Resilience In University Students: Propositive Actions As Curricular Axes For Resilience And Permanence At The University Of Pamplona - Colombia

Ruby Jaimes Ramírez[1] , Andrea Carolina Araque Chacón[2] and Rene Vargas Ortegón[3]

[1]*Universidad de Pamplona, Colombia* *Ruby.jaimes@unipamplona.edu.co*   ORCID: 0000-0001-6732-9722
[2]*Universidad de Pamplona, Colombia* *acaraque@unipamplona.edu.co* ORCID: 0000-0003-0816-0458
[3]*Universidad de Pamplona, Colombia* *renevargas@unipamplona.edu.co* ORCID: 0000-0001-6732-9722

ABSTRACT: Resilience is understood as the ability of each person to overcome and transform situations of adversity as a positive experiential element from everyday life. The University of Pamplona consolidates strategies to improve academic training seeking a psychosocial balance in university students from integral and inclusive training. To this end, the university has created "Resilience Training," which seeks to promote life skills and give continuity to the life project of each of the participants. The study aims to generate propositive actions as curricular axes for resilience and academic permanence of students in the different careers and specialties of the University of Pamplona, Colombia. The research is framed in a methodology based on mixed methods (quantitative-qualitative) supported by methodological complementarity. It is concluded that it is imperative to generate proactive actions to strengthen resilience and permanence in young university students from their knowledge and the recognition of their skills as allies for the consolidation of their life projects and social welfare.

Keywords: Resilience, higher education, academic permanence, life project.

RESUMEN: La resiliencia se entiende como la capacidad de cada persona para superar y transformar situaciones de adversidad como un elemento vivencial positivo desde la cotidianidad. La Universidad de Pamplona consolida estrategias que permitan mejorar la formación académica buscando un equilibrio psicosocial en los estudiantes universitarios desde la formación integral e inclusiva. Para ello, la universidad ha creado el "Entrenamiento en Resiliencia", el cual busca fomentar las habilidades para la vida y dar continuidad al proyecto de vida de cada uno de los participantes. El estudio realizado tiene la finalidad de generar acciones propositivas como ejes curriculares para la resiliencia y permanencia académica de los estudiantes en las diferentes carreras y/o especialidades de la Universidad de Pamplona, Colombia. La investigación se enmarca en una metodología basada en los métodos mixtos (cuantitativo - cualitativo) apoyado en la complementariedad metodológica. Se concluye sobre lo imperativo que es generar acciones propositivas para el fortalecimiento de la resiliencia y permanencia en los jóvenes universitarios desde sus saberes y el reconocimiento de sus habilidades como aliados para la consolidación de su proyecto de vida y el bienestar social.

Palabras clave: Resiliencia, educación superior, permanencia académica, proyecto de vida

Ⅰ. INTRODUCTION

University education, like all education and families, has faced an infinity of obstacles, some favorable and others that can be improved, resulting from the advances, technological transformations and macro-economic policies imposed by the great world powers, and to this are added some atypical situations for which neither the systems, nor the professionals, nor the institutions were prepared, such as the consequences brought about by the pandemic of COVID-19 (SARS-CoV-2); where the World Health Organization decreed a sanitary emergency and issued a worldwide order that all scenarios and sectors were

in total confinement. This situation lasted about a year and a half approximately, leading to new ways to re-invent personal, professional, family and social processes of any kind through technology, where education is one of those affected living the transition from a face-to-face education to a virtual education and nowadays to a mode of education by alternation or hybrid.

The reality that arises as an alternative to giving continuity to the academic-administrative processes, the alliance of the teaching and learning process with technology, shortening distances and facilitating some procedures, and it is there where the need for psychosocial support such as resilience training arises as a process that could mitigate the effects of isolation and understanding what Cyrulnik and Boris (2001) define as: "a process that requires various internal and external factors that facilitate the development to overcome adversity. From this perspective, resilience is understood as a process and not as a permanent condition" (p. 3). Aspects, which are substantiated and supported by Hoyos (2014), who assures that by: "recognizing resilience as a dialectical process and not as a linear condition will allow to understand it as an evolutionary progression that responds to new conditions, new vulnerabilities and new contexts, such as those that have been generated from the COVID-19 pandemic" (p. 7).

Indeed, from this theoretical position, it is pertinent to ask: How to strengthen resilience in university students to strengthen the coping processes in the face of adverse situations? Therefore, the intention of this contribution lies in generating proactive actions as curricular axes for the academic permanence of students; in the different careers and specialties of the University of Pamplona - Colombia.

The efforts made by higher education institutions to bet on the continuity of academic processes that allow a communicational exchange according to the platforms that are presented for this purpose; hence, the interest to ensure a sequence and monitoring of students entering in the first semester and resilience is taken as an option to ensure a process of flexibility and understanding of the situation that has been experienced for students to continue with their life project.

Therefore, the following contribution is proposed, based on a theoretical foundation of ontological, epistemological and gnoseological elements, and providing knowledge that can be considered a better Higher Education in Colombia.

2. THEORETICAL BASIS

The theoretical basis is framed in a structure that shows the background of studies related to the subject carried out in recent times at the international, national and regional levels.

2.1 Research Background

Concerning the research background, the studies that have been conducted on resilience and university students are defined; in fact, a bibliographic survey was conducted through the Publish or Perish software, which between the years 2015 - 2021 yielded a significant number in the metric statistics through the academic google of 780 papers, referring to the subject. It is worth noting that the studies considered in this contribution according to their corresponding international, national and regional level were taken into account those with the highest ranking and "H" index, i.e., those with the highest citation in the last five years. Furthermore, it is worth mentioning that the search was carried out using the keywords and those with the greatest concurrence that coincide with the proposed object of study.

2.1.1 International Plan:

Regarding the international level, it should be indicated that the work done by: Caldera, J., Aceves, B. & Reynoso, O. (2016), entitled: Resilience in university students. A comparative study between careers. It was conducted at the University of Guadalajara, Mexico. The object of the study was framed: "to know the level of resilience in a sample of university students from a public higher education institution in the state of Jalisco, Mexico. In addition, the relationship and difference between resilience and the variables of sex, age and socioeconomic level were analyzed". This led to a quantitative methodology under the requirements of the Resilience Scale developed by Wagnild and Young (1993) in its version translated and adapted to Spanish by Heilemann, Lee and Kury (2003), which consists of 25 Likert-type scaling items.

It is significant to mention that Caldera, J., Aceves, B. & Reynoso, O. (2016) concluded in their study that: "One of the main findings of this research is that university students obtain high resilience scores. This circumstance may be due to the exact demands of higher education studies, since considering that the mandatory path for these students to access higher studies involves 12 years of previous study, in which they faced many complex and sometimes problematic circumstances (such as stress, evaluations, group conflicts and the demands of teachers and parents, among others) that require the acquisition, sometimes forced, of behaviors and cognitions with a certain degree of resilience" (p. 235). The fear of making a mistake is one of the contributions with a high degree of relation to the topic being addressed, which becomes a significant experience for proactive actions.

2.1.2 National Plane

At the national level, it is important to mention the work done by Brito Pacheco and Ureche Contreras (2019), entitled: Resilience And Well-Being In University Students In Iberoamerica. Carried out at the Universidad Cooperativa de Colombia, in Santa Marta, Magdalena. The object of the study was "to characterize the research published in Ibero-America from 2015 to date on well-being and resilience in university students". The methodology used focused on quantitative research, from a documentary perspective, brought to a conclusion that "The country with the most published articles was Spain, the authors with the greatest influence were professionals in psychology and the years where these researches concurred the most were between the years 2018 - 2019, the types of documents that most influenced were theses and articles and the type of study was quantitative, the main concepts found were: academic well-being, social support, spirituality, and mental health, several models to study resilience and well-being" (p. 5).

Based on these theoretical perspectives, it is important to point out that the work above becomes an essential foundation for resilience applied to university students in terms of academic permanence and of course, it has to do with the life project of each person according to the career they are studying. It is important to remember that through resilience, the emotional part of the students is balanced and at no time do they think about leaving their career, even if they have obstacles.

2.1.3 Regional Plan

The regional level shows high-impact works, bearing in mind the one presented by: Carrero Pineda and Chavarria López (2018), entitled: "Resilient Factors in Adolescent Offenders Linked to the Specialized Care Center NGO Crecer en Familia de Cúcuta Norte de Santander." This study was carried out at the Francisco de Paula Santander University - Cúcuta - Colombia. Its object of study was focused on: "analyzing the resilient factors in adolescent offenders linked to the specialized care center NGO Crecer en Familia of Cúcuta." The qualitative methodology used was exclusively the case study, which allowed an approach to the object of study.

It is important to note that: Carrero Pineda and Chavarria López (2018), managed to conclude with their study that: "the adolescent offenders under study present internal resilient factors such as satisfaction with life, personal safety, self-confidence and affective bonds located in a medium category, although all these with a tendency to low and the resilient processes of people are sustained from the protective factors because resilience is supported by the existing interaction between the person and the environment" (p.5). As seen in the study, it was possible to visualize that the work brought significant contributions to the development of the research that has been shown.

2.2 Conceptual Framework

The conceptual framework responds to the epistemological foundations whose emphasis is on the intentionality or object of the study, which is: "to generate propositional actions as curricular axes for the academic permanence of students; in the different careers and specialties of the University of Pamplona." From this perspective, it is essential to consider the necessary elements, such as the categories that arise from the object of study, namely: resilience and academic permanence, that allow an approach of the basic concepts of the research, which in general lines guide the epistemic analysis of the concepts and the different knowledge that arise from them; as analyzed below.

2.2.1 resilience

Resilience is a process that has been taking hold of the personal development of individuals, bearing in mind that multiple benefits are received from the resilient practice, specifically when it is emphasized in the teaching and learning process. Arranz (2007) defines resilience as "the human capacity to overcome adversity" (p. 120). Resilience becomes a process where the human being manages to overcome the adversity presented, taking into account that in university students, it is possible to reveal that there are elements that sometimes show the adversities experienced in everyday life. For this reason, Grotberg (2006) defines resilience as "facing life's adversities, learning from them, overcoming them and even being transformed by them" (p. 18).

This statement allows to have an approach to the impact of resilience in socio-educational processes; therefore, García-Vesga & Domínguez-de la Ossa (2013) point out that: "Luthar and Cushing (1999) define Resilience as "a dynamic process that results in positive adaptation in contexts of great adversity" (p. 542). Indeed, this condition takes hold of people's actions in the face of a variety of obstacles and, without a doubt, university students are surrounded by situations that alter their way of acting and performing before their peers, perhaps due to the lack of economic resources, family problems and willingness to project for the future.

In fact, the resilience managed in students is complex and of utmost care; because it involves countless factors that must be considered to prevent students when they have certain emotional crises, depressions or otherwise personal instabilities that lead to emotional imbalances and certainly. Moreover, these factors affect continued with their studies; that is, academic permanence is broken, and for that reason, it is relevant to consider resilience as a process that converges according to Mateu, Gil and Renedo (2009) that: "The strengths that individuals, families and communities develop and enhance in the face of chronic adversities (e.g.. situations of poverty, family dysfunction...) or punctual (e.g. accident, illness, terrorist attack, natural disaster...), these being the result of the processes generated by the interaction between individual and environmental protection and risk factors" (p. 232).

2.2.2 Academic Permanence

Academic permanence is found in various theoretical treatises such as student performance; since it is evident that the result and impact of the teaching and learning process are reflected in the quality of the knowledge that students acquire through their education and training, it is significant to note that the traces of the COVID-19 pandemic make it possible to observe behaviors that are difficult to understand and comprehend. In addition, technology is working hand in hand with education daily since the transition from face-to-face education to virtual education has taken a solid step in maintaining the academic and administrative processes in the educational processes. Garnica Olmos (2000) points out that: "student performance is a complex character whose evaluation involves numerous variables. Thus ensuring, in addition, that the final grade, to which the university conglomerate alludes, is a sign of academic performance" (p. 4).

This statement reinforces the approach to the use of academic permanence, which in addition to this, should be broader; that is, it involves other factors that are not only aspects related to performance, but have to do with economic resources, family situations, cultural elements and undoubtedly with values, which sometimes bring and become points of conflict for the person and this leads to changes in the continuity of the educational processes. External factors include support networks, the media and social crises, and the incidence of organizations outside the law. For this reason, it is pertinent to take hold of the legacy of resilience to support students and offer teachers tools to foster skills and abilities in the participants.

Likewise, it is convenient to take into account that academic permanence can be affected at any time, hence the desire to seek to strengthen the values and emotional balance in students through proactive actions that are established as curricular axes so that throughout the first semesters it is possible to strengthen the personality traits so that students at all times maintain high esteem. Therefore, these are perhaps the most solid aspects to face any obstacle that arises during the career and in their life so that these elements will affect social welfare.

2.3 Theoretical Framework

The theoretical framework refers, in this case, to two gnoseological positions that are derived from the Gestalt theory (Max Wertheimer, Wolfgang Köhler, Kurt Koffka and Kurt Lewin) and the psychoanalytic theory (S. Freud); both theories point to the treatment of people from what is the psychological and therapeutic part to solving problems whose sole purpose is the search for the social welfare of people in this case reflected in the students of the different careers of the University of Pamplona - Colombia. For this reason, it is convenient to keep in mind that these theories come together to structure the propositive actions in terms of the implementation of resilience as a process used with therapeutic techniques from the curricular axes of the design used in the institution. Based on the points above, it should be pointed out that in this particular case, the elements related to the educational part are taken into consideration, being clear that the gnoseological contributions become the basis of the propositive actions for the implementation of the curricular axes.

2.3.1 Gestalt Theories:

Gestalt is one of the psychological theories that support the implementation of resilience in higher education students. According to Koffka (1935), it means: "to determine which parts of nature belong to functional all, to discover their position in them, their degree of relative independence and the articulation of large all in sub-alls" (p. 2). This reveals that Gestaltists propose reasonings that are above behaviorism and aim at productive thinking; therefore, it is pertinent to take into account that from the gestalt approach, teachers also play a very important role; as Sarramona (2000) assures: "students who are positively valued by the teacher achieve better results than those who are negatively valued, regardless of their real capacities. It could be said that an effect of confidence in their possibilities is projected on them, while the teacher, perhaps unconsciously, acts differently with them (p. 236).

It is evident to point out that gestalt becomes part of resilience to provide university students with alternatives and means to help teachers. In this regard, Velasco (2007) points out: "The Gestalt approach starts from the recognition of the unit called "field" to understand the social facts or the relationships that emerge in it, at a given moment. The concept "here and now" acquires a dynamic dimension because it is understood as the moment in which a phenomenon occurs in a given place. The concept of field allows understanding that all the members of the field are shaping subjects of that reality" (p. 95). It can be seen in this way that resilience is supported by gestalt because by joining these elements with education, it is possible to reveal how it is necessary to use strategies and resources that meet the demands of today's society, especially when we live in a technified world that has led the teaching and learning process to take into account the virtues of information and communication technologies.

2.3.2 Theory of Psychoanalysis:

The theory of psychoanalysis is attributed to Freud's studies on the human mind and on the treatment of psychic problems that occur to people. In this sense, it is convenient to take into account what Sanchez-Barranco Ruiz and Sanchez Barranco Vallejo (2005) state; they assure that:

> Psychoanalysis, moreover, goes beyond mere historical reconstruction since it seeks, above all, a hermeneutics of what the subject expresses in his words and behavior. The analyst is particularly committed to the exegesis of the subjective reality implicit in the reconstructions he carries out, taking into account in particular what happens in the field of transferential phenomena, trying to find the ultimate meaning, the one determined by the action of the unconscious, of the act or the psychic phenomenon in question (p. 97).

This affirmation allows to strengthen the postulates of resilience that undoubtedly finds support in such an important theory since there are many studies carried out in terms of its applicability; therefore, it is evident that in the educational part, it is convenient to consider its contributions to guarantee forms and ways of how to face problematic situations that are presented to students and that induce them to leave their academic and professional careers or,

failing that, their life projects. For this reason, it is important to remember the infinite number of tools, strategies and resources that can be implemented to avoid if a student becomes a victim of a situation that induces him/her to withdraw from the career.

Indeed, it is significant to note that for these reasons, psychoanalysis is considered on this occasion as a base theory for resilience in university students since it is considered as a process that should be addressed with the intention firstly to prevent students from facing situations that lead them to withdraw from their careers and secondly to allow them to acquire the necessary strategies and tools so that at the time of any atypical situation faced by students that according to the severity leads them to decide to set aside the life project; therefore, it should be taken into account that the implementation of resilience as a process can contribute to the social welfare of students and all those who are around them.

2.3.3 Resilience Training

Resilience training is framed in elements that must be strengthened, such as surrounding oneself with positive aspects, accompanied by vital balance, which consists of maintaining harmony in eating and resting; therefore, it is essential to consider that students must strengthen their capacity for flexibility without going beyond limits; in addition to this, it must be taken into account that it is essential to adapt to work groups, colleagues and context, which allows them to approach the reality of what happens in everyday life and that gives solvency in their actions and personal development.

However, it is pertinent to take into account that thanks to resilience, it is necessary to believe in adversity since it is there where students must be strong in order to be able to generate changes and transformations; In fact, it is necessary to take into consideration that it is necessary to establish control over thoughts, that means that it is necessary to cultivate locus of control of thoughts and actions, which leads to achieving sharing with others, that allows through resilience to achieve the improvement of academic performance with the intention that the development is optimal in their environment that surrounds them. Likewise, it is convenient to remember that development training is important for

students to ensure their permanence in their different careers.

3. METHODS AND MATERIALS

About this section, it should be noted that the treatment of the information collected led to the use of a mixed research methodology, that is to say, one part quantitative and the other qualitative; supported by the method of methodological complementarity; considered as a route that allows complementing the information found with testimonies and documentary foundations that allow a good approach to the object of study. As presented in the theoretical approach, Pereira Pérez (2011) points out that: "Mixed designs have been gaining strength day by day and are increasingly applied in research in various fields, especially within the Social Sciences, so that a review of them is relevant to seek to strengthen their application in the educational area" (p.16).

Assuming the aforementioned statement, the applied method is framed in the methodological complementarity, as this responds to what Blanco et al. (2016) point out, who assures that: Complementarity is one of the epistemological postulates to be considered in the study of postmodern approaches. This principle, initially established in the 1950s by Bohr (1958), when referring to opposing explanations for physical phenomena and, by extension to all phenomena, states that specific properties cannot be observed simultaneously but can complement each other (p.99). Therefore, it is assumed on this occasion that the present research method converges to respond to generate proactive actions as curricular axes for the academic permanence of students; in the different careers and specialties of the University of Pamplona - Colombia.

It is important to point out that the qualitative part is assumed from the categorical positioning through the documentary deconstruction and some testimonies to approach the phenomenon that has been raised from an open and selective coding that allows creating of a theoretical foundation, in which a study is made considering the ATLAS ti software, where semantic networks are created, and the interpretation of the findings is generated, to establish a theoretical positioning involving the epistemological part and

what concerns the gnoseological postulates in order to have an evidence of the problem under study.

4. RESULTS AND DISCUSSION

This section is structured from four aspects: the quantitative approach, the qualitative approach, the systematization of the information and the discussion of the results. Since it is pertinent to be clear that everything points to the realization of elements of marked relevance that, in the end, guarantee the inclusion of resilience in the official curricula of the university; since, in this way, a whole path is achieved that is in the function of the students and of course of the welfare of society, which must be recognized as an important way for progress and social development adjusted to the requirements of everyday life.

4.1 Quantitative Approach

Regarding the quantitative approach, it should be noted that the questionnaire of perception and impact on resilience training 2021-1 and 2021-2 was considered, bearing in mind that aspects related to age, sex, social stratum, department of origin, marital status, mother's condition, among others, are taken into account; likewise, other specific indicators on resilience training are presented, and it is possible to see that there is fairly good training; In fact, a second part is linked to questions with greater specificity that emphasizes questions of daily life in order to reveal the impact that it has had from the point of view of resilience training. Therefore, questionnaire one (1) is equivalent to 152 participants, and questionnaire two (2) aims at a population of 167 participants. In this sense, the graphic description of the information collected is presented.

Table 1. Summary of information collected by questionnaire.

Questionnaire 1 (2021-1) = 152			Questionnaire 2 (2021-2) = 167		
Population	**Frequency**	**Percentage**	**Population**	**Frequency**	**Percentage**
Female	89	58,55%	Female	100	59,88%
Male	63	41,44%	Male	67	40,11%
Victims of the armed conflict	28	18,42%	Victims of the armed conflict	35	20,95%
Non-victims of the armed conflict	124	81,57%	Non-victims of the armed conflict	132	79,04%
Forced displacement	24	15,78%	Forced displacement	31	18,56%
They have not been affected by forced displacement.	128	84,21%	They have not been affected by forced displacement.	136	81,43%
Marital status single	123	80,92%	Marital status single	129	77,24%
Marital status married	29	19,07%	Marital status married	38	22,75%
Situational Analysis:			**Situational Analysis:**		
Average age = 35 years Resiliency training = 100%.			Average age = 23 years Resiliency training = 100%.		
Considering the indicators described above, it is possible to reveal that when comparing the two groups, despite a difference of fifteen participants, it was possible to see that there are very few differences between the input indicators, which makes it possible to conclude that the implementation of resilience training is necessary; Since one hundred percent agree with the resilience approach as blocks and curricular axes that can be implemented from each of the subjects used in the curricular design of each of the faculties, it is significant to mention that all indicators can generate and justify the implementation of resilience training.					

Source: Own elaboration, 2022

Figure 1 Graphical Analysis of the Indicators
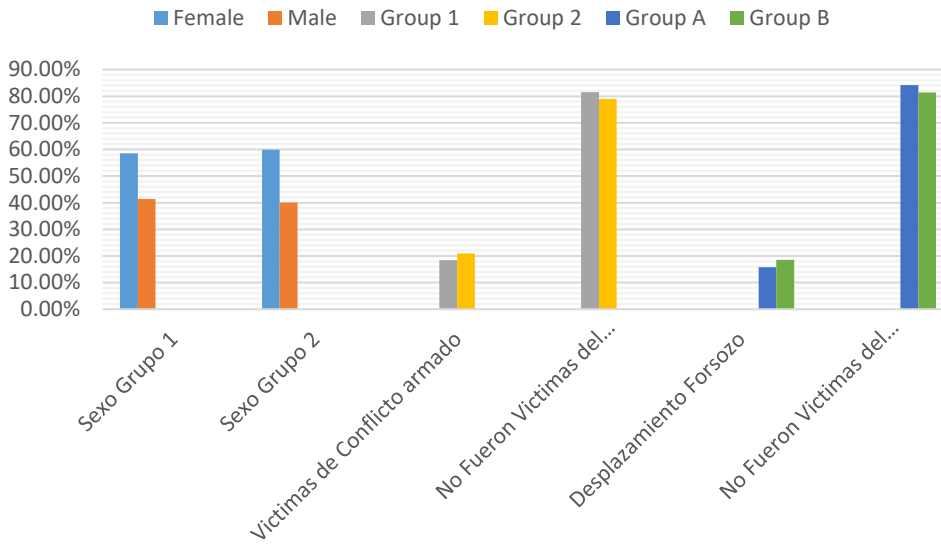
Source: Own elaboration, based on Resilience Perception and Training Questionnaire 2021-1 and 2021-2

The graphic description shows that the differences between the indicators are not very wide, which leads to taking into account that the indicators show that it is pertinent to look for teaching alternatives that converge to guarantee academic permanence, which means that from the theoretical and practical positioning, propositive actions are implemented that are related to the blocks, the axes, the modules and the themes; this shows that actions are taken to guarantee student permanence and the scope of life projects.

4.2 Qualitative Approach

Regarding the qualitative approach, it is pertinent to keep in mind that the information is treated taking into account three categories, namely: resilience and its impact, motivation to achieve and life project: resilience and its impact, motivation to achieve and life project, that leads to constitute an approach to the object of study from a qualitative posture; since the methodological complementarity is supported by the theoretical deconstruction of some interviews conducted and that is why the ATLAS ti software is used, to be able to constitute the bases for the propositional actions that are based on curricular axes that aim to give continuity to the academic permanence and therefore that guarantees to reach the life project. Therefore, below is the figure corresponding to the qualitative part, visualized in Figure 2.

Figure 2. Treatment of Information Found
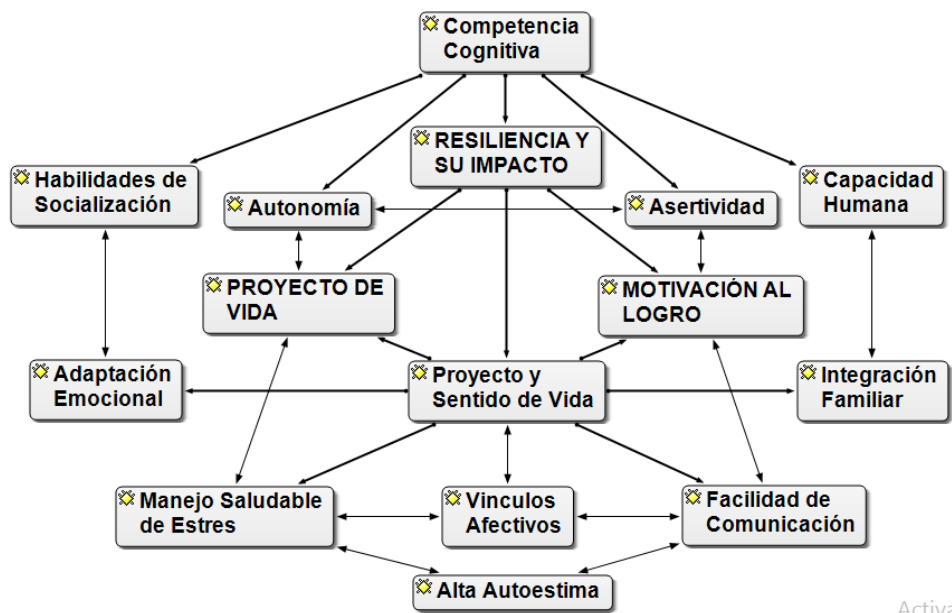
Source: own elaboration, 2022.

After analyzing the pre-established categories resilience and its impact, achievement motivation and life project, it can be seen that the participants agree to receive strategies, mechanisms and resources so that higher education students do not break their continuity in education and training since, in this way it is possible to consolidate the achievement motivation and life project; It is evident that in this way it is possible to concretize the bases for the construction of propositive actions as curricular axes for academic permanence, it is significant to take into account that the procedural elements are established to successfully achieve the process of formation and training of students within what is higher education, bearing in mind that the path to follow to achieve social welfare is established.

4.3 Information Systematization

The information collected, after being analyzed and treated, brought about significant aspects for the generation of propositive actions taking into account that we worked from the perspective of methodological complementarity, where quantitative aspects were considered from which the analyzed categories emerged: resilience and its impact, motivation to achieve and life project. This leads to providing students with knowledge, abilities and skills in order to learn to be resilient and thus ensure

academic permanence that converges in students reaching their goals and thus achieving academic, professional and emotional stability, which are undoubtedly elements that adhere to the personality of students regardless of their career or faculty they are pursuing.

Academic permanence is debated between situations in which it is necessary to adapt to for better development; since it is evident that resilience becomes an ability to face and adapt to situations that come to define the roles and profiles of professionals, it is important to keep in mind that the results reveal what is related to the acceptance of self and life; It is important to keep in mind that the results reveal what is related to the acceptance of the self and life, as this allows adapting to different spaces and therefore to what is their education and training, a reason that leads to the vocation to come to the fore; since to achieve a professional it is required that the vocation is empowered to act and perform in the situations that arise; an excellent professional will achieve a good performance according to their level of self-esteem and vocation.

4.4 Discussion of Results

Regarding the results, it is possible to see that resilience, according to the Real Academia de la

Lengua Española (2016), resilience is the "Adaptive capacity of a living being in the face of a disturbing agent or an adverse state or situation." Aspects that are achieved to be seen in the population under study; since students corroborate in the interviews that according to effective training of resilience is achieved one hundred percent of adaptability and overcoming adversities that are presented to them throughout the career presented explicitly in the first semesters. Therefore, Pereira (2007) points out that: "Resilience is a dynamic process, which takes place over time, and is based on the interaction between the person and the environment, which includes the family and the social environment" (p. 256).

As can be seen, there is an accumulation of theoretical aspects that are corroborated by the interviews conducted with the students since resilience is seen as a process that every person must acquire to face the various situations that arise in everyday life; hence, Caldera et al. (2016) allow establishing some fundamentals that define the level of resilience in university students and in this way some propositive

actions that leave in their wake the adequate use of instructional resources so that teachers can have at hand strategies and tools to cultivate resilience intellectually.

5. PROACTIVE ACTIONS AS CURRICULAR AXES FOR ACADEMIC PERMANENCE

The propositive actions become instructional resources for teachers that give way to a cumulus of pedagogical activities that seek at all times from a resilient vision that students will not leave aside their careers; therefore, it is significant to mention that the proposed actions are to be implemented as a complementary curricular axis to the subjects that must be taken in the different curricula. Therefore, it is necessary to outline activities that allow students firstly to become familiar with their vocation and secondly with the forms and ways of understanding the different psychological states, which will undoubtedly guarantee the quality of education. Within the actions, the following is proposed:

Table 2. Propositive Actions from resilience; as Curricular Axes for Academic Permanence.

Blocks	Axes	Modules	Thematic
Motivation	Basic Motivation	Ego - Motivational Orientation	Thinking positive
	Everyday Motivation		Create a personal diary
	Advanced Motivation		Visualization of purposes
Strategies		**Description**	
Virtual Classrooms Virtual Learning Environments Creative Teaching Techniques		It is significant to point out that the motivation block is related to emotional intelligence and is linked to extracurricular activities that must be fulfilled under strict obligation, in addition to this, it is recommended that teachers use teaching techniques that allow giving solidity to the knowledge that is handled within each area of knowledge, as this contributes to the formation and training of the life project, seeking to achieve the welfare of university students and therefore the family group.	
Blocks	**Axes**	**Modules**	**Thematic**
Values	Values in the profession	Teaching values in all subjects	Values in the Institution
	Values in the strengthening of vocation		Values in the workplace
			Values in the street
Strategies		**Description**	

Virtual Learning Objects (VLOs) Implementation of Cognitive Processes Creative Techniques (six thinking hats)		Exercises and techniques are used in the different subjects with the intention of giving an approach to the way of valuing performance before others, which allows the realization of actions based on the strengthening of values from the positioning of proactive strategies that allow an adaptation and socialization of knowledge.	
Blocks	**Axes**	**Modules**	**Thematic**
Human behavior	Awareness Self-esteem Empathy	Theories of human behavior	Coexistence Ways of dealing with your peers Interpersonal relationships
Strategies		**Description**	
Virtual Learning Environments Assertive Communication Creative Techniques Technological Instructional Resources		Films, short films and/or reports are used to carry out exercises of pedagogical complementarity based on virtual learning environments, where multimedia videos, podcasts and creative techniques such as SCAMPER are used to provide solutions to problems that arise while strengthening actions to improve human behavior.	
Blocks	**Axes**	**Modules**	**Thematic**
Development with peers	Socialization Adaptation Comprehension	Ways of socializing	Human integration Treatment of other people Public relations and communication
Strategies		**Description**	
Integration dynamics Demonstrative and explanatory strategies Use of ICT as an ally to the educational process Creative techniques		Techniques framed in the teaching and learning process are used, visualized from the beginning, the development and/or the closing of the process; in addition to this, ICTs are used through applications and software that facilitate the teaching process in times of uncertainty; in addition to this, the student is trained to develop in an appropriate way with the environment that surrounds him/her. In fact, these elements help students to achieve a good integration with their peers.	
Blocks	**Axes**	**Modules**	**Thematic**
Coping strategies	Perceive Express Managing emotions	Cognitive strategies Emotional strategies	Problem-focused strategies Emotion-focused strategies Avoidance-focused strategies
Strategies		**Description**	

| Virtual Learning Object
Strategic lines of action
Dynamics to face problems
Creative Techniques
Procedural complements | It is possible to understand that coping is one of the parts where you must be very careful, because sometimes students fail to overcome some option and what they do is to abandon the race, therefore, it is convenient to be clear that the fixation of knowledge is achieved while they manage to see the applicability of creative techniques such as small group work, brainstorming, implementation of cognitive principles such as Positive, Negative and Interesting commonly called PNI; likewise appears the CTF that makes mention to consider other factors. |

Source: own elaboration, 2022

The purposeful actions must be linked to information and communication technologies that have become a pedagogical tool for educational institutions to provide their students with facilities for their training, either through virtual education, distance education or hybrid education (face-to-face and virtual). Therefore, creative techniques should be added to make the teaching process attractive from resilience, bearing in mind that at all times the aim is to improve the living conditions of students and of course a quality training that should be reflected in their student performance and then in the execution of their profession.

6. CONCLUSIONS

By deepening and analyzing what concerns resilience in university students on the object of study that converges in: "generating propositional actions as curricular axes for the academic permanence of students; in the different careers and specialties of the University of Pamplona." It is significant to mention that the study resulted in structuring the curricular blocks reflected in the teaching axes, which are framed in three modules to be followed by consensus according to the pedagogical fact for students in the first semesters without distinction of the career that is assumed.

In addition to these elements, it is worth mentioning that the modules allow extrapolating significant knowledge from the theory of gestalt and the theory of psychoanalysis in terms of proactive actions to carry out activities and dynamics that allow teachers to guide and orient students who are presented with an atypical situation in their education and training. Finally, resilience in university students is

fundamental to guarantee quality and success in their professional preparation that will contribute to society's general progress and development.

VII. REFERENCES

1. Arranz, P. (2007). La resiliencia en educación como elemento favorecedor del proceso de autodeterminación en las personas con discapacidad. En M. Liesa, P. Allueva y M. Puyuelo (Coord.), Educación y acceso a la vida adulta de personas con discapacidad (pp. 119-132). Barbastro, Huesca: Fundación Ramón J. Sender.

2. Blanco, Neligia y Pirela, Johann (2016). La complementariedad metodológica: Estrategia de integración de enfoques en la investigación social. Espacios Públicos, 19 (45),97-111. ISSN: 1665-8140. Disponible en: https://www.redalyc.org/articulo.oa?id=676 46966005

3. Caldera, J., Aceves, B. & Reynoso, O. (2016). Resiliencia en estudiantes universitarios. Un estudio comparado entre carreras. Psicogente, 19(36), 227-239. http://doi.org/10.17081/psico.19.36.1294

4. Cyrulnik Boris, (2001). La maravilla del dolor. Barcelona: Gedisa.

5. García-Vesga, M. C. & Domínguez-de la Ossa, E. (2013). Desarrollo teórico de la Resiliencia y su aplicación en situaciones adversas: Una revisión analítica. Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 11 (1), pp. 63-77.

6. Garnica, O. (2000). El rendimiento estudiantil: una metodología para su medición. Revista Economía Nº 13. Instituto de Investigaciones Económicas y Sociales de la ULA, Mérida (Venezuela). pp. 4.

7. Grotberg, E. H. (2006). ¿Qué entendemos por resiliencia? ¿Cómo promoverla? ¿Cómo utilizarla? En Grotberg, E. H. (Comp.), La resiliencia en el mundo de hoy. Cómo superar las adversidades (pp. 17-57). Barcelona: Gedisa.

8. Heilemann, M.V., Lee, K. & Kury, F.S. (2003). Psychometric Properties of the Spanish Version of the Resilience Scale. Journal of Nursing Measurement, 11(1), 61-72.

9. Luthar, S. & Cushing, G. (1999). "The construct of resilience: Implications for interventions and social policy". Development and Psychopathology, 26 (2), pp. 353–372.

10. Mateu, Gil, Renedo (2009): ¿Hacia una escuela resiliente?: Un estudio a través del profesorado de Educación Infantil y Primaria. Tesis de master. Universitat Jaume I.

11. Pereira Pérez, Zulay (2011). Los diseños de método mixto en la investigación en educación: Una experiencia concreta. Revista Electrónica Educare, XV (1),15-29. ISSN: Disponible en: https://www.redalyc.org/articulo.oa?id=194118804003

12. Pereira, R. (2007). Psiquiatria.com. Resiliencia individual, familiar y social. Recuperado de http://www.psiquiatria.com/tratamientos/resiliencia-individualfamiliar-y-social/

13. Real Academia Española de la Lengua (2016). Diccionario de la Lengua Española. 24ª edición. Recuperado de: http://dle.rae.es/?id=WA5onlw

14. Rincón, Isbelia K; Suarez, Sir A y Suarez Castrillón, Albert M. (2020) Impacto del programa Jóvenes en Acción en la deserción estudiantil en tiempos de COVID-19. Revista Espacios. Vol. 41 (42) 2020 • Art. 25 • Especial COVID-19. DOI: 10.48082/espacios-a20v41n42p25

15. Sánchez-Barranco Ruiz, y Sánchez Barranco Vallejo, (2005) El Psicoanálisis ¿Qué Tipo De Ciencia Es? Revista De La Asociación Española De Neuropsiquiatría, Vol. XXV, nº 96, Octubre/Diciembre 2005, páginas 93-111.

16. Sarramona, José. (2000). Teoría de la Educación. Reflexión y normativa pedagógica. Barcelona: Ariel.

17. Wagnild, G. M. & Young, H. M. (1993) Development and psychometric evaluation of the Resilience Scale. Journal of Nursing Measurement, 1(2), 165- 178.

Autora: Andrea Carolina Araque Chacón
Abogada, Docente investigadora
Departamento de jurisprudencia,
 programa de Derecho
E-mail: acaraque@unipamplona.edu.co
ORCID:0000-0003-0816-0458.
Grupo de Investigación: Jupro.
Universidad de Pamplona

Autora: Ruby Jaimes Ramírez
Magister en Paz, Desarrollo y Resolución de Conflictos
E-mail: ruby.jaimes@unipamplona.edu.co

ORCID: 0000-0001-6732-9722
Grupo de Investigación: Pazcode
Universidad de Pamplona

Autor: Rene Vargas Ortegón
PhD en ciencias Gerenciales
Docente Investigador
Universidad de Pamplona
E- mail: renevargas@unioamplona.edu.co
ORCID: 0000-0002-6362-0413
Grupo de Investigación: gramy.
Universidad de Pamplona