

PREDICTORS OF ACADEMIC RESILIENCE AMONG STUDENTS: A META ANALYSIS

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ABSTRACT

Researchers analyzed that social emotional learning is one of the factors for effective learning to take place. Researchers call academic resilience as one of the important components of social emotional learning. It is the students' ability to compete and get success in environment where they face adverse conditions. These adverse conditions include poverty or abuse etc. Academic resilience has numerous components, for example ability to motivate him, ability to understand stress, and ability to manage stress while facing adverse conditions. It also includes the level of confidence of the students. The framework of academic resilience makes clear the reasons for difference in success of students from similar socio-economic background. The aim of this meta-analysis is to understand the theories of researchers and getting insight into their methodologies for establishing link between academic resilience and success.

Keywords: Academic Resilience, Learning, Achievement, Success.

INTRODUCTION

Education is called the tool that is responsible for societal and personal development. Education can bring transformation in any country, society, and in any individual. Education can give birth to a civilized world.

When we hear the word resilience, the thoughts that come to our mind are, "bouncing back" or "beating the odd". Masten (1994) defined resilience as: 'Positive adaptation to adversity despite serious threats to adaptation or development'. When individual is able to attain his or her normal development even in the condition those are adversely affecting him or her he/she can be regarded as more resilient. Resilient individual beat the odds and he also possessed the ability to change the odds.

Resilience Research Centre (RRC) (2016) gave the definition that it is sensitive to ecological and cultural aspect up to greater extent. They define it as: "In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being and their capacity individually and

collectively to negotiate for these resources to be provided in culturally meaningful ways".

Findley and Cooper (1983) conducted a study to find out the relationship between locus of control and academic resilience. They concluded that academic resilience and internal locus of control have positive correlation with each other. They compared both the situations and declared that students with internal locus of control showed high academic resilience and students with external locus of control showed low academic resilience.

Alva (1991) had conducted a study to establish relationship between support from friends and educational support from teachers with academic resilience of students. His sample contained Mexican American students. His given findings suggested that students those received better support from teachers and friends outperformed than their counterparts. Further, he declared that high resilient students were behaving better in interpersonal relationships within their groups. He also concluded that these students felt pleasure in going to school, and their participation in school activities was also better than their counterpart.

Benard (1995) found out that child's participation in home activities play fundamental role in child's resilience. He gave statement that "meaningful participation is a fundamental human need". Benard established relationship between participation in home activities and academic goals. He emphasized that in same direction, a school can provide numerous curriculum and extracurricular activities. He concluded that in this way a student can learn critical thinking and dialogues. Students can get the benefits of participatory studies. Students can understand role of cooperative approaches.

Bogenschneider (1997) concluded that in student's life parent teacher conferences play a major role. By attending parent teacher conferences, parents are able to help their children with their homeworks. They can check their children's output in sport activities. He also emphasized that in the absence of parent teacher conferences, children fail to get good grades and children cannot be academically resilient and can perform worse in homework habits.

Frydenberg and Lewis (1997) established a relationship between resilience and high expectations. They suggested that every school should establish high expectations from their students, so that they can make their students better achievers. They also declared that along with high expectations, schools should also provide needed support to students to achieve those high expectations. By comparing both the situations, they concluded that high expectations of success make students high achievers and low expectations of success make them low achievers.

Solberg et al. (1998) found out that there are six different skills those can be considered as foundations of resilience. Solberg conducted his study in Milwaukee public school during the years 1998 to 2004. He named these skills as understanding motivation, increasing wellbeing, building confidence, making connections, setting goals, and managing stress. Further Solberg suggested that if students are able to cultivate all these six skills then he can bring drastical change in their school performance.

Noddings (1999) found out that in students' life they need care and with proper care and support, they can get good and healthy development. Noddings compared students

those received good parental care with students who do not receive good parental care. After examining he concluded that students having better care are more motivated. He also found out that students receiving good parental care also give more time to their homework. Noddings also suggested that students with parental support show good behaviour. His empirical studies declared that support from family plays a major and important role in resilience in the life of student.

Marchant et al. (2001) conducted a study to find out the relationship between student's self-efficacy with student's resilience. Researcher selected samples from European American students. The sample contained 230 students. Final findings suggested that the significant relationship exists between student's perception of self-efficacy and student's academic resilience.

Malecki and Elliott (2002) conducted a longitudinal study to establish relationship between social competence levels of students with academic resilience. The sample contained 139 students and their teachers for longitudinal study. Their final findings concluded that the level of social competence of students is positively correlated with academic resilience.

Wentzel and Watkins (2002) conducted a study to explore the relationship between Grade Point Average (GPA) of students that is also called GPA with meaningful participation in school activities. They selected the sample from Northern California. The sample included 229 students from four different schools. They compared both the categories of students who know the importance of meaningful participation in school activities and who ignores its importance. Researcher declared his final findings as students who have an experience of meaningful school participation possess higher academic resilience compared to their counterparts.

Hanson and Austin (2003) conducted a longitudinal study and explored the relationship between academic resilience and concurrent test scores. Schools with students having strong resilience also reported high scores in tests. They concluded that there is positive correlation between every measure of resilience and test scores. Further, they concluded that development in resilience is important and

very useful in betterment of successive test score.

Catalano et al. (2004) found out the importance of quality evidence based social and emotional skills programs. They also mentioned the role of positive school environments in which programs are to be delivered. They emphasized that if a student is provided with quality based social and emotional programs and these programs are delivered in positive school environment, then the student will be more resilient compared to his counterparts. They found out that by using this strategy, a student can establish stronger bonds with learning and also better relationship with school. They also mentioned that with the help of this method, a student can grow himself as a better academic achiever.

Crosnoe et al. (2004) conducted a longitudinal study to explore the effect of support from friends, siblings, and teachers in protecting against the academic risk of emotionally distant relationship with parents. Their sample contained 14736 students from grade 7 to 12 from United States. A list of American high schools given by quality education databases acted as the source to provide a sample of schools. Crosnoe and Elder selected sample of 132 students in 80 communities after stratifying the sampling by region, urbanity, racial composition, and school size. Crosnoe et al. used regression analysis and one way ANOVA methods, so that data can be analyzed accurately. In the end, their findings suggested that in the absence of proper family care that is called familial base, Students are not able to deal in situations which required self-confidence. Students' ability to cope with adversity gets effected.

Scales et al. (2006) conducted a longitudinal study to explore the relationship between development assets and academic resilience. A sample was selected from St. Louis Park, a suburb of Minneapolis. In this sample, students from 7th and 9th grades were selected. Attitudes and behavior survey questionnaire and search institute profiles of students were selected to attain data. After collecting data ANOVA and factor analysis techniques were used to analyze data. Final results showed that students participating in youth programs and community services were three times more likely to have academic resilience's compared to their counterparts.

Thornton et al. (2006) conducted a study to find out the relationship between grade point average of students that is also called GPA, gender with resilience of students. Sample was selected from district of Nevada. Their sample contained 109 American Indian high school students. Sample included fifty seven females and forty males. Students those were included in their sample had 2.23 as their GPA (Grade Point Average). All the students in selected sample had good record of attendance. The Resiliency Belief System instrument was chosen as instrument. It contained fifty items. It included five scores those are, the Active Optimism Subscale, Passive Optimism Subscale, Active Belief in others Subscale, Passive Belief in other Subscale, and Total Score. Final findings suggested that gender and academic resilience of students are significantly correlated with each other. Further results suggested that in comparison to male participants, female participants showed more resilience.

Morales (2008) conducted a study to find out the gender differences in academic resilience. He chose a sample of forty participants including thirty one females and nineteen males. He selected the sample from low socio-economic college students of color. In his final finding, he concluded that females outperformed males in showing academic resilience.

Mokoenan (2010) conducted a study to find out the relationship between socioeconomic status, gender difference, and resilience. His sample contained 281 students. He selected the sample from University of Western Cape. Resilience Scale for Adults (RSA) and Child Exposure to Community Violence Scale (CECV) tools were used to obtain data. In his final finding, he declared that females have higher values compared to males.

Mampame and Bouwer (2011) conducted a study to explore the role of two schools of South Africa in resilience of their students. They conducted multiple case studies. In this multiple case study, researchers used Interactive Qualitative Analysis that was created by Northcutt and McCoy in the year 2004. They selected the sample from grade 9 students. With the help of qualitative analysis, they collected participants' perceptions about contribution of their school in the degree and nature of resilience. Researchers included environment of their schools,

creative aspect, and how education policies and rules and regulation within the school are providing proper benefits to the students, etc. as contributing factors. RG1 that is also called Resilience Group 1 suggested that township secondary schools got success in creating constructive environment. On the other hand, Resilience Group 2 pointed out that every township school does not achieve success in providing required support to their students.

Shehu and Mokgwathi (2012) worked on descriptive case control design. They used this method to compare internal resilience factor and health locus of control. They took the sample from south and central regions of Botswana. The result of their finding was very much in agreement with the previous research studies. Their findings clearly showed that girls possess higher resilience than boys. They also found that socialization patterns are responsible for high capacity of girls as compared to boys and these socialization patterns give rise to differential socio-emotional development.

Kasen et al. (2012) conducted a study to find out resilience in the American paradigm schools in area of Philadelphia. Monard collected both types of data that is qualitative and quantitative from teachers and students. Through his findings he established a strong relationship between supportive and caring environment and resilience.

Mohr (2012) conducted a study to explore the relationship between gender and child's resilience. The sample was selected from Western United States University, which contained 301 students. The sample of 301 students comprised of 163 (54.2%) females and 138 (45.8%) males. 18.69 years was selected as average age for all candidates. After selecting sample, Mohr conducted t-test to explore the effect of gender on resilience of child. Final findings showed no significant difference in resilience of male and female students.

Foster (2013) conducted a qualitative study to explore external protective factors among rural children those belong to poor families. He examined the external protective factors of school, community, and family. The aim of this study was to examine the protective factors possessed by teacher and students and these protective factors also were responsible for developing academic

resilience among students. By examining external protective factors related to school, community, and family, the investigators suggested that the output of this study can be very useful for educators. With the help of the output of this study, educators can create appropriate and needed policies and develop suitable practices so that resilience can be enhanced among rural students. They selected six students as participants and used multicase methodology with the help of phenomenological interviews. Semistructured in depth interviews with six students and their former teacher was conducted. They also gave importance to personal observations and document reviews.

Behnam et al. (2014) conducted a study to explore the relationship between resilience and religiosity in students. They selected the sample from Shiraz, which contained five hundred forty students, including two hundred fifty nine boys and two hundred eighty one girls. Sample was selected by using clustered random sampling technique. Connor and Davidson resilience scales and Glock and Stark's religiosity scales were selected as tools. Pearson Correlation, independent samples 't' test, and stepwise regression were selected for data analysis. Final findings indicated that positive correlation exists between resilience and all dimensions of religiosity. Emotional dimensions and consequential dimensions were regarded as the most important predictors of resilience. Further, they compared the mean of resilience of boys and girls and found out higher score in case of boys.

Tefera and Mulatie (2014) conducted a study to find out the relationship between gender difference and resilience. Their sample contained vulnerable and orphan children. Researchers selected the sample from Ethiopia. Researchers tried to find out the relationship between resilience and protection factors. They included 182 students in their sample. Researchers used self-report questionnaire as data collecting technique. Researchers selected t-test, so that they can find out the gender difference accurately. Negligible difference was found in male and female resilience. Final findings suggested no significant difference exists between male participants and female participants.

Saverimuthu (2015) conducted study to explore the

relationship between gender difference and resilience. Researcher collected data with the help of Child and Youth Resilience Measure -28 (CYRM-28), which was developed by Liebenberg and Ungar. Researcher's sample contained thirty students. In this sample of thirty students, researcher chose seventeen males and thirteen females. The child and youth resilience measure-28 that is also called CYRM-28 contained three different sub scales. These subscales are related to context, individual, and caregiver. Researcher adopted one way analysis of variance so that relationship between gender and resilience score of students can be found out. Final findings suggested that researcher found no major difference between gender and resilience of students. Further researcher also suggested that to attain better internal reliability and the use of CYRM-28 is very useful.

Yavuz and Kutlu (2016) conducted a study to find out the relationship between resilience of students and cognitive flexibility, school attachment, and social support. They selected the sample from Ankara province, Turkey. In sample, economically disadvantaged students were selected. Sample contained 304 participants. The multidimensional scale of perceived social support, the resilience scale for adult's cognitive flexibility inventory, and school attachment scale for children and adolescents were chosen so that data can be collected. Multivariate Analysis of Variance that is also called MANOVA and multi regression analysis techniques were chosen for the analyses of the collected data. After doing multiple regression analysis it was found that social support and cognitive flexibility play a major role in predicting resilience in students. Further they found out that school attachment does not show any significant contribution in predicting academic resilience in students. Findings of MANOVA technique declared that students who have lower academic resilience and students those have higher academic resilience expressed no difference in cognitive flexibility and perceived social support. Further, chi-square test declared that academic resilience and gender are significantly related with each other.

Rao and Krishnamurthi (2017) conducted a study on relationship between resilience of student and scholastic performance. They selected the sample from North

Bangalore, India. The sample contained one twenty five students. They chose their sample from the same school so that extraneous factors do no impact the score. Bharatiyar University Resilience that is also called BURS was selected to get resilience parameter. This scale contained thirty questions. David's Battery of Differential Abilities that is also called DBDA was chosen to know the scholastic performance. They found out that resilience and scholastic performance are significantly correlated with each other.

Mwangi (2015) conducted the study to find out the external as well as internal predictors of academic resilience. In this study, descriptive correlational design was selected. A sample of 390 students was selected from secondary school of Kiambu County, Kenya. Yamane formula was selected while choosing the sample of 390 students. School performance records and California healthy kid's survey module B were selected to collect data. Cronbach Alpha coefficient was chosen to test the reliability of research instrument. Pearson's product moment correlation coefficient and regression analysis methods were chosen to do data analysis. Final findings showed that positive and significant correlation exists between external and internal protective factors and academic resilience.

Discussion

Researches revealed the importance of resilience building in our schools and classrooms. Resilience has been conceptualized as an individual characteristic and the term resiliency has been used to refer to good, stable, and consistent adaption under challenging conditions. Academic resilience is the students' ability to overcome academic setbacks, stress, and study pressure associated with school as manifested by internal and external protective factors. It is indicated in researches that resilience can pointedly upset life and school outcomes for students, including academic success. When importance of resilience building is not given required attention and focus, then it can negatively affect students' academic performance which in turn affects student's life. The combination of resilience with constructive learning environments can bring dramatic changes in the life of any student. Student's relationships with parents, teachers, and friends are of immense importance. These relationships can provide excellent environment, where student can

give himself a chance to get more engaged in cognitive and behavioral aspects and develop resilience. With the help of healthy peer relationship, students can realize better connection with his school and peer relationship has strong influence over students' psychological wellbeing.

Conclusion

A review of the literature reveals strong evidence connecting resilience and academic success. It also reveals that social support is one of the influencing variables for academic resilience. Family, peer groups, community, and school support were considered most relevant variables among others to influence academic resilience on achievement of adolescence. Therefore, policymakers, administrators, teachers, and parents should work on strategies to enhance academic resilience. Researchers can consider academic resilience as one of the variables for research and can work on finding its impact as well as predictors, so that more orientation into this construct can be there.

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