

Poly-Strengths as a Predictor of Post-traumatic Growth in Young Adults who have Experienced Poly-Victimization



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Abstract: *The present research aimed to study poly-strengths as a predictor of post-traumatic growth in young adults who have experienced poly-victimization. The research design was correlational research and data of 237 individuals (both men and women) was collected. The participant's age spanned from 18 to 25 years (43% men, 57% women) All individuals had undergone two or more instances of victimization throughout their Preadolescence. The research study was based on the conceptualization of the Resilience Portfolio Model, in which strengths are categorizing into three domains such as interpersonal strengths, regulatory strengths and Meaning making. The current study assesses the role of different regulatory, Meaning Making and Interpersonal strengths predict post traumatic growth in individuals who have experienced poly-victimization. Results suggests that strengths sense of purpose, religious meaning making, relational motivation, group connectedness and self-reliance emerged as positively significant predictors of post traumatic growth in individual who have experienced poly-victimization. Findings add to expanding the existing literature on the Resilience Portfolio Model, particularly by emphasizing the prominent strength in predicting post-traumatic growth.*

Keywords: Poly-Victimization, Post-traumatic Growth, Resilience Portfolio Model, Poly-Strengths

Introduction

This research aimed to study poly-strengths as a predictor of post-traumatic growth in individuals who have experienced poly-victimization. This study also focuses on studying the resilience portfolios in individuals who have experienced poly-victimization.

A considerable amount of research has been devoted to adverse childhood events and their association with deteriorated physical and mental condition. (Banyard, Edwards, & Kendall-Tackett, 2008; Shonkoff & Garner, 2012). The link between previous experiences of victimization and trauma symptoms later in life is well established in research on violence and trauma (e.g., Aspelmeier et al., 2007; Elklit, 2002; Flannery et al., 2004; Spilsbury et al., 2007). In understanding the relation between experiencing adverse childhood experiences and distress. The researcher attempted to key out protective factors that can promote post-traumatic growth as well as psychological well-being. To date, few studies have been conducted that investigate the relationship between the number as well as the extent of strengths that an individual has (also referred to as Poly- strengths), and how these poly-strengths influence subjective well-being (Hamby et al., 2018).

Prevalence of Poly-Victimization

A comprehensive investigation was conducted on an extensive and varied population of individuals throughout the United States, which indicated that 22% of the youngsters have encountered four or more types of victimization during the one-year timeframe (Finkelhor et al., 2007a). The research that has been conducted in the West computed that 71% of children and youth faced poly-victimization, which has made them more prone towards further victimization (Finkelhor et al., 2008). Thus far the research that has been undertaken in Pakistan has been concentrated only on single time of victimization while neglecting what the cumulative effect of multiple victimization on an individual. From 2009 to 2019, the cumulative sum of cases of child assault was 33895, in which 38% were boys and 62% were girls (Khaliq & Khattak, 2020).

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Poly-victimization

The term poly-victimization was established by David Finkelhor in relevance to young people who have experienced a variety of different types of victimization in a certain timeframe (Finkelhor et al., 2007). Finkelhor et al. define poly-victimization as “having experienced multiple victimizations of different kinds, such as sexual abuse, physical abuse, bullying, and exposure to family violence” (Finkelhor et al., 2007).

A substantial number of children experience a variety of victimization and traumatic incidents throughout their lives (Finkelhor et al., 2007). Finkelhor et al. (2005) devised the term poly-victims to identify children who have endured extensive victimization and traumatic events. They primarily pointed out poly-victims as individuals who have experienced four types of victimization in a year’s span.

Conceptual Framework: Poly-strengths

The resilience portfolio model emphasizes the vitality of having several strengths rather than focusing on a single asset or resource, with the goal of accomplishing resilient outcomes (Gonzalez-Mendez, 2021). It implies that an assortment of several assets and resources leads to improved functioning following life-adverse events (Lengnick Hall, 2016).

Poly-strengths are based on resilience theory, which implies that the interplay between the risk variables and the protective variables has an outcome of resilience (Hamby et al., 2018). Possessing multiple protective factors can mitigate the influence of risk factors, leading to optimistic growth and prosperity in the face of adversity or significant challenges in one’s life (Mohamed, 2017). The research has indicated that individuals having a collection of multiple protective factors are more probable to demonstrate resilience, undergoing a lower level of emotional distress and overall high functionality and well-being (Luthar et al., 2000).

The Resilience Portfolio Model

The Resilience Portfolio Model is a framework that prioritizes resilience while concentrating on an individual’s strengths to gain increased awareness and their ability to adapt and even prosper during times of adversity (Grych et al., 2015). The resilience portfolio model (Grych et al., 2015) is framework that is strength based which provides a conjunctional concept of the processes and the protective factors that accelerate resilience in people who had their exposure to multiple adversities and violence. This model presents that every person has a resilience “portfolio” which might include vast attributes of an individual that contribute to adaptive functioning, and sources of support external to the person. According to the model, the strengths are classified in three different categories. Meaning-making, regulatory, interpersonal, and exploring post-traumatic growth along with resilience (Banyard et al., 2017; Grych et al., 2015; Hamby et al., 2018).

The Regulatory strengths refer to the ability to effectively moderate impulses, handle challenging emotions, and maintain determination through obstacles. These individual abilities have been widely recognized as crucial for developing resilience (Masten et al., 2014).

The second category encompasses interpersonal relationships, such as those with family, friends, and neighbors, as well as the personal attributes that support and maintain these interactions. Strong and nurturing connections, both within families and among friends and communities, act as a cornerstone in promoting resilience and overall state of wellness. Social support is a widely recognized component that provides protection (Thoits, 2011).

Meaning-making refers to the ability to comprehend the event that occurs in their lives while maintaining consistency between the event and their beliefs (i.e. how humans create meaning and purpose in their own life and the lives of others). Poly-strengths refers to the assortment of proactive and intervention techniques that encompasses an individual’s personal assets which they may use to protect themselves in opposition to violence or to strengthen well-being after the experience of victimization (Hamby et al., 2018).

Post-traumatic growth

Post-traumatic growth is a substantial and life-altering phenomenon in which individuals undergo constructive modifications due to their exposure to immensely challenging life experiences (Slade, 2019). Post-traumatic growth entails a profound change in priorities, perspective and conduct. Post-traumatic growth encompasses a metamorphosed process that results in enhanced feelings of personal endurance, higher value interpersonal connections and rejuvenated gratitude for life (Tedeschi, 2021). This issue has garnered a tremendous amount of interest in the domain of psychological research, mainly in the realm of poly-victimization (Benjamin, 2014)

Aims and Objectives

1. To investigate the relationship among poly-strengths (psychological endurance, Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement) and post-traumatic growth in individuals who have been poly-victimized.
2. To investigate which poly-strengths (psychological endurance, Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement) can significantly predict post-traumatic growth in individuals who have experienced poly-victimization.
3. To ascertain gender differences between different categories of victimization of the Juvenile Victimization Questionnaire

Hypotheses

1. Poly-strengths (psychological endurance, Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement) will be significantly positively related to post-traumatic growth.
2. Poly-strengths (psychological endurance, Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement) will likely act as positive predictors of post-traumatic growth.
3. There is likely to be a gender difference among Individuals in experiencing different types of victimization according to the Juvenile Victimization Questionnaire.

Method

The current section highlights the method used that comprises the research design, sampling strategy to select the sample, participants' characteristics, Inclusion and exclusion criteria and assessment measures administered during the study. The procedure and ethical considerations followed are also discussed in this section.

Research Design

In the present study, the research design was a quantitative and correlational design to investigate the relationship between poly-strengths and post-traumatic growth in individuals who have experienced poly-victimization.

Sampling Strategy

Participants (N =237) were selected by completing screening questions and demographic information questions; then, they were selected through purposive sampling, as only those individuals were selected for the study who had experienced at least one victimization, as identified through the Juvenile Victimization Questionnaire.

Participant Characteristics

The total sample of 237 young adults, both men (102) and women (135) studying in the different educational institute of Lahore, Pakistan was drawn to be included in the study. The participants with the age range of 18-25 years (M=21.24, SD= 1.68) were included. The data was gathered from different departments of Punjab university that includes the Institute of business Administration (n= 36), College of Statistical and Actuarial Sciences (n=30), institute of Zoology (n=12) Foundation for Advancement of Science and Technology (FAST) (n=70), University of management and technology (UMT) (n=56), Minhaj University (n=33). All the data was collected in person.

Inclusion and Exclusion Criteria

Inclusion criteria

1. The participants who have experienced two or more categories of abuse according to the Juvenile Victimization Questionnaire (JVQ-R2) Adult Retrospective measure (Finkelhor, Hamby, et al., 2011)
2. The participant who can read and understand English

Exclusion Criteria

1. Participants with diagnosed psychological illnesses were not included
2. Transgender participants were not included

Table 1

Mean, Frequencies and Percentage of Demographics of Participants (N = 237)

Variables	M (SD)	SD	f	%
Age	21.24	1.68		
Gender				
Men			102	43.0
Women			135	57.0
Education				
Undergraduate			186	78.5
Graduate			31	13.1
Masters			20	8.4
Socioeconomic status				
Upper class			24	10.1
Upper middle class			58	24.5
Middle class			74	31.2
Lower class			81	34.2
Religious Inclination				
Moderately religious			2	0.8
Religious			25	10.5
Fairly Religious			23	9.7
Quite Religious			31	13.1
Very Religious			65	27.4
Highly Religious			38	16.0
Extremely Religious			53	22.4

The table represents the demographics of the participants. The sample consisted of 237 participants. The participants' age ranged from 18 to 25 years, and the mean age of the participants was 21.24 years. Most of

the participants who were included in the study belonged to the lower middle class and lower class. Most of them had an undergraduate background. The majority of the participants reported being very religious.

Measures

Socio-Demographic Information Sheet

The socio-demographic information sheet was developed by the researcher in the English language. The demographic sheet included questions regarding the participant's age, education, socioeconomic status and religious inclination

Juvenile Victimization Questionnaire, Screener Sum Version, Adult Retrospective Form – 2nd Revision:

The scale assesses multiple childhood victimization that includes a wide range of victimizations that include crimes, child maltreatment, peer and sibling victimization, sexual victimization, witnessing and indirect victimization. It can be adapted for a lifetime perspective and for retrospective reporting of childhood events by adult respondents. It consists of 34 items, and there are no standard cutoff scores that compute whether an individual experienced poly-victimization or not (Finkelhor et al., 2005). In the current study, the participant is considered an individual who has experienced poly-victimization and has been victimized in two or more categories. The validity was established as the items of JVQ were correlated with the measure of trauma symptomatology (Finkelhor et al., 2005). The participant can respond dichotomously in "Yes" and No. The scale has overall internal consistency of 0.80, and higher scores indicate more victimization experiences.

Resilience Portfolio Model

The resilience portfolio model has poly-strengths that are categorized in three domains (regulatory strengths, Interpersonal strengths, meaning-making strength). Each domain has a variety of sub-domains which have been evaluated for the purpose of the study (Hamby et al., 2020; Hamby items, and there are no standard cutoff scores that compute, 2018).

Regulatory Strengths

Psychological Endurance assesses an individual's predisposition to be an origin of strength for others when faced with adversity (five items, $\alpha = .69$). A sample item was "I find it comforting to stick to my routine when I am facing tough times". *Impulse control* is defined as the ability to regulate activities (five items, $\alpha = .77$). A sample item was "I can keep my thoughts to myself". *Positive emotion regulation* refers to an individual's capability to keep your emotion positive during or after the time of adversity (five items $\alpha = .81$). The internal consistency for the measure in the present study is .708. *Self-reliance* measures the independent decision-making ability of an individual and how self-reliant an individual is which mean an individual does not rely on other people and maintain a sense of independence (3 items $\alpha = .76$ in present study) A sample item "I try to figure things out before asking for help".

Interpersonal Strengths

Compassion refers to extent to which an individual is caring and helping towards other people (7 items $\alpha = .73$) A sample item is "If I see someone going through tough times, I try to be caring toward that person". *Community support* refers the communal support an individual has in the community (9 items $\alpha = .82$ in present study) A sample item is "Where you live now, are there friends or neighbors who would take care of someone's children in an emergency?". *Group connectedness* is defined as the perception an individual has of himself belonging to a particular group, and belonging has an influence on how individuals feel about themselves (6 items $\alpha = .70$). A sample item is "I have belonged to a group or team where I learned about working together". *School Climate* covers sense of acceptance, validation and connection present in school environment (5 items $\alpha = .78$) A sample item is "Teachers

and other adults at my school are fair to students”. *Social Support Seeking* assesses social support seeking, which is defined as a situation in which an individual seeks out people whom they could talk to and feel better and supported (6 items, $\alpha = .78$ in the present study). A sample item is “It helps me to discuss ideas with someone when I have a problem”. *Social Support Received* refers to the support one receives in the form of physical and emotional support when one is going through difficult times (5 items $\alpha = .76$ in present study). A sample item is “Someone gave me a place where I could get away for a while”. *Teacher engagement* assesses the support that is given by teachers so that an individual feels that teachers are supportive towards their goals in life (6 items, $\alpha = .803$ in the present study). I had a teacher who thought I should continue my education after high school.

Meaning -making Strengths

Future orientation is mindset in which individual faces circumstances with adversity with optimism which involves using desire for personal development (5 items $\alpha = .780$ in present study). A sample item: “The choices I make today are important for my future”. *Mattering* refers to the feeling of well-being an individual gets when he feels that he is important to someone or matters to someone (5 items, $\alpha = .75$ in the present study). A sample item is “My family comes to activities that are important to me (such as games, plays, recitals, or ceremonies)”. *Sense of purpose* refers to the sense an individual has he/she has a feeling of determination in life (6 items $\alpha = .80$). A sample item is “I feel like I could make a positive difference in the world”. *Relational motivation* refers to the desire an individual has for people who are significant to them to be proud of the decisions (3 items, $\alpha = .71$). A sample item is “I want to be a good example for other people”. *Religious meaning- making* refers to the extent to which an individual exercises spiritual practices to improve their well-being (5 items, $\alpha = .94$). A sample is “When dealing with a problem, I look for spiritual support from religious leaders”.

Post Traumatic Growth

Post-traumatic growth is elaborated as the positive outcome in individuals who have experienced some sort of adversity or victimization (9 items $\alpha = 0.90$). A sample is “I changed my priorities about what is important in life”.

Procedure

After getting approval for ethical and methodological rigor from the DDPC, the initial stage was to contact the author for permission to use the respective questionnaires in the current study. After getting permission from the authors and finalizing the questionnaires, the feasibility and understanding of the research proposal, as well as the time required for the administration of the questionnaire, were estimated through a pilot study. In total, the research questionnaire consisted of 138 questions. Permission and written approval were also obtained from the heads of various departments for data collection. A consent form was used to ensure the willingness of the participant for participation in the research, and an information sheet was used to elaborate the research purpose to the participant. Statistical Package for Social Sciences- version 21 (SPSS-21) was used for data analysis.

Pilot Study

After finalizing the participant characteristics, inclusion and exclusion criteria and measures that will be used in the study. An initial pilot study was conducted on 36 individuals, both men and women, in order to evaluate the understanding of the research form. The total estimated time for the administration was approximately 22 minutes. The 36 participants were briefed about the purpose of the research, their rights, and confidentiality. To ensure that our research form has no mistakes, the participants were asked if they had faced any difficulties in completing the questionnaire. No issue was reported, so no revisions were made in the research form.

Main Study

After the pilot study was successfully executed, the main study was conducted in which students of undergraduate, graduate, and master's programs from various departments of the University of the Punjab participated. This included the Institute of Business Administration, the College of Statistical and Actuarial Sciences, and the Institute of Zoology. Other institutes from which data were collected are the Foundation for Advancement of Science and Technology (FAST), the University of Management and Technology (UMT), and Minhaj University, which were recruited as participants in the research study.

Results

This section will present the results of the current study, the aim of which was to ascertain the predictive relation of poly-strengths with post-traumatic growth. The initial part of the results section will present internal reliability of the questionnaires used in the study, followed by correlational analysis, suggesting which socio-demographic variables and poly-strengths relate to post-traumatic growth. The latter part of the section will illustrate results of hierarchical regression analysis elucidating the predictors of post-traumatic growth for individuals who have experienced poly-victimization. The section will end by depicting results of gender differences for various types of victimizations run through chi-square analysis.

Table 2

Descriptive Statistics and Reliabilities of Study Variables (N = 237)

Variables	k	M	SD	Range	α
JVQ	34	13.23	6.80	2-29	.863
PE	5	14.47	2.86	7-20	.691
IC	5	14.18	2.92	6-20	.629
SR	3	9.70	2.30	3-12	.761
PER	6	16.90	3.90	6-24	.708
FO	6	19.18	3.71	6-24	.780
M	5	14.64	3.54	6-20	.759
SP	6	17.94	3.88	6-24	.800
RM	3	9.14	2.32	3-12	.712
RMM	6	18.64	3.94	8-24	.787
C	7	21.89	3.91	11-28	.737
CS	9	24.64	5.62	10-36	.828
GC	6	17.30	4.06	6-24	.797
SC	5	14.02	3.05	6-20	.621
SSS	6	17.18	4.12	6-24	.782
SSR	5	13.85	3.59	5-20	.761
TE	6	17.37	4.28	6-24	.803
PTG	9	28.22	5.01	11-36	.805

Note. JVQ = Juvenile Victimization Questionnaire; PE= Psychological Endurance; I C= Impulse Control; SR= Self Reliance; PER= Positive Emotion Regulation; FO= Future Orientation; M= Mattering; SP= Sense of Purpose; RM= Relational Motivation; RMM= Religious Meaning Making; C= Compassion; CS= Community Support; GC= Group Connectedness; SC= School Climate; SSS= Social Support Seeking; SSR= Social Support Received; TE= Teacher Engagement; PTG= Post Traumatic Growth; k= No. of items; M= Mean; SD= Standard Deviation; value α = Cronbach alpha

The table revealed the Cronbach's alpha as well as the descriptive statistics of the measures that are used in the respective study. The Cronbach's alpha for the Juvenile Victimization Questionnaire was reported as .863, which shows good reliability (Field, 2009). The Cronbach's alpha for community, teacher engagement and post-traumatic growth also shows good reliability. The Cronbach's alpha for Psychological Endurance and Impulse Control shows marginal internal consistency. Self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, group connectedness, social support seeking, and social support received show acceptable reliability (Field, 2009)

Normality Test

Normality tests are used to evaluate the assumptions of normality. It indicates that the data collected for the research study has a normal distribution, which is essential for the parametric assumption (Park et al., 2019). There are a variety of ways in which we can test the normality of the data. To determine the normality of the data collected, the Shapiro-Wilk test was carried out. According to the Shapiro-Wilk test, if the value of significance is greater than 0.05, then the data is normally distributed, and if the value of significance is smaller than 0.05, it means the data is not normally distributed. The value for the Shapiro-Wilk test for all the measures was non-significant, which indicates normality of data.

Kurtosis and skewness were also assessed to fulfill the assumption of normality. Kurtosis is a measure of the extent to which the peak of a distribution is, while skewness assesses the symmetry of data. Kurtosis and Asymmetry values that range between -2 and +2 are considered adequate for a normal distribution (George & Mallery, 2010). The data of the current study fulfilled the assumptions of normality.

To test the first hypothesis, i.e., to investigate the relationship among poly-strengths (psychological endurance, Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement) and post-traumatic growth in individuals who have been poly-victimized. Pearson Product Moment Correlation was carried out.

Table 3

Pearson Product Moment Correlation Coefficients Among Poly-Strengths and Post-Traumatic Growth

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Age	—	-.182	-.048	-.092	-.070	-.026	-.026	.051	-.056	.063	-.087	-.057	-.100	.055	.040	.049	.015	-.072	.076
2	Gender		—	.019	.022	.020	-.001	-.039	-.124	.011	.033	.098	.006	-.090	-.115	-.071	-.107	-.119	-.17**	-.053
3	PE			—	.370**	.365**	.469**	.357**	.301**	.361**	.259**	.356**	.250**	.306**	.265**	.230**	.067	.065	.096	.260**
4	IC				—	.389**	.228**	.234**	.103	.245**	.249**	.256**	.289**	.075	.107	.120	.017	.019	.222**	.247**
5	SR					—	.378**	.370**	.271**	.357**	.418**	.393**	.404**	.181**	.215**	.108	-.010	.104	.238**	.297**
6	PER						—	.271**	.269**	.343**	.155*	.248**	.311**	.285**	.277*	.106	.082	.101	.149*	.230**
7	FO							—	.449**	.459**	.563**	.477**	.496**	.280**	.322**	.257**	.206**	.210**	.301**	.403**
8	M								—	.500**	.370**	.440**	.431**	.353**	.531**	.276**	.356**	.353**	.283**	.370**
9	SP									—	.498**	.552**	.560**	.373**	.413**	.271**	.245**	.227**	.292**	.546**
10	RM										—	.569**	.541**	.209**	.367**	.261**	.236**	.185**	.251**	.475**
11	RMM											—	.598**	.372**	.449**	.321**	.231**	.206**	.346**	.485**
12	C												—	.353**	.461**	.266**	.249**	.255**	.417**	.553**
13	CS													—	.507**	.420**	.279**	.372**	.384**	.357**
14	GC														—	.393**	.384**	.428**	.419**	.467**
15	SC															—	.347**	.289**	.387**	.324**
16	SSS																—	.497**	.265**	.223**
17	SSR																	—	.536**	.310**
18	TE																		—	.360**
19	PTG																			—
M		21.2	0.57	14.4	14.18	9.70	16.9	19.1	14.64	17.9	9.14	18.6	21.8	24.6	17.3	14.0	17.1	13.8	17.3	28.2
SD		1.68	0.49	2.86	2.86	2.301	3.90	3.71	3.54	3.88	2.32	3.94	3.91	5.62	4.06	3.05	4.12	3.59	4.28	5.01

Note. * $p < .05$; ** $p < .01$; *** $p < .001$; PE= Psychological Endurance; IC= Impulse Control; SR= Self Reliance; PER= Positive Emotion Regulation; FO= Future Orientation; M= Mattering; SP= Sense of Purpose; RM= Relational Motivation; RMM= Religious Meaning Making; C= Compassion; CS= Community Support; GC= Group Connectedness; SC= School Climate; SSS= Social Support Seeking; SSR= Social Support Received; TE= Teacher Engagement; PTG= Post Traumatic Growth

The table shows the correlation among the variables under study. The table revealed that Post Traumatic Growth has a significant positive relationship with psychological endurance Impulse control self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement ($p < .01$) which shows that with the increase of post traumatic growth all the poly-strengths also increase. Psychological endurance has a significant positive correlation with Impulse control, self-reliance, positive emotion regulation, future orientation, mattering,

sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate and post-traumatic growth ($p < .01$).

Impulse Control has a significant positive relationship with psychological endurance self-reliance, positive emotion regulation, future orientation, sense of purpose, relational motivation, religious meaning making, compassion, teacher engagement and post traumatic growth ($p < .01$). Self reliance is significantly positively related to psychological endurance Impulse control, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, teacher engagement and post traumatic growth ($p < .01$).

Positive Emotion Regulation has a significant positive relationship with psychological endurance, impulse control, self-reliance, future orientation, mattering, sense of purpose, religious meaning making, compassion, and community support ($p < .01$). while relational motivation, group connectedness and teacher engagement have a significant positive relationship at ($p < .05$). Future Orientation has a significant positive relationship with psychological endurance Impulse control self-reliance, positive emotion regulation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received, teacher engagement and post traumatic growth ($p < .01$).

Mattering has a significant positive relationship with psychological endurance, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received, teacher engagement and post traumatic growth ($p < .01$). Sense of Purpose has a psychological endurance Impulse control self-reliance, positive emotion regulation, future orientation, mattering, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received, teacher engagement and post traumatic growth ($p < .01$).

Relational Motivation is significantly positively related to psychological endurance, impulse control, self-reliance, future orientation, mattering, sense of purpose, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received, teacher engagement and post-traumatic growth ($p < .01$). while with positive emotion regulation, relational motivation is positively significant at ($p < .05$). Religious Meaning Making has significant positive relationship with psychological endurance Impulse control self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, compassion, community support, group connectedness, school climate, social support seeking, received teacher engagement and post traumatic growth ($p < .01$).

Compassion has a significant positive relationship with psychological endurance Impulse control self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement ($p < .01$). Community Support has psychological endurance, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, group connectedness, school climate, social support seeking, social support received, teacher engagement and post traumatic growth ($p < .01$).

Group connectedness psychological endurance, self-reliance, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, school climate, social support seeking, social support received, teacher engagement and post traumatic growth ($p < .01$). Positive emotional regulation has a significantly positive relationship at ($p < .05$). School Climate has a significantly positive relationship with psychological endurance, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, social support seeking, social support received, teacher engagement and post-traumatic growth ($p < .01$).

Social support seeking has a significant positive relationship with future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support received, teacher engagement and post traumatic growth ($p < .01$). Social support received has a significant positive relationship with future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, teacher engagement and post traumatic growth ($p < .01$). Teacher engagement has a significant positive relationship with Impulse control, self-reliance, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and post traumatic growth ($p < .01$). While with positive emotion regulation. Gender has a negative relationship, which means that being male will likely result in less teacher engagement. ($p < .05$)

Table 4*Hierarchical Regression Analysis showing Predictors of Post-traumatic Growth*

Predictors	Post traumatic growth					
	B	95% CI		SE B	β	R^2
		LL	UL			
Step1						.131
Constant	16.9***	12.98	20.87	2.003		.131***
Psychological endurance	.200	-.055	.454	.129	.114	
Impulse Control	.199	-.034	.433	.118	.116	
Self-reliance	.391*	.086	.696	.155	.180*	
Positive emotion regulation	.106	-.076	.287	.092	.082	
Step 2						.383
Constant	9.823***	6.036	13.611	1.922		.252***
Psychological endurance	-.039	-.264	.186	.114	-.022	
Impulse Control	.133	-.067	.334	.102	.078	
Self-reliance	-.024	-.302	.253	.141	-.011	
Positive emotion regulation	.035	-.123	.193	.080	.027	
Future Orientation	.074	-.110	.257	.093	.055	
Mattering	.083	-.097	.262	.091	.059	
Sense of Purpose	.396***	.216	.575	.091	.307***	
Relational Motivation	.365*	.056	.674	.157	.169*	
Religious meaning making	.196*	.018	.375	.091	.154*	
Step 3						.458
Constant	6.160**	2.062	10.258	2.079		.076***
Psychological endurance	-.004	-.228	.219	.113	-.002	
Impulse Control	.112	-.085	.308	.100	.065	
Self-reliance	-.043	-.310	.228	.138	-.020	
Positive emotion regulation	-.020	-.173	.134	.078	-.015	
Future Orientation	.034	-.144	.212	.090	.025	
Mattering	-.061	-.248	.125	.095	-.043	
Sense of Purpose	.319***	.143	.494	.089	.247***	
Relational Motivation	.266	-0.38	.569	.154	.123	
Religious meaning making	.059	-.122	.239	.092	.046	
Compassion	.266**	.081	.450	0.94	.207**	
Community Support	.024	-.089	.136	.057	.027	
Group connectedness	.188*	.018	.358	.086	.152*	
School Climate	.122	-.072	.316	.099	.075	
Social Support Seeking	-.085	-.233	.064	.075	-.070	
Social support received	.165	-.022	.351	.095	.118	
Teacher Engagement	.006	-.150	.162	.079	.005	

Note. CI = confidence interval; LL = lower limit; UL = upper limit; * $p < .05$; ** $p < .01$; *** $p < .001$

The table shows the poly-strengths that are predictors of post-traumatic growth in poly-victimized individuals. In step 1, the R^2 value of .131 revealed that self-reliance explained 13.1% of the variance within post-traumatic growth, as $F(4, 231) = 8.678$, $***p < .001$. In step 2, the R^2 value of .383 revealed that sense of purpose, relational motivation and religious meaning-making explain 38.3% of the variance in post-traumatic growth, as $F(5, 226) = 18.470$, $***p < .001$. In step 3, the R^2 value of .458 revealed that sense of purpose, compassion and group connectedness explained 45.8% of the variance in post-traumatic growth as $F(7, 219) = 4.368$. The finding revealed that self-reliance, relational motivation, religious meaning-making, compassion and group connectedness significantly predict post-traumatic growth.

Table 5

Frequencies and Chi-square Results for Types of Victimization and Genders (N=237)

Types of victimization	Men		Women		X^2
	<i>f</i>	%	<i>f</i>	%	
JVQCC	99	43.23	130	56.76	.104
JVQCM	76	40.42	112	59.57	2.531
JVQPSV	94	44.76	116	55.23	2.235
JVQSV	71	45.51	85	54.48	1.140
JVQWIV	90	47.87	98	52.12	8.669***

Note. * $p < .05$; ** $p < .01$; *** $p < .001$ Note: JVQCC= Juvenile Victimization Questionnaire Conventional Crime; JVQCM= Juvenile Victimization Questionnaire Child Maltreatment; JVQPSV= Juvenile Victimization Questionnaire Peer and Sibling Victimization; JVQSV= Juvenile Victimization Questionnaire Sexual Victimization; JVQWIV= Juvenile Victimization Questionnaire Witnessing Indirect Violence

The table reveals that the chi-square test of independence showed a significant association between gender difference and the Juvenile Victimization Questionnaire Witnessing Indirect Violence, with X^2 ($N=237$) = 8.669, $p = .001$, $\phi = .21$ ($< .50$), which indicates a small effect size. The findings showed that there is a significant gender difference between men and women who experience witnessing Indirect Violence, while there is no significant gender difference between men and women who experience conventional crime, Child Maltreatment, Peer and Sibling Victimization and Sexual Victimization.

Discussion

An Indigenous study revealed that 44% of children are facing physical punishment at home and 30% at educational institutions, which indicates a high prevalence rate of child maltreatment (Niaz & Hasan, 2006). The prevalence of different types of victimization in Pakistan is quite prevalent but limited research is present about the negative and positive outcomes of victimization. Some of the studies which are viable are exclusively focusing on the negative outcomes of poly-victimization (for example, Bashir & Dasti, 2015 and Aziz & Dawood, 2015). However, recent research suggests that a strength-based approach is effective in helping individuals counter adverse life events even with poly-victimization. To uncover such natural resources is essential to tap into which strengths can facilitate not only recovery but also growth in the Face of multiple traumas.

The current research therefore aimed to explore the relation between poly-strengths and post-traumatic growth. It was aimed at investigating which poly-strengths is a predictor of post traumatic growth in individuals who have experience poly-victimization. The study also aimed to see whether there is a gender difference between different types of victimization experienced. The results that are obtained after analysis, both that support the hypothesis and those who are in contrary to them are explored with reference to theoretical framework, cultural perspective and prior literature.

It was hypothesized that Poly-strengths (psychological endurance, Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning

making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement) will be significantly positively correlated with Post-traumatic growth. The hypothesis got accepted as the findings in the present study is consistent with the previous present literature and it was found that all the poly-strengths (psychological endurance, Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement) had a significant positive relationship with post traumatic growth. Similar findings were found to indicate that psychological endurance, sense of purpose, community support and compassion were significantly positively related to post-traumatic growth (Hamby et al., 2018)

According to the prior literature, almost all poly-strengths have significant positive relationships to other poly-strengths as well. In the current research study, it was revealed that psychological endurance has a significant positive correlation with Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate and post-traumatic growth ($p < .01$) which is consistent with the prior literature (Hamby et al., 2020)

As for the other poly-strengths, the majority of them are positively significantly correlated with each other, which is consistent with the previous literature, as in (Hamby et al., 2018) and (Hamby et al., 2020). The second hypothesis was that all poly-strengths (psychological endurance, Impulse control, self-reliance, positive emotion regulation, future orientation, mattering, sense of purpose, relational motivation, religious meaning making, compassion, community support, group connectedness, school climate, social support seeking, social support received and teacher engagement) may likely be significant predictors of post-traumatic growth in individual who have experienced street harassment so hypothesis is rejected because only some variable significantly correlated.

The poly-strengths that are positively significant are the sense of purpose, religious meaning making and compassion, which is consistent with the previous literature. Similar findings were found that indicated that sense of purpose, religious meaning making, and compassion do significantly predict post-traumatic growth (Hamby et al., 2018). Religious meaning making, positive interpersonal relationships, as well as support from their relationship with religious communities were quite prevalent and significant strengths in Pakistani individuals, which help them to cope and stay resilient (Ajayi, 2024).

The other findings of the study was that group connectedness and well as relational motivation both were significant in predicting post-traumatic growth in individuals who have encountered poly-victimization The poly-strength relational motivation is a significant predictor of resilient mental health, which in turn is related post-traumatic growth (Hamby et al., 2020). Another strength that was significant to post-traumatic growth is group connectedness, which is similar to findings in the study that concluded that American Indians suggested that collaborative healing and public recognition of individuals' interpersonal responsibilities within their community through culturally conventional practices might be effective in responding to trauma (Schultz et al., 2016). The strength of self-reliance is also a significant predictor of post-traumatic growth, which is consistent with research that concluded that self-reliance is significantly positively related to psychological well-being (Rashmithanath et al., 2023)

The last hypothesis was that there is a potential gender disparity among Individuals in experiencing different categories of victimization according to the Juvenile Victimization Questionnaire. This hypothesis was verified by international literature in a study in which they concluded that males report higher levels of indirect and direct exposure to violence (Pinchevsky et al., 2013). While in an indigenous study, it was concluded that both genders, male and female, experience somewhat equal witnessing of indirect and direct violence (Aziz, 2015).

Conclusion

In conclusion, multiple important findings can be derived from the currently conducted study. Firstly, all the poly-strengths are significantly positively related to post-traumatic growth in individuals who have experienced poly-victimization. Secondly, Sense of purpose, compassion, relational motivation, self-reliance, religious meaning-making, and group connectedness are significant predictors of post-traumatic growth in individuals who have been poly-victimized. Finally, there is a significant gender difference in witnessing direct and indirect violence, while in other categories such as child maltreatment, sexual victimization, peer and sibling victimization and conventional crime, there is no significant gender difference observed.

Limitations and Suggestions of the Study

The present study uses a cross-sectional research design. Further research should adopt a longitudinal design approach in tracking which poly-strengths are predictors of post-traumatic growth. The study was conducted in Lahore, Pakistan, so this study may not be generalized to other parts of Pakistan. Resilience portfolio model studies should be done in other parts of Pakistan as well. The sample size was limited because the majority of the data acquisition was done when the educational institutions were on summer break, so further research should be done on a larger sample. The data collection was done in an educational institution, but further research should be carried out in the community.

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