	2	703,50
Venezuela	10	703,50
Angola	10	650,60
Dominican Republic	48	636,15
Bolivia	30	623,17
Mozambique	59	603,87
México	437	583,12
Portugal	7	531,36
Spain	9	527,17
Brazil	500	511,47
Total	1112	

Source: Research database, 2019.

Regard to average ranking about the resilience perception in the time of the data collection (2019), it was registered meaningful statistical differences between the participating countries. The resilient behavior in this research is understood as the capacity of keeping the purpose of life aside the adversities. It is understood that it is an important ability to the high educational students considering its importance to face the institutional challenges and to act positively in order of your own life purpose. Interestingly, Brazil occupies the last position in the ranking (Table 18). This suggests the need to carry out other activities to contrast the statistical data with new information obtained through a focus group with the participating institutions to obtain new knowledge that can elucidate the information recorded in this stage of the research.

Table 18-A. Contrast Statistical, Kruskal Wallis prove, country grouping variable (n=1112 participants, 2019) - Resilient Behavior

Are you a person who fights for what you want?

Cui-quadrado	39,925
G1	9
Sig. Asintót.	0,000

Source: Research database, 2019

From *Anova Kruskal Wallis*, carried out taking into account the data obtained in the participating countries and the resilient behavior grouping variable in the face of life's adversities, statistically significant differences were



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demonstrated between the participating countries, $\chi^2(39,925, gl\ 9, p < 0,001)$ (Table 18-A). On another occasion, deepening the survey of new data through focus groups may favor the contribution of sociocultural, historical, economic and political and contextual information that impacts on the participants' resilient behavior.

Conclusion

To understand the importance of the hope, optimism phenomenon and resilience integrates the spectrum of themes of the interest of the psychopedagogical management in the upper education once that affects the behavior of the students in front their own academics responsibilities.

The purposes in life include the academic success what amplifies the educational role of the University in the projects of life of the students. On the other hand, the knowledge contributed by this dimension of the research evidence the differences between the countries in what is referred to the feeling of hope, optimism and resilient behavior. What may be explained by the historical, cultural, politics and economic contexts that characterize each country in the last centuries.

It seeks to continue research and to carry out others, in due course, it is possible to contribute to dock new knowledge to broaden the understanding of the phenomena presented and discussed in this article, and on the other hand, to facilitate knowledge that may be useful to university administration with regard to the proposition of student care policies that strengthen the feelings of hope, optimism and resilient behavior in acting to fulfill the life purposes of the students.

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