Review Article

Academic Resilience among Students: A Review of Literature

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ABSTRACT

Academic resilience is the student's capability to deal efficiently with academic setbacks, anxiety and study pressure. In the present scenario, students are facing a lot of problems in schools as well as in society. If adequate steps are not taken to help overcome these problems, it will create pressure and stress among students. This may lead to poor academic performance and an increased dropout rate. According to Masten (2001), resilient people have the ability to tackle, overcome, or recover from grave academic threats. So, schools, colleges and universities play a major role in developing academic resilience among students. The aim of this paper is to gather and present the review of literature on academic resilience among students at national and international level. This study gives an overview of the importance of creating Academic Resilience among students and how far it supports increasing their academic achievement. In the present study 30 literatures were collected from various online and printed resources.

Key Words: Academic Resilience, Academic achievement, Students.

INTRODUCTION

In the past decade, the world has witnessed developments in different fields like industry, politics, information technology, media, medicine and education. As a result of these changes, every area has undergone a process of transformation. One of the areas where this massive change occurred is the Educational sector. In general, Educational sector is becoming progressively more dynamic in the global age. But in the current scenario, the development of children around the world is threatened by a number of factors such as poverty, lack of positive parental skills, poor emotional support, pandemics, political violence, and natural disasters that bear life-altering consequences for individuals, families, and the future of all societies. In the face of threats to child development, an integrated and global science of resilience by evidence-based research is very much needed to inform government and international policymakers to mitigate risks and build resilience in children. The resilience of a child to maintain wellness in academics and academic related aspects can be termed as academic resilience.

ACADEMIC RESILIENCE

Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental source of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals are more equipped to handle adversity and reconstruct their lives after a struggle. According to Richardson et al., (1990), resilience is the process of coping with disruptive, stressful, or challenging life events in a way that gives the person extra protective and coping skills than prior to the disruption that results from the event.

Academic resilience indicates that the students attain good academic outcomes

even though they face adversity. It refers to academic achievement in spite of a challenging or difficult circumstance in the educational process (Mihir K. Mallick and Kaur 2016). In general, Resilience in an academic context is identified as a student's ability to successfully deal with impediments, pressure and challenges in the school settings. Also, it may be defined as the heightened probability of emerging out as a winner in various life undertakings, even in the presence of negative circumstances that are brought by early traits experiences and conditions. Such students show improved performance even after being confronted with stressful conditions as well as events due to which they fall under the probability of performing poorly at the school level or consequently leaving the school. (Alva, 1991).

REVIEW OF LITERATURE

Christine M. Fallon (2010) examined the relationship between academic achievements with academic resilience for students with multiple risk factors, specifically, Latino students from low SES backgrounds attending an urban high school. The samples were 150 low SES Latino high school students and 47 teachers at three campuses of a charter high school in Chicago. A measure of academic optimism of the school was obtained from teachers. Measures of parental involvement, school engagement, overall resiliency, and academic achievement were obtained from the students. Significant relationships were found between academic optimism of schools and academic resilience of students, even when family-related and personal protective factors were controlled for.

Jenni L. Schelble et al., (2010) studied the relationship between emotion dysregulation and academic performance among maltreated children. Measures of emotion dysregulation and academic performance were analyzed in a sample of maltreated children (n = 158). Linear regression analysis indicated that the absence of emotion dysregulation was

significantly related to academic resilience. Late adolescence, race, and placement stability were also significantly related to academic resilience.

Muhammad Sarwar et al., (2010) investigated the relationship between resilience and academic achievement of secondary level students of Gujranwala, Pakistan. The sample of the study consisted of 127 secondary students (52 boys and 75 girls). A Resilience scale was used to collect the data. The results revealed that there was no statistically significant correlation found between academic resilience and academic achievement of secondary school students. This study also found that female students are more resilient as compared to male students.

Bahram Jowkar et al., (2011) evaluated the relationship between family communication patterns and academic resilience. Six-hundred-six high school students (309 girls and 297 boys) were chosen by multi-stages cluster random sampling from different high school of Iran. Youth Development Module scale (RYDM) and Family Communication Patterns scale (FCP) were used as measures of the study. Simultaneous multiple regression of family communication patterns on academic resilience revealed that "conversation" was a significant positive predictor of the community care/ high, school care/ high, home care/ high, peer care, and school/ community meaningful. Moreover, conformity was significant positive predictor of school/ community meaningful and significant negative predictor of the community care/ high and home care/ high. The results of the study emphasized that family communications especially the relationship between parents with children can important in social behavioral (i.e., school, peer group).

Jowkar B. et al., (2014) examined the relationship between achievement goal orientations and academic resilience. The sample comprised 606 students (307 girls and 297 boys) selected from Shiraz high schools. Achievement Goals Questionnaire

and Youth development Module Scale (RYDM) were used for collecting data. The data were analyzed by using Pearson product moment correlation and multiple regression analysis. The results revealed that there were positive and significant correlations between mastery-approach with home care and peer care, performance-approach with home care/high, and performance-avoidance with school/community meaningful. The results also showed that "mastery-approach" and "performance approach" was a significant positive predictor of the "home care/high". This study suggested that teachers, managers and coaches may help individuals to develop more adaptive goal orientations.

Cassidy, S. (2015) investigated the nature of the association between academic self-efficacy (ASE) and academic resilience. The sample comprised 435 British undergraduate students. The tools of the measurement were General Academic Self-efficacy Scale (GASE) and Academic Resilience Scale-30 (ARS-30). Academic Self-efficacy was correlated with and a significant predictor of academic resilience and students exhibited greater academic resilience when responding to vicarious adversity compared to personal adversity.

Mwangi, et al., (2015) examined the relationship between academic resilience and academic achievement among Secondary School Students in Kiambu County, Kenya. A descriptive correlational design was adopted. The sample consisted of 390 students. A demographic form and the California Healthy Kids Survey-Module B, 2007 version were used to collect the data. Academic achievement was inferred from the school performance records. The key data analysis techniques were Pearson's Product Moment Correlation Coefficient and regression analysis. The results indicated a positive and significant relationship between academic resilience and academic achievement among students. This study recommended that efforts to promote academic resilience should therefore be embraced by teachers because

developing more resilience in students has many positive consequences.

Mihir K. Mallick and Simranjit kaur (2016) investigated the relationship between learning environment and academic resilience among senior secondary school students. This descriptive study was conducted among 600 high school students from three regions of Punjab through stratified random sampling technique. The questionnaires of Learning Environment Scale and Academic Resilience Scale were used for data collection. The data were analyzed by using mean, standard deviation, t-test and correlation. The results demonstrated that boys have more scores in academic resilience as compared with girls and urban students have more scores in learning environment than rural students. The significant positive correlation was found between learning environment and academic resilience of senior secondary students. This study recommends that the schools can play important role in making students more resilient and efforts should be made to bring school policies to strength the school as well as home learning environment.

Zina D. Zuill (2016) studied the relationship between resilience and academic success among 51 Bermudian foster care adolescents who attended Bermuda public schools. Achievement scores and grade point average (GPA) were used to ascertain participants' levels of academic success. This study employed a non experimental correlational design using a multiple regression to analyze the relationships. Results showed a statistically significant positive relationship between resiliency and reading achievement but no relationship between resiliency and GPA and resiliency and maths achievement.

Cecilia N. Mwangi et al., (2017) conducted a study on correlates of academic resilience among secondary school students in Kiambu County, Kenya. This study explored how external and internal protective factors combined in predicting academic resilience. The sample consisted

of 390 secondary school students from 10 schools in Kiambu County, Kenya. A demographic form and the California Healthy Kids Survey-Module B, 2007 version were used to collect the data. Data were analyzed by using Pearson's Product Moment Correlation (PPMC) and multiple linear regression. The findings of the study indicated that the external and internal protective factors jointly predict academic resilience. In addition, a strongest correlation was observed between high expectations and caring relationships. Results suggested that interventions focusing on enhancing internal protective factors while strengthening external factors are more likely to have a better impact in promoting students' academic resilience.

Cecilia Nyambura Mwangi and Anthony Muriithi Ireri (2017) investigated gender differences in academic Resilience and academic achievement among secondary school students. The sample comprised 390 students (198 boys, 192 girls) from ten Sub-County schools in Kiambu County, Kenya. The researcher has used descriptive correlational design for the study. A demographic form and the California Healthy Kids Survey-Module B version were used for data collection. The findings of this study showed that there are gender differences in academic resilience. The girls were found to be more academically resilient compared to the boys. This study recommended that appropriate intervention programmers that target the boys should be put in place in order to raise the resilience status of the boys.

Santhosh Kareepadath Rajan (2017) investigated the influence of locus of control, academic engagement and self-efficacy on the academic resilience among the school children. Sample included 155 high school students from Malabar, Kerala, India. The measures used for the study were academic resilience scale, locus of control scale, general self-efficacy scale, and academic engagement scale. Results revealed that there is significant relationship between academic resilience and self-

efficacy. Independent sample t test results showed a significance difference between male and female for academic resilience.

Noora Abdul Kader and Mohd Abad (2017) investigated the relationship between academic resilience and protective factors among senior secondary students in Kasganj district in Uttarpradesh. There were total 200 students chosen by simple random sampling technique. The data was collected through Academic Resilience Scale and Protective Factors Scale. The Mean, Standard Deviation, t-Test, Karl Pearson's coefficient of correlation were employed in analyzing the data. The results of this study revealed that there is perfect positive correlation between the Academic Resilience and protective Factors and also concluded that Girls are more resilient than the Boys.

Lee Vester Casey (2018) analyzed the relationship between the perception of the existence of resiliency-building strategies in schools and levels of resilience and academic achievement among African-American Males in Secondary Schools. The sample of the study included 107 male students attending four high schools in a school district located in the southwest region of North Carolina. Healthy Kids Resilience Assessment (HKRA; Constantine et al., 1999) and Child and Youth Resilience Measure-12 were used as data collecting instruments. The results of the study revealed that there is a relationship between academic resiliency and the perception of resiliency-building strategies.

Syprine Aoko Oyoo et al., (2018) conducted a research with the aim of academic resilience as a predictor of academic burnout among Form four students in Homa-Bay County, Kenya. The sample consisted of 714 selected from thirty one public secondary schools. Resilience Scale (RS14) and Maslach Burnout Inventory-Student Survey (MBI-SS) were used for the collection of data. Data was analyzed using both Pearson Correlation Moment Coefficient and hierarchical regression techniques. Results indicated that

there was a negative relationship between academic resilience and academic burnout. The findings also revealed that academic resilience negatively and significantly predicted academic burnout.

Padmashri S. Rao and Krishnamurthy (2018) conducted their study on impact of academic resilience on the scholastic performance of high school students. The sample of 125 students (62 male and 63 female) were chosen from urban public school in North Bangalore. Data collection was carried out through Bharathiar University Resilience Scale (BURS) developed by Dr. Annalakshmi Narayanan (2008) and David's Battery of Differential Abilities (DBDA-revised version).The results showed that there is a significant correlation between level of resilience and the scholastic performance of students and there is no significant difference between girls and boys with respect their scholastic abilities as well as their resilience attributes. This study recommended that proper counselling interventions can be developed to improve the resilience capabilities & scholastic skills of adolescents so that their academic performance may be improved leading to their ability to pursue the career of their choice and their capabilities.

PreetiBala and RenuVerma (2019) explored the relationship of academic resilience of international students with their educational aspirations. Data were collected from the sample of 500 International students studying in Universities of Punjab and Chandigarh mainly. Students of five different countries namely Nigeria, Bhutan, Afghanistan, Nepal and Tanzania were taken into consideration. The results of the study highlighted significant relationship (strong positive correlation) between Academic Resilience and Educational Aspirations among International students. In terms of students belonging to different countries as well, a strong positive correlation was found between academic resilience and educational aspirations.

Waheed Ali Umran (2019) examined the links between teachers support, academic efficacy, academic resilience, and student engagement in Bahrain. Data were collected from the sample of 350 students studying in five private universities in the Kingdom of Bahrain. The researcher employed structural equation modeling for the analysis purpose using Smart PLS software. The findings suggested significant positive impact of academic efficacy and academic resilience on student engagement.

Sabeen Qamar and Mumtaz Akhter (2019) examined risk factors affecting academic resilience of elementary students, Faisalabad city, Pakistan. There were total 18 participants chosen by Non-probability sampling technique. The purpose of this study was to study was designed in natural settings using interviews explore the risk factors affecting academic resilience and observations as data collection techniques. The key findings of the study can be enlisted as a risk factors and group of risk factors such as family background and support, parental mindset, teacher mindset, student mindset (Lack of effort & ability, peer pressure, competition & personality issues), Social media (Excessive use of internet/Facebook/chatting & mobile phone) and lack of attention from teachers, parents & isolation as causing a negative outcome in the life of peers.

Tamannaeifar, M. and Shahmirzaei, S. (2019) conducted their research on prediction of academic resilience based on coping styles and personality traits. The sample of 368 (253 females and 115 males) selected by cluster sampling from Kashan University in Iran. The data were collected through academic resilience scale, coping inventory for stressful situation and neo personality traits inventory. The findings of this study revealed that academic resilience had a significant positive correlation with problem-focused coping style and significant negative correlations with emotion-focused coping style and avoidance coping style.

Sulong et al., (2019) conducted a study on academic resilience among Malaysian secondary school students-A Confirmatory Factor Analysis. The focus of this study was to validate the measurement model based on Resilience Theory (Benard, 1991) by using the confirmatory factor analysis. The proposed measurement model includes three constructs, namely school external protective factors, resilience traits and academic achievement. This study involved a total of 315 secondary school students in the East Coast of Peninsular Malaysia. The tool used for this study was a questionnaire consisting of 80 items that measured school external protective factors and resilience traits. The findings revealed that there was a significant relationship between all latent variables such as school external protective factor, resilience traits and academic achievement.

Olodude Isaiah Iyanu and Anuodo Ajibike Omolola (2020) made a study on self-efficacy as a determinant of academic resilience among postgraduate students of Obafemi Awolowo University, Ile-Ife, Osun State. This descriptive study was conducted among 581 postgraduate students through multistage sampling procedure. Academic Resilience Scale (ARS) and General Self-efficacy (GSE) were used to collect the data. The results revealed that self-efficacy significantly influenced academic resilience of postgraduate and also self-efficacy was capable of enhancing academic resilience of postgraduate students.

Jasvir Kaur Nachatar Singh (2020) investigated the essential resilience strategies adopted by international students in overcoming academic obstacles. This study adopted a qualitative approach based on 33 semi-structured interviews with postgraduate international students that were analyzed thematically. The results of this study showed that international students develop resilience strategies through group assignments, in classroom settings, and by seeking university and personal support services.

Preeti Bala (2020) conducted a comparative study on academic resilience among graduate and post graduate international students. A total of 500 international students from 5 universities of Punjab and Chandigarh were chosen by judgement sampling. The results of the study revealed that Graduate and Post Graduate international students differ significantly from each other regarding their academic resilience. Graduate students were found as more academically resilient as compared to Post Graduate International students. This may be that during the initial years of college life (graduation), students are more conditioned to be serious towards studies as they are just out of school, which eventually makes them more resilient in academics, whereas when students land up in post graduation, at times they tend to become overconfident and careless which lessens their level of academic resilience.

Kimberley Kong (2020) conducted a study to identify risk and protective factors that predict academic achievement in low socioeconomic status (SES) pupils in Ireland; and to establish if these predicting factors are unique and applicable only in low-SES pupils. Using two waves of the Irish nationally representative longitudinal data, a multiinformant design was applied to analyse data from over 7,000 children along with their caregivers and teachers. A series of multilevel regression analyses were performed to compare data from low-SES and high-SES pupils. After controlling for prior achievement, findings suggested that academic achievement in both low and high-SES pupils are promoted by educational aspirations, attention skills and being in the rural area. The strength of the association between protective factors and academic achievement, however, varies between the two groups. Nonetheless, close parent-child relationship in low-SES female pupils appears to be a unique factor that promotes academic resilience that does not apply to the rest of the pupils.

Lady, Grace M (2021) investigated what social support students rely on and

how students use social support through times of academic difficulty, particularly during the COVID-19 pandemic and the transition to college. A sample consisted of 189 undergraduate students from two southeastern universities in the United States participated in this study. The participants completed a questionnaire that included measures of academic resilience (Cassidy, 2016), social support, Covid-19 impact on academics, and demographic information and self-reported academic achievement. The results of the study revealed that moderate to strong, positive relationship between social support and academic resilience and friends had the highest mean score of all agents of support. In this research, most of the students reported that the transition to online learning due to COVID-19 to be found a strain or change in their access to social support.

Wulandari A. P. J. and Istiani (2021) conducted a study on the effect of self-esteem and self-efficacy on the academic resilience of undergraduate students in Jakarta. The sample of the study consisted of 455 students (234male and 221female) chosen by convenience sampling. The results of this study indicated that self-esteem and self-efficacy significantly affect student academic resilience in Jakarta. This study recommended that A-accredited universities to continue to advance and develop their students' abilities by building soft skills improvement programs, it can be included in the lecture curriculum. Therefore, students can develop into better personal with academic resilience and self-efficacy abilities the good one.

Azam Davoodi and Pooneh Baniani (2021) analyzed a study on predicting Academic Resilience based on Metacognitive Beliefs and Achievement Motivation in High School Students in Shiraz, Iran. Totally 162 students (83 girls and 79 boys) selected by the multi-stage cluster sampling method. The Academic Resilience Inventory (ARI), the Metacognition Questionnaire (MCQ-30), and the Herman's Achievement Motivation Questionnaire were used to elicit information from the students. The results indicated that metacognitive beliefs and motivation for progress significantly predict students' academic resilience.

Indriyana Rachmawati et al., (2021) investigated the relationship between social support and self-efficacy with academic resilience. A sample consisted of 315 students of VII graders of middle school around Malang City in Indonesia participated in this study. Academic resilience scale, social support scale, and self-efficacy scale were for data collection. The results of this study showed that social support and self-efficacy had a significant relationship with academic resilience.

Vidhu Mohan and Jaiprabh Kaur (2021) investigated the relationship between grit and academic resilience among Students. The sample consisted of 120 school students (Male=60 & Female=60) from various private schools of Chandigarh, Ludhiana and Phagwara. Short Grit Scale, Grit- S (Duckworth & Quinn, 2009) and Motivation and engagement Scale High - School (MES-HS) 12th editions (Martin, 2002) were used as assessment tools for data collection. The collected data were analyzed by using Pearson Product Moment correlation and t-test. The results showed a positive correlation between self-belief and persistence components of Academic Resilience and Grit and a negative correlation between control and anxiety components of Academic Resilience and Grit. There were no significant differences in Grit amongst male and female participants. This study has significant additional value to the current data on academic excellence and counselling.

Luciano Romano et al., (2021) examined the link between academic resilience, perceived teacher emotional support, and school engagement among high school students.. A sample consisted of 205 Italian high school students aged 14–19 years have completed self-report questionnaires on academic resilience, perceived teacher emotional support, and school engagement. Mean, standard

deviation, skewness, kurtosis and Pearson correlation were used for analysis. The results indicated that academic resilience was associated with perceived teacher emotional support, and both of them were related to school engagement. In addition, perceived teacher emotional support partially mediated the relationship between academic resilience and school engagement. The findings of this study underlining the importance of encouraging resilience in the school context to promote students' engagement and prevent maladjustment.

CONCLUSION

Academic resilience is the ability to handle academic challenges, problems or failures and pressure at school or college due to excessive workload. After reviewing the various studies, the researchers come to the conclusion, that academic resilience improves the academic achievement of the students. Academically resilient students maintain high levels of academic achievement even in the face of stressful and complicated circumstances that lead to the risk of low grades in schools. Furthermore, academic resilience is positively related to academic self-esteem, self-efficacy, strong support systems at family and school, perceived teacher emotional support and school engagement, Learning Environment, Educational Aspirations, Protective factors like Self-Regulation, Problem-Solving Skills, Involvement in Positive Activities, Parenting Competencies, Caring Adults, Positive Peers, Positive Community, Positive School Environments and Economic Opportunities. Moreover, metacognitive beliefs and motivation for progress also radically predict students' academic resilience. Hence the educational institutions may take steps to enhance students' academic resilience through the use of proper counseling techniques, appropriate mentoring and implementation of suitable training programs and practices which will ultimately lead to better

academic achievement among the student community.

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