ACADEMIC RESILIENCE IN STUDENT COMMUNITY ACROSS NATIONS: A COMPARATIVE STUDY

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Abstract

The study was conducted on 500 International students studying in five universities of Punjab and Chandigarh. As per the nature of the study, descriptive survey method was applied. The study mainly focused on finding the differences in academic resilience among students from diverse nationality. Based on nationality, students from five distinct countries namely Nigeria, Bhutan, Afghanistan, Nepal and Tanzania were considered for present research. Results of the study indicated that international students from different countries differ significantly from each other regarding their academic resilience. Significant differences were found between International students from Bhutan and Afghanistan as well as from Nepal and Afghanistan with regard to their academic resilience. International students from Nepal were found to be most resilient one, contrary to students from Afghanistan who were found to be least resilient.

Keywords: *Academic Resilience, International students*

INTRODUCTION

India has witnessed developments in many areas like industry, politics, Information technology, media and education. Although as a result of these changes every area has undergone through the process of transformation. One of the areas where this enormous change is evident is none other than Education sector. From pre-independence era to till date education sector in India has evolved to a great extent. This development in Indian education sector is evident from the fact that earlier as per the trend only students from India used to visit foreign land for the pursuance of education, but now the situation has flipped as in current era India has also become one of choice of students across globe to pursue higher education consequently in most of the higher education institutions in India, increase in number of international students is clearly visible.

Here the pertinent question remains reason behind leaving one's home and moving foreign land to pursue their education. One of the peculiar reason due to which students take decision to pursue their study abroad is due to the fact that the field in which they want to pursue their higher studies is either not available at all or is available with very less scope. Particularly this is correct in case of especially those students who hail from developing countries and aspire to develop their insight into application of latest educational advancements which are unavailable in their country. There are selected International students wish to move back to native place after completing the respective courses so that they may further develop their country. In such circumstances what remains pertinent is that how far these students are able to confront challenges and are able to bounce back. This ability refers to resilience.

In other words, it points out successful adaptation of an individual towards the challenging and threatening environment. In actual sense, resilience aids an individual to attain success in academics even in the presence of certain barriers which make it problematic for them to achieve success. (Bernard, 1991). Those students who possess high level of resilience also face problematic experiences or trauma in their life but some way, they are able to confront and come out of such kind of depressive conditions (Bryan, 2005). Richardson (1990) defined resilience as "the process of coping with disruptive, stressful, or challenging life events in a way that provides the individual with additional protective and coping skills than prior to the disruption that results from the event." Wolin and Wolin (1993) clarified that the word "resilient was used in the place of earlier terms which were applied to explain the phenomenon (e.g. as invulnerable, invincible, and hardy), as a matter of its recognition of the struggle involved in the process of becoming resilient."

Resilient students do come across negative circumstances but they are able to overcome their opposing influence. Although this is an inbuilt strength, but with the input of social support it can be

developed. Here teachers can develop this coping mechanism among students. It helps the students in their adjustment which ultimately enables them not only to survive, but to thrive also.

According to Catterall et al (1998) "Academic resilience is the student's ability to deal effectively with academic setbacks, stress and study pressure." Sabouripour (2015) conducted a study on 291 students from diverse races regarding resilience, optimism, social support. As per the results significant differences were found in students belonging to different races. African students were found as most resilient students in comparison to other races covered under study. Lee (2016) in a study discussed that some students who have demonstrated resilient behaviours like (have overcome negative experiences, gained inner strength in the process) had a person in a supporting role with whom they have achieved a positive emotional connection and source of encouragement when things did not look well. Morales (2016) examined the approach of university students towards adversities and their emotional support mechanisms. The study recommends that it is the duty of college administrators to promote resilience among students by creating such an environment at school which fosters personal and professional development among students. OECD (2018) Organization for Economic Cooperation and Development conducted a research regarding academic resilience among children from 70 different countries, wherein it was found that Asian children are among the most academically resilient one in the world. As per the research 6 out of 10 regions pertaining to children with high academic resilience were located in Asia. Hong Kong (53% successful candidates), Macao (52% successful candidates) and Singapore acquired the top three positions in the research. Overall 25% students were found as resilient, out of 70 countries covered under research.

OBJECTIVES

1. To compare the Academic Resilience of the International students on the basis of country.
   a) To compare the academic resilience of International students from Nigeria and Bhutan.
   b) To compare the academic resilience of International students from Nigeria and Afghanistan.
   c) To compare the academic resilience of International students from Nigeria and Tanzania.
   d) To compare the academic resilience of International students from Nigeria and Nepal.
   e) To compare the academic resilience of International students from Bhutan and Afghanistan.
   f) To compare the academic resilience of International students from Bhutan and Tanzania.
   g) To compare the academic resilience of International students from Bhutan and Nepal.
   h) To compare the academic resilience of International students from Afghanistan and Tanzania.
   i) To compare the academic resilience of International students from Afghanistan and Nepal.
   j) To compare the academic resilience of International students from Tanzania and Nepal.

RESEARCH METHODOLOGY

The research was conducted on 500 international students from 5 universities of Punjab and Chandigarh with the use of judgement sampling and by verifying null hypotheses mainly.

RESULTS AND INTERPRETATION

Table 1.1 Showing Mean Values of International students with regard to Academic Resilience

Country	N	Mean	Standard Deviation
Nigeria	100	157.75	17.392
Bhutan	100	163.13	16.522
Afghanistan	100	154.87	20.267
Nepal	100	163.77	19.320
Tanzania	100	159.31	22.071
Total Sample	500	159.77	19.429

Table 1.2 Showing ANOVA for Academic Resilience among International students

	Sum of Squares	Df	Mean Square	F	P value	Significance
Between Groups	5559.152	4	1389.788			
Within Groups	182812.470	495	369.318	3.763	.005	**Significant**
Total	188371.622	499				

Hypothesis 1 There exists no significant difference in the academic resilience of International students on the basis of country.

Table 1.2 shows the F- value regarding difference in the academic resilience among International students belonging to various countries (Nigeria, Bhutan, Afghanistan, Nepal and Tanzania). The F – value came out to be 3.76, whereas the p- value for the same sample came out as .005. This p-value is less than .05 hence stands significant at .01 level. However, to support further, it is worth mentioning that the calculated F value (3.763) is also greater than the table value for the same as it came out to be 2.39 and 3.36 at 0.05 and 0.01 level of significance. Hence, it can be interpreted that the hypothesis that there exists no significant difference in academic resilience of International students on the basis of country is not retained. The table 1.1 depicts the Mean values of academic resilience i.e.157.75, 163.13, 154.87, 163.77, 159.31 for International students belonging to various countries i.e. Nigeria, Bhutan, Afghanistan, Nepal and Tanzania respectively. It is assumed that this significant difference is because of the cross-cultural differences among students from different countries in terms of their socio - educational set up. Every country varies in terms of their social set up, educational system/ process, transaction strategies, personality differences among inhabitants etc. which determines that whether a student will be academically resilient or not.

The result of the study in hand are in line with a report released by OECD (Organization for Economic Cooperation and Development) in 2018 regarding academic resilience among students from different countries, wherein it was found that Asian students are among the most academically resilient one in the world. In the present study also, International students from Asian counties (Bhutan and Nepal) have been found to be more academically resilient in comparison to students from the rest of the countries.

The results also corroborate with prior research conducted by Sabouripour (2015) which shows that resilience level among students from different races differs. International students from Africa were found as highly resilient than students from other races. All these researches confirm that student's academic resilience differs from country to country.

POST HOC Test: As inferred that International students from different countries differ significantly from each regarding academic resilience. Therefore, it is concluded that Mean of at least one (or more) group (based on country) of International students are significantly different from each other. The under mentioned table 1.3, provides multiple comparisons

Table 1.3 Showing Post-Hoc test for Academic Resilience among International students from Different Countries

MULTIPLE COMPARISONS					
(I) Country	(J) Country	Mean Difference (I-J)	Std. Error	P - value	Significance
Nigeria	Bhutan	-5.380	2.718	.278	Insignificant
	Afghanistan	2.880	2.718	.827	Insignificant
	Nepal	-6.020	2.718	.176	Insignificant
	Tanzania	-1.560	2.718	.979	Insignificant
Bhutan	Nigeria	5.380	2.718	.278	Insignificant
	Afghanistan	8.260*	2.718	.021*	**Significant**
	Nepal	-.640	2.718	.999	Insignificant
	Tanzania	3.820	2.718	.624	Insignificant
Afghanistan	Nigeria	-2.880	2.718	.827	Insignificant
	Bhutan	-8.260*	2.718	.021*	**Significant**
	Nepal	-8.900*	2.718	.010*	**Significant**
	Tanzania	-4.440	2.718	.477	Insignificant
Nepal	Nigeria	6.020	2.718	.176	Insignificant
	Bhutan	.640	2.718	.999	Insignificant
	Afghanistan	8.900*	2.718	.010*	**Significant**
	Tanzania	4.460	2.718	.472	Insignificant
Tanzania	Nigeria	1.560	2.718	.979	Insignificant
	Bhutan	-3.820	2.718	.624	Insignificant
	Afghanistan	4.440	2.718	.477	Insignificant
	Nepal	-4.460	2.718	.472	Insignificant

* significant at .05 level

Hypothesis 1 (a) There exists no significant difference in the academic resilience of International students from Nigeria and Bhutan

Table 1.3 shows the p-value (.278) with regard to difference in the academic resilience of International students from Nigeria and Bhutan. As p value is found more than .05 hence, the hypothesis that there exists no significant difference in the academic resilience of International students from Nigeria and Bhutan is accepted. Table 1.1 also supports the results wherein Mean values of Nigeria (157.75), Bhutan (163.13) have been mentioned.

Hypothesis 1 (b) There exists no significant difference in the academic resilience of International students from Nigeria and Afghanistan.

It is clearly evident from table 1.3 that the p-value (.827) is greater than .05 which confirms insignificant difference regarding academic resilience of International students from Nigeria and Afghanistan. It indicates that the hypothesis that there exists no significant difference in the academic resilience among International students from Nigeria and Afghanistan stands accepted. As per table 1.1 the Mean values of International students with regard to Nigeria and Afghanistan have been found (157.75, 154.87) respectively.

Hypothesis 1 (c)   There exists no significant difference in the academic resilience of International students from Nigeria and Nepal.

It is apparent from table 1.3 that the p-value (.176) with regard to difference concerning academic resilience of International students from Nigeria and Nepal is greater than .05 which confirms insignificant difference between Nigerian and Nepali International students with regard to their academic resilience. Hence the hypothesis, there exists no significant difference in the academic resilience of International students from Nigeria and Nepal is accepted. The Mean values (as mentioned in table 1.1) of International students from Nigeria and Nepal (157.75, 163.77) with respect to their academic resilience also supports the results.

Hypothesis 1 (d) There exists no significant difference in the academic resilience of International students from Nigeria and Tanzania.

Table 1.3 unveils the p-value (.979) with regard to difference in the academic resilience of International students from Nigeria and Tanzania. As the p-value is greater than .05 hence the hypothesis, there exists no significant difference in the academic resilience of International students from Nigeria and Tanzania is accepted. It indicates that Nigerian and Tanzanian students do not differ significantly in terms of their academic resilience. Mean values of Nigerian (157.75) and Tanzanian. (159.31) students pertaining to their academic resilience (as mentioned in table 5.10) also confirms the results.

Hypothesis 1 (e) There exists no significant difference in the academic resilience of International students from Bhutan and Afghanistan.

Table 1.3 shows the p-value (.021) with regard to difference in the academic resilience of International students from Bhutan and Afghanistan. As the p-value is less than .05 hence, the hypothesis that there exists no significant difference in the academic resilience of International students from Bhutan and Afghanistan is rejected. It indicates that Bhutanese and Afghanistani students do differ significantly in terms of their academic resilience. Mean values of Bhutanese (163.13) and Afghanistani (154.87) students pertaining to their academic resilience (as mentioned in table 1.1) also confirms the results. It is quite clear that the Mean value of Bhutanese students is quite high in comparison to Mean value of Afghanistan International students.

Hypothesis 1 (f) There exists no significant difference in the academic resilience of International from Bhutan and Nepal

It is evident from table 1.3 that the p-value (.999) with regard to difference in the academic resilience of International students from Bhutan and Nepalis greater than .05 which confirms insignificant difference between Bhutanese and Nepali International students with regard to their academic resilience. Hence the hypothesis that there exists no significant difference in the academic resilience of International students from Bhutan and Nepal is accepted. The Mean values (as mentioned in table 1.1) of International students from Bhutan and Nepal (163.13, 163.77) with respect to their academic resilience also supports the results. From these Mean values it is quite clear that there lies a negligible difference else Mean value are quite near to each other. This may be because Bhutan and Nepal are neighbouring countries of India and have quite similar pattern of education, consequently International students from these countries feel at home in India which helps them to adjust academically as well.

Hypothesis 1 (g) There exists no significant difference in the academic resilience of International students from Bhutan and Tanzania.

Table 1.3 shows the p-value (.624) with regard to difference in the academic resilience of International students from Bhutan and Tanzania. As the p-value is greater than .05 hence the hypothesis that there exists no significant difference in the academic resilience of International students from Bhutan and Tanzania is accepted which makes obvious to comment that Bhutanese and Tanzanian students do not differ significantly in terms of their academic resilience. Table 1.1 also supports the results wherein Mean values of academic resilience pertaining to International students from Bhutan (163.13) and Tanzania (159.31) have been mentioned.

Hypothesis 1 (h) There exists no significant difference in the academic resilience of International students from Afghanistan and Nepal.

Table 1.3 unveils the p-value (.010) with regard to difference in the academic resilience of International students from Afghanistan and Nepal. As the p-value is less than .05 hence the hypothesis that there exists no significant difference in the academic resilience of International students from Afghanistan and Nepal is not retained. It is noteworthy that Afghanistani and Nepali students differ significantly in terms of their academic resilience. Mean values of Afghanistani (154.87) and Nepali (163.77) students pertaining to their academic resilience (as mentioned in table 1.1) also confirms the results. Mean value of International students from Nepal is quite higher in

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comparison to International students from Afghanistan. It is inferred that such results may be because of the reason that Nepal was once part of India and share few cultural similarities. Apart from this International student from Nepal are quite familiar with Hindi language which ultimately helps them to understand as well adjust in academic settings. All this makes Nepali students more academically resilient in comparison to International students from Afghanistan.

Hypothesis 1 (i) There exists no significant difference in the academic resilience of International students from Afghanistan and Tanzania.

Table 1.3 clarifies that the p-value (.477) with regard to difference in the academic resilience of International students from Afghanistan and Tanzania is greater than .05 which shows insignificant difference between Afghanistani and Tanzanian International students with regard to their academic resilience. Hence the hypothesis that there exists no significant difference in the academic resilience of International students from Afghanistan and Tanzania is accepted. The Mean values (as mentioned in table 1.1) of International students from Afghanistan and Tanzania (154.87, 159.31) with respect to their academic resilience also supports the results.

Hypothesis 1 (j) There exists no significant difference in the academic resilience of International students from Nepal and Tanzania.

Table 1.3 shows the p-value (.472) with regard to difference in the academic resilience of International students from Nepal and Tanzania. It is apparent that the p- value is greater than .05 which makes it obvious to quote that the hypothesis that there exists no significant difference in the academic resilience of International students from Nepal and Tanzania is accepted. Table 1.1 also confirm the results wherein Mean values of International students from Nepal (163.77) and Tanzania (159.31) with respect to their academic resilience have been mentioned.

FINDINGS

The students belonging to different countries differ significantly in terms of their academic resilience. It is assumed that this significant difference is because of the cross-cultural differences among students from different countries in terms of their socio - educational set up as every country varies in terms of their social set up, educational system/ process, transaction strategies, personality differences among inhabitants etc. which determines whether a student will be academically resilient or not. International students belonging to different countries differ significantly in terms of their academic resilience. International students from Bhutan and Afghanistan as well as from Nepal and Afghanistan differ significantly with each other with regard to their academic resilience. International students from Nepal were found to be most resilient one, contrary to students from Afghanistan who were found to be least resilient. Probable reason behind this, can be the cross-cultural differences among students from different countries in terms of their socio - educational set up as every country varies in terms of their social set up, educational system/process, transaction strategies, personality differences among inhabitants etc. which determines that whether a student will be academically resilient or not.

RECOMMENDATIONS:

International students should be taken care of. Looking into differences among International students from various countries with regard to academic resilience, it can be seen that students of Asian countries (mainly Nepal and Bhutan) possess significantly higher level of academic resilience as compared to students from African countries and Afghanistan as well .Therefore due care should be ensured by host country regarding language comprehension and social adjustment of such International students as it is the duty of host country to make International students comfortable during their stay in India. Higher Education institutions in the host country should promote wellness and thereby making transition less stressful. Students should be actively engaged in counselling services, mentorship, tutoring and other culturally sensitive activities that facilitate seamless transition.

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