

Resilience As Determinant Of Academic Achievement Among Children

Dr. Nimisha Beri¹, Pooja Singh²

¹Professor, Department of Education, Lovely Professional University, Phagwara (Punjab)

²B.Ed-M.Ed Integrated, Department of Education, Lovely Professional University, Phagwara (Punjab)

E-mail: ¹nimisha.16084@lpu.co.in, berinimi@rediffmail.com, ²poojasingh28101991@gmail.com

Abstract

Academic resilience means students achieving good educational outcomes despite adversity. For schools, promoting it involves strategic planning and detailed practice involving the whole school community to help vulnerable young people do better than their circumstances might have predicted. The objective of this study is to find the relationship between resilience and academic achievement, whether academic achievement is determined by resilience or not. The reviews are drawn from nearly more than 30 articles from India and beyond. Some studies show that resilience and academic achievement are positively correlated and academic achievement is predicted by resilience. But some studies conclude that resilience and academic achievement are not correlated at all.

Key words: Resilience, Academic Achievement, Academic Performance, School, Children.

1. Introduction

People experience all kinds of adversity in life. Resilience theory refers to the ideas surrounding how people are affected by and adapt to things like adversity, change, loss, and risk. Resilience isn't a fixed trait. Flexibility, adaptability, and perseverance can help people tap into their resilience by changing certain thoughts and behaviors. Research shows that students who believe that both intellectual abilities and social attributes can be developed show a lower stress response to adversity and improved performance.

2. Review resilience and academic achievement:

Wasonga et al. (2003) in the study, "Ethnicity, Gender and Age: Predicting Resilience and Academic Achievement among Urban High School Students" collected data from 480 urban high school students of class ninth and twelfth through Self-Reported Questionnaire which consisted of 56-items. Multiple Linear Regression was used as a statistical method. Study shows that Resilience and Academic Achievement are predicted by Ethnicity, Gender and Age. Female respondents had more standardized non-significant academic achievement scores than male respondents. Resilience predictions in ninth and twelfth grade students are 52.7% and 55.7% respectively. To promote social skills and life skills, schools, parents, community, peers, etc. are responsible to some extent.

Lee (2009) in the study, "Impact of Resilience on the Academic Achievement of At-Risk Students in the Upward Bound Program in Georgia" collected data from 91 senior participants in the Upward Bound Program in Georgia by purposive sampling through questionnaire and survey instruments. This quantitative data was analyzed by using SPSS. To measure resilience, researchers used the Healthy Kids Survey (Module B). Results show that resilience is high in at-risk students and positively related with GPA. Females are having more resilience and GPA than males. Urban participants have more resilience than rural participants and those who are living with their father and

mother both have more resilience. There is no relationship between resilience and college entrance exams. Study shows that the Upward Bound Program are helpful in improving resilience and GPA.

Sarwar et al. (2010) in the study, “Resilience and Academic Achievement of Male and Female Secondary Level Students in Pakistan” collected from 127 (52 boys and 75 girls) secondary school students of Gujranwala, Pakistan. Resilience scale was used to measure resilience among students. Results show that there is no correlation between academic resilience and academic achievement. As compared to boys, girls are having more academic resilience and location (urban/rural) of students has no relationship with academic resilience.

Kwek et al. (2013) in the study, “The Impacts of Self-Esteem and Resilience on Academic Performance: An Investigation of Domestic and International Hospitality and Tourism Undergraduate Student” collected data from 420 (247 international and 173 domestic) first year students of age 17 years and above through online questionnaire. Instruments used by researchers were Rosenberg Self-Esteem Scale, Connor-Davidson Resilience Scale, Academic performance assessment and questionnaire for demographic information. Results show that as compared to domestic students, academic performance of international students is affected by self-esteem and resilience and self-esteem and resilience are also important for the students.

Soloman (2013) in the study, “Exploring the relationship between resilience, perceived stress and academic achievement” collected data from 162 psychology students of Manchester Metropolitan University through an internet-based questionnaire to measure the resilience, perceived stress and academic achievement of the students. They have found that there is a negative correlation between perceived stress and resilience and between perceived stress and academic achievement. They also concluded that perceiving low stress and having high resilience will be helpful in achieving academic success.

Abolmaali and Mahmudi (2013), in the study, “The prediction of academic achievement based on resilience and perception of the classroom environment” collected data from 374 female high school students of Tehran’s 5th district through random sampling from six schools (selecting 2 classes from each school randomly). Data is analyzed by multiple regression tests. Instruments used to collect data were Klohneh’s Ego-resiliency Questionnaire and Class Environmental Perception Questionnaire. Result shows that academic achievement is predicted by resilience and degree of perceived challenge.

Kotze and Kleynhans (2014) in the study, “Psychological Well-Being and Resilience as Predictors of First Year Student’s Academic Performance” collected data from 789 students of South Africa University (1st year students). This Study shows that academic performance is directly correlated with burnout and resilience. Those who are more engaged in studies emotionally and cognitively and having low cynicism are good in academics. Students with high emotional intelligence and spiritual/religious beliefs achieve academic success.

Herrero (2014) in the study, “The relationship among achievement motivation, hope, and resilience and their effects on academic achievement among first-year college students enrolled in a Hispanic-serving institution” collected data from 175 first year college students of a regional public 4-year university of south Texas. Instruments used by researcher were Achievement Motivational Survey, the Adult Trait Hope Scale and Brief Resilience Scale. Data is analyzed through multiple regression method by using univariate, bivariate and multivariate analysis. Result shows that academic achievement which was measured by GPA is positively predicted by strength based non-cognitive factors and GPA is also predicted by achievement motivation. Achievement motivation, hope, resilience and GPA have a positive relationship among them.

Allan et al. (2014) in the study, “Degrees of resilience: profiling psychological resilience and prospective academic achievement in university inductees” collected data from 794 male and 740 female (N=1534) inductees from a single UK university. They used Connor Davidson Resilience Scale for calculating valid scores of resilience. All analysis is done through SPSS version 19.0. They found that incremental resilience is more helpful in attaining academic achievement in females than males.

Johnson et al. (2014) in the study, “Models and messengers of resilience: a theoretical model of college students’ resilience, regulatory strategy use, and academic achievement” collected data from 116 undergraduates (36 males and 80 females) of age 18 to 53 years from a public university in

Midwest of the United States. Instruments used by researchers were Connor-Davidson Resilience Scale, Models vs. messenger items, Regulatory strategies and self-reported demographic questionnaire. Results show that there is a positive correlation among ratings of models of resilience, regulatory strategies, student's perceived resilience and academic achievement.

Esteban and Marti (2014) in the study, "Beyond compulsory schooling: resilience and academic success of immigrant youth" collected data from 94 students (55 boys and 45 girls) of age 15-18 years from four schools located in Barcelona and provincial towns by using general questionnaire, resilience scale and academic persistence. In gender, age, residence time in the educational systems have no significant difference among them. Results show that measuring resilience by SV-RES Scale, young students have higher resilience and continue their study despite obligatory education.

Mwangi et al. (2015) the study, "Relationship between Academic Resilience and Academic Achievement among Secondary School Students in Kiambu County, Kenya" is a descriptive correlational design study in which they collected data from 390 secondary school students (198 boys and 192 girls) of 15 to 24 years age from 10 schools of Kiambu County, Kenya by using two type of Questionnaire, one is for demographic information and second is for collecting data about academic resilience i.e Resilience and Youth Development Module (RYDM). Study reveals that academic resilience and academic achievement are positively and significantly related to each other.

Yeboah (2016), in the study, "Educational Resilience and Academic Achievement of Immigrant Students From Ghana in an Urban School Environment" collected data from 60 students (34 males and 26 females) who are in tenth, eleventh, twelfth grade and some are high school graduates, age range from 16 to 20 years and from five urban high schools of Atlanta, Georgia. Students are primarily African-American, Latino/a and other minority students who belong to Ghana but migrated to the US with their parents/guardians. Results show that educational resilience and academic achievement both are affected by self-regulation, religious faith, technology, parental support, past experiences, resources and safety issues.

Zuill (2016) in the study, "The Relationship Between Resilience and Academic Success Among Bermuda Foster Care Adolescents" collected data from 51 Bermudian foster care adolescents of Bermuda Public School. Resilience scale and achievement score/GPA are used to measure resilience and academic success respectively. By using multiple regression methods in nonexperimental correlational design, they analyzed the data. Results show that resilience and reading achievement are positively correlated and there is no relationship between resilience and GPA, and resilience and Math's achievement. This will be helpful in policy making.

Novotny and Kremenkova (2016) conducted the study, "The relationship between resilience and academic performance at youth placed at risk", data is collected from 467 adolescent's students and divided into 3 groups, i.e. youth from family, youth from Caucasian and Romany youth in residential care. Instruments that they used were YSR-Academic Performance Scale, The Child and Youth Resilience Scale, The Resilience Scale for Children and Adolescents and Youth Self Report. SPSS v21 was used to analyze data and means of descriptive, frequencies and the Shapiro-Wilkes test of Normality were also used. Correlation and multiple linear regression analyses were used to find association. Study shows that there is a relationship between resilience and academic performance. Support provided by caregivers for youth from family, resilience factors and sense of mastery for youth from Caucasian's and education, psychological and physical care by caregivers, emotional reactivity and time period in residential care will be helpful in increasing the academic performance of students.

Fuente et al. (2017) the study "Linear Relationship between Resilience, Learning Approaches, and Coping Strategies to Predict Achievement in Undergraduate Students" is an ex post facto research and collected data from 656 students (410 females and 246 males) from a University of South of Spain through questionnaire. Instruments that they used were Connor-Davidson Resilience Scale, Revised two-factor study process questionnaire, coping strategies scale and academic achievement assessment. Data is analyzed by Pearson's bivariate correlation coefficient using SPSS v22 and AMOS v22. Results show that there is positive and significant association between resilience and deep learning approaches and problem centered coping strategies and these variables predict the academic achievement of the students.

Abukari (2018) the study, ““Not Giving Up”: Ghanaian Students’ Perspectives on Resilience, Risk, and Academic Achievement” is a qualitative research and data is collected from 30 college students (15 males and 15 females) of age 19 to 24 years from 3 colleges of Ghana through purposive and convenience sampling by semi structured interviewing. Results show that academic achievement is negatively affected by academic and socioeconomic adversity and negative cultural practices. Academic resilience has a positive relationship with social support systems like family/kinship values, future orientation, and individual characteristics of not giving up.

Sattler and Gershoff (2018) in the study, “Thresholds of resilience and within- and cross-domain academic achievement among children in poverty” collected data from Early Childhood Longitudinal Study-Kindergarten Cohort that was conducted on 21000 children who got admission in kindergarten in 1998 and followed to eighth grade. Measures used by researchers were Mathematics and Literacy Achievement, Resiliency Threshold at Fall of Kindergarten and Control variable. Result shows that despite poverty some students gain resilience, and mathematics and literacy achievement from kindergarten to elementary school. Achievement is predicted by cross-domain association of mathematics and literacy resilience both.

Fernandez et al. (2018) in the study, “The Role of Resilience and Psychological Well-Being in School Engagement and Perceived Academic Performance: An Exploratory Model to Improve Academic Achievement” collected data from 945 adolescents students (425 boys and 520 girls) of age from 12 to 17 years from secondary school of Autonomous Region of Bosque Country (ARBC). Resilience is measured by Connor-Davidson Resilience Scale, satisfaction with life is measured Satisfaction with Life Scale, affected balanced measured with Bradburn’s Affect Scale, school engagement measured with School Engagement Measure and Perceived academic performance measured with Brief School Adjustment Scale. Result shows that resilience and subjective well-being influenced school engagement and perceived performance. So, it is important to improve resilience and subjective well-being to succeed in academics.

Britton (2018) in the study, “Resilience And Academic Achievement In Minority Students” researcher analyze the relationship between educational resilience and academic achievement by direct measurement of resilience. When measured with Educational Planning and Assessment System (EPAS) and Advanced Placement Course Enrollment, better results are obtained. In this study, the Resilience and Youth Development Module did not give a significant result about improvement in resilience and there is no relationship between resilience and academic indicators. This study gives a recommendation for further study between academic resilience and students achievement.

Annalakshmi (2019) conducted the study, “Resilience and academic achievement among rural adolescents at-risk: Role of self-regulation and attachment style”, data is collected from 414 adolescents students (220 boys and 194 girls) of seventh and eighth grade of three government school of rural area of Coimbatore, India but only 208 students (112 boys and 96 girls) are screened-in because they score more in internalizing/externalizing problems through self-report measures. Self-organization and academic achievement are positively correlated and self-organization and attachment avoidance are negatively correlated, tested by regression analysis. Secure attachment styles are needed to increase the social and cultural capital among students.

Trigueros et al. (2019) in the study, “Influence of Emotional Intelligence, Motivation and Resilience on Academic Performance and the Adoption of Healthy Lifestyle Habits among Adolescents” data is collected from 615 (318 males and 297 females) secondary school students of age 14-19 years from Spain. Instruments used to measure were Emotional Intelligence Scale for emotional intelligence, Questionnaire on Emotional State for emotions, Resilience Scale for resilience, Perceived State of Causality Revised (PLOC-R) for motivation, Self-Determine Index and Grades achieved for academic Performance. Descriptive statistics analyses, bivariate correlations and reliability analyses, SPSS v25 and AMOS v20 were used to analyze data. Results show that there is a positive correlation between emotional intelligence and positive emotions and vice versa. Self-motivation and resilience are positively predicted by positive emotions and self-motivation positively predicted by resilience. Academic performance and regular participation in physical activities is determined by self-motivation.

Choo and Prihadi (2019) in the study, “Academic Resilience as Mediator of Multidimensional Perfectionism and Academic Performance among Gen-Z Undergraduate Students” collect data from

132 undergraduate students from 18 to 25 years of age by using GPower 3.1 with medium effect size for sample size and sample were chosen by convenience and snowball sampling methods. Instruments that were used were the Almost Perfect Scale-Revised (APS-R), Academic Resilience Scale and Questionnaires. Result shows that academic resilience is very important in predicting perfectionism and academic performance.

Kazmi and Muazzam (2020) in the study, “Adjustment Problems, Depression and Academic Achievement: The Mediating Role of Resilience”, found that Psychological well-being and educational achievement are affected by adjustment problems and it also causes stress among students. Academic achievement and adjustment problems are negatively correlated but resilience can help in reducing the problems related to adjustment and stress too which will further help in achieving academic success. Data is collected from 880 students through the purposive sampling technique of age group from 16 to 26 years old students from four universities of Lahore. They use Psychological Resilience Scale, Adjustment Problem Scale and Siddiqui Shah Depression Scale.

Bester and Kuyper (2020) “The Influence of Additional Educational Support on Poverty-Stricken Adolescents’ Resilience and Academic Performance” is a quantitative study and collected data from 117 students of class ninth and tenth by using questionnaire for resilience, teacher-learner relationship, parental involvement and study orientation. Group assessment of logical thinking is used for cognitive development and marks for academic achievement. Statistical analyses done by using Statistical Analyses Software. Results show that academic performance, teacher-learner relationship, parental involvement, study methods are positively correlated with resilience. Resilience and academic achievement are improved by providing educational support to poverty-stricken learners.

3. Conclusion:

Resilience is the ability to succeed despite barriers that make it difficult for the students to succeed. The purpose of this study was to investigate the relationship between resilience and academic achievement of students. And in maximum studies resilience is found as a positive predictor of academic achievement. Therefore the teachers and schools should focus on building resilience among students.

4. References:

- [1] Allan J.F., et al., (2014). Degrees of resilience: profiling psychological resilience and prospective academic achievement in university inductees. *British Journal of Guidance & Counselling*, Vol- 42(1). Retrieved on 26 Sept 2020 from <https://doi.org/10.1080/03069885.2013.793784>
- [2] Annalakshmi N., (2019). Resilience and academic achievement among rural adolescents at-risk: Role of self-regulation and attachment style. *Indian Journal of Positive Psychology*, Vol- 10(4). Retrieved on 28 Sept 2020 from <https://search.proquest.com/openview/57b1b1a23ab7393b430b74fecebe173b/1?pq-origsite=gscholar&cbl=2032133>
- [3] Abolmaali K. and Mahmudi R., (2013). The prediction of academic achievement based on resilience and perception of the classroom environment. *Open Science Journal of Education*, Vol- 1(1). Retrieved on 29 Sept 2020 from <http://www.openscienceonline.com/journal/archive2?journalId=733&paperId=80>
- [4] Abukari Z., (2018). “Not Giving Up”: Ghanaian Students’ Perspectives on Resilience, Risk, and Academic Achievement. *Sage Open*, Vol- 8(4). Retrieved on 5 Oct 2020 from <https://journals.sagepub.com/doi/full/10.1177/2158244018820378>
- [5] Bester G. and Kuyper N., (2020). The Influence of Additional Educational Support on Poverty-Stricken Adolescents’ Resilience and Academic Performance. *Africa Education Review (Online)*. Retrieved on 4 Oct 2020 from <https://doi.org/10.1080/18146627.2019.1689149>
- [6] Britton J.A., (2018). Resilience And Academic Achievement In Minority Students. *Theses and Dissertations, Illinois State University*. Retrieved on 3 Oct 2020 from <https://ir.library.illinoisstate.edu/etd/1009/>

- [7] Choo O.Z.H. and Prihadi K., (2019). Academic Resilience as Mediator of Multidimensional Perfectionism and Academic Performance Among Gen-Z Undergraduate Students. *International Journal of Evaluation and Research in Education*, Vol-8(4). Retrieved on 30 Sept 2020 from https://www.researchgate.net/publication/341988594_Academic_resilience_as_mediator_of_multidimensional_perfectionism_and_academic_performance_among_gen-Z_undergraduate_students
- [8] Esteban M.P.S. and Marti A.S., (2014). Beyond compulsory schooling: resilience and academic success of immigrant youth. *Procedia - Social and Behavioral Sciences*, Vol- 132. Retrieved on 4 Oct 2020 from <https://doi.org/10.1016/j.sbspro.2014.04.272>
- [9] Fuente J.D.L., et al., (2017). Linear Relationship between Resilience, Learning Approaches, and Coping Strategies to Predict Achievement in Undergraduate Students. *Frontiers in Psychology*. Retrieved on 5 Oct 2020 from <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01039/full>
- [10] Fernandez A.R., et al., (2018). The Role of Resilience and Psychological Well-Being in School Engagement and Perceived Academic Performance: An Exploratory Model to Improve Academic Achievement. *Health and Academic Achievement*, Blandina Bernal-Morales, *IntechOpen*. Retrieved on 29 Sept 2020 from <https://www.intechopen.com/books/health-and-academic-achievement/the-role-of-resilience-and-psychological-well-being-in-school-engagement-and-perceived-academic-perf>
- [11] Herrero D.M., (2014). The relationship among achievement motivation, hope, and resilience and their effects on academic achievement among first-year college students enrolled in a Hispanic-serving institution. *Dissertation from Texas A&M University-Corpus Christi in Corpus Christi, Texas*. Retrieved on 5 Oct 2020 from <https://tamucc-ir.tdl.org/handle/1969.6/601>
- [12] Johnson M.L., et al., (2014). Models and messengers of resilience: a theoretical model of college students' resilience, regulatory strategy use, and academic achievement. *An International Journal of Experimental Educational Psychology*, Vol- 35(7). Retrieved on 4 Oct 2020 from <https://doi.org/10.1080/01443410.2014.893560>
- [13] Kwek A., et al., (2013). The Impacts of Self-Esteem and Resilience on Academic Performance: An Investigation of Domestic and International Hospitality and Tourism Undergraduate Students. *Journal of Hospitality & Tourism Education*, Vol -25(3). Retrieved on 4 Oct 2020 from <https://doi.org/10.1080/10963758.2013.826946>
- [14] Kotze M. and Kleynhans R., (2014). Psychological Well-Being and Resilience as Predictors of First Year Student's Academic Performance. *Journal of Psychology in Africa*, Vol- 23. Retrieved on 12 Sept 2020 from <https://doi.org/10.1080/14330237.2013.10820593>
- [15] Kazmi U.E.R. and Muazzam A., (2020). Adjustment Problems, Depression and Academic Achievement: The Mediating Role of Resilience. *Pakistan Journal of Psychological Research*, Vol-35(3),. Retrieved on 21 Sept 2020 from <http://pjprnip.edu.pk/index.php/pjpr/article/view/596/513>
- [16] Lee D.D., (2009). Impact of Resilience on the Academic Achievement of At-Risk Students in the Upward Bound Program in Georgia. *Electronic Theses and Dissertations, Georgia Southern University*. Retrieved on 3 Oct 2020 from <https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1202&context=etd>
- [17] Mwangi C.N., et al., (2015). Relationship between Academic Resilience and Academic Achievement among Secondary School Students in Kiambu County, Kenya. *International Journal of School and Cognitive Psychology*, S2:003. Retrieved on 27 Sept 2020 from <https://www.longdom.org/open-access/relationship-between-academic-resilience-and-academic-achievement-among-secondary-school-students-in-kiambu-county-kenya-2469-9837-S2-003.pdf>
- [18] Novotny S. and Kremenkova L., (2016). The relationship between resilience and academic performance at youth placed at risk. *Researchgate publication*. Retrieved on 30 Sept 2020 from https://www.researchgate.net/publication/313602814_The_relationship_between_resilience_and_academic_performance_at_youth_placed_at_risk

- [19] Sarwar M., et al., (2010). Resilience And Academic Achievement Of Male And Female Secondary Level Students In Pakistan. *Journal of College Teaching & Learning, Vol-7*. Retrieved on 3 Oct 2020 from <https://clutejournals.com/index.php/TLC/article/download/140/134>
- [20] Soloman O., (2013). Exploring the relationship between resilience, perceived stress and academic achievement. *Unpublished Dissertation*. Retrieved on 28 Sept 2020 from <http://e-space.mmu.ac.uk/576570/>
- [21] Sattler K. and Gershoff E., (2018). Thresholds of resilience and within- and cross-domain academic achievement among children in poverty. *Early Childhood Research Quarterly, Vol-46(1)*. Retrieved on 4 Oct 2020 from <https://doi.org/10.1016/j.ecresq.2018.04.003>
- [22] Trigueros R., et al., (2019). Influence of Emotional Intelligence, Motivation and Resilience on Academic Performance and the Adoption of Healthy Lifestyle Habits among Adolescents. *International Journal of Environmental Research and Public Health, Vol-16(16)*. Retrieved on 29 Sept 2020 from <https://www.mdpi.com/1660-4601/16/16/2810/htm>
- [23] Wasonga T., et al., (2003). Ethnicity, Gender and Age: Predicting Resilience and Academic Achievement among Urban High School Students. *American Secondary Education, Vol-32(1)*. Retrieved on 26 Sept 2020 from <https://www.jstor.org/stable/pdf/41064505.pdf?refreqid=excelsior%3A2272c211b61bb9c2f93d184a8d25f8eb>
- [24] Yeboah A.K., (2016). Educational Resilience and Academic Achievement of Immigrant Students From Ghana in an Urban School Environment. *Urban Education, Vol-55(5)*. Retrieved on 27 Sept 2020 from <https://doi.org/10.1177%2F0042085916660347>
- [25] Zuill Z.D. (2016). The Relationship Between Resilience and Academic Success Among Bermuda Foster Care Adolescents. *Walden Dissertations and Doctoral Studies, Walden University*. Retrieved on 3 Oct 2020 from <https://core.ac.uk/download/pdf/147834956.pdf>