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Role of Educational Resilience in Determining the Academic Achievement of School Students.

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Abstract

In the social setting, students live through countless instances. These situations determine the wellbeing of their mental and physical state. Positive situations such as good relationships, background, and health fosters positivity and development of students. While negative situations create problems in students' academic and social lives. However, there are some students who despite facing such situations attain high level of academic success. These students are observed to be mentally strong and educationally resilient. This paper attempts to understand the concept of educational resilience and role of factors. This study also offers suggestions to teachers, family, and community for boosting educational resilience of students.

Keywords: *Educational Resilience, Academic Achievement, Students, Teacher.*

INTRODUCTION

Students face a diversity of situations in their classroom and personal life such as difficulty in adjustment, poor social and economic background, stress, anxiety and so on. These diversities strongly affect the emotional, physical, and mental health of an individual. The students belonging to these environments suffers extremely in their private and academic lives. These students are prone to dropout or fail in their classes. Additionally, the lack of positive opportunities and circumstances also bring forth the psychological trauma. However, it is also seen that some students are able to succeed despite dealing with such exhausting situations. Psychologists have suggested that this coping ability of dealing with these situations with positive mindset is known as resilience. In short, resilience is a term that defines a person's capacity to cope with adverse situations and stress. Moreover, it is an ability to adapt and move forward taking into account the situations.

Among the various emerging trends of education, educational or academic resilience grants a new field for research. Educational resilience and academic resilience are terms that have been used interchangeably in many studies. It is basically a branch of resilience which deals with building the educational success among vulnerable students. Educational resilience may be defined as the educational or academic competence that is achieved after facing challenges, vulnerabilities, and drawbacks. It assists a learner in dealing with difficult circumstances, managing stress, and pressure in a classroom setting (Monika and Shikha, 2018)^[12]. There are two actions that can be used for becoming resilient -a) Problem-focused approach, b) Emotion-focused approach. A student following problem-focused approach will focus on staying positive and developing a plan to resolve the situation. While the emotion-focused approach stresses on getting distracted and venting. This approach fosters depression, denial, and unrealistic thinking among students.

Educational resilience is not a certain disposition but a combination of several factors that determines the level of resilience in students. These factors are educators, peers, school counsellor, and family. Also, the level of adversity faced by a student determines his/her level of resilience. However, despite having protective factors (caring parents, power, good socio-economic background, good teachers and friends) sometimes high level of adversity causes a person to be less resilient. Thus, the inequalities in resilience directly depends on the unequal availability of power, money, and resources. So, it can be said that educational resilience is a dynamic and developmental concept. Furthermore, the educational resilience of a student may be defined as the combination of his/her inner ability and several external factors (school, family, friends, teachers, socio-economic status, resources etc.). To sum up, it is a multidimensional concept and depends on the biological makeup, upbringing, and outer environment (Angelkovski, 2016)^[11].

Factors Affecting Educational Resilience

There are two kinds of factors: a) Risk factors and b) Protective factors that determines the educational resilience of school students. These risk factors may be the characteristics of students or may depend on the surrounding people. The risk factors significantly increase the probability of undesirable outcomes which are academic failure, bad behaviour, psychological distress, and poor relationships. These risk factors are violence, alcoholism, poverty, racial discrimination, poor background, etc. On the other hand, protective factors are positive inner behaviour traits, support of family, peers, teachers, and proper use of available resources. These protective factors aim to assist, buffer, and regulate the stressors or risk factors and helps the individual in becoming more resilient. Therefore, these factors help in manipulating the risk factors so that the probability of a negative event reduces. Low availability of these protective factors leads to a vulnerable student with negative academic performance.

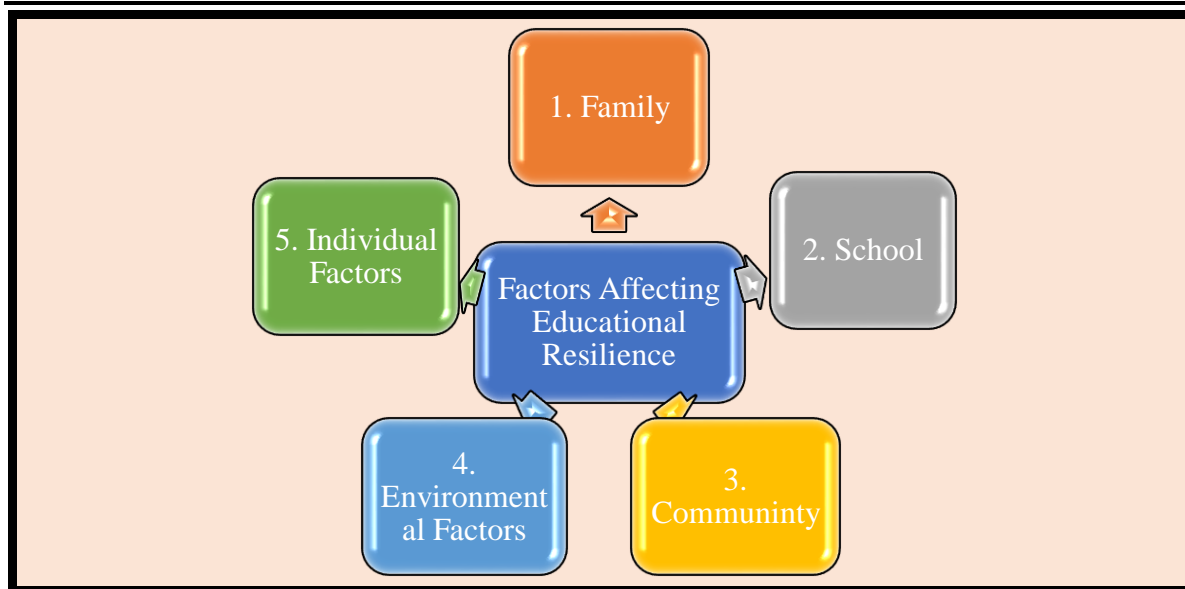


Fig: 1. Figure Showing Factors Affecting Educational Resilience

1. Family

Family has a primary and prominent role in the mental, emotional, social, and physical development of a child. It is also a predictor of educational resilience among children. As Williams and Bryan (2013)^[18] stated that an open and friendly relationship between child and mother significantly improves the academic success of child. Along with this, the extended relations also provide academic support. Family acts as a protective factor and buffer in adverse conditions such as inadequate housing, discord in relationships, and financial insecurity. The enhanced educational resilience due to better relationships leads to a) improved attendance, b) increased grades, c) improved self-efficacy, d) good peer relationships, e) decreased dropout, and f) low teen pregnancy. Therefore, family (parental academic expectation and support) helps the child in overcoming the adversity and in improving their educational resilience (Yeung & Li, 2019)^[21].

2. School

Educational resilience of students is affected by a) positive rapport with peers and teachers, b) interactive classroom environment, c) presence of school counsellor, d) extracurricular activities, e) focusing on understanding the subject, f) advanced curriculum, f) positive feelings towards school and education (Williams & Bryan, 2013^[18]; Yeung & Li, 2019^[21]). Moreover, support, kindness, patience, and warmth from teachers allows a student to share their issues which enhances the academic achievement. Also, extracurricular activities such as sports, cultural activities, poster making etc. allows children to maintain healthy relationships which helps in going through situations. In short, school is a place where a child goes through many transitions (ex- from home to school, between schools, and leaving schools). Therefore, these transitions are responsible for the educational resilience of students.

3. Community

Community also provides abundant assistance in supporting the educational resilience of children. Instead of directly affecting a child the community exerts influence on the families and school. Therefore, the children living in a community of healthy relationships tends to be more confident and happier. Competence in social relationships aids in a) making beneficial connections, b) increases problem solving skills, c)

provides educational opportunities, d) provides vocational opportunities, f) lowers delinquency rate, and g) produces good citizens.

4. Environmental Factors

Low economic status, poverty, and less educational opportunities are some environmental factors that highly affects the educational resilience of students. Mallick and Kaur (2016)^[10] stated that regarding the locality of the school, students of urban area possessed high level of academic resilience.

5. Individual Factors

Apart from the outside factors, the individual factors of students also determine their educational resilience. For example, a) the attentiveness, b) impulse control, c) attention-seeking behaviour, d) home-work balance, e) proper use of time, f) goal orientation, g) personal experiences, h) faith, i) self-efficacy, and j) motivation are some major individual factors that affects the educational resilience of students. Self-efficacy helps in determining the responses to adversity thus is a great aspect in building the resilience of students (Cassidy, 2015)^[4]. Kumi-Yebaoh (2016)^[9] found that motivation of a student determines their educational resilience. Also, Yeung & Li (2019)^[21] proposed that a child's views about their own abilities significantly determines their educational resilience. In addition to these qualities, self-confidence and a student's efforts also regulates the level of educational resilience.

The review of several studies has also supported these findings. Sandoval-Hernandez and Cortes (2012)^[16] revealed that a students' resilience is majorly determined by his/her personal determination. It was seen that even if school, family, and community presented favourable conditions but the individual factor is low than the level of resilience will be low. Additionally, Williams and Portman (2014)^[20] found that community activities (organization of religious activities, academic clubs, and programs) helps in keeping the students positive. Korgan and Durdella (2016)^[8] investigated the effect of surroundings on the resilience of students and found that home, peer, and school had influence on students' resilience. Kumi-Yebaoh (2016)^[9] found that students were able to face many challenges by developing inner attributes and attitudes. These attributes positively helped them to overcome many challenges. Therefore, adverse conditions help in developing educational resilience by developing critical consciousness, self-determination, problem-solving skill, social competence, and academic achievement. To sum up, these external and internal factors jointly predict the academic resilience (Mwangi, 2017)^[14].

Suggestions for Building Educational Resilience of School Students

In the recent years, researchers have investigated the resilience and how students overcome these challenges. Educational resilience is necessary to promote the mental wellbeing and to prevent the maladjustment of students. After reviewing the studies, some suggestions are provided here to enhance the educational resilience of school students.

1. Suggestions for Family

- ❖ Boys were noted to be more academic resilient than girls because less facilities were provided to the girls by their family. This discrimination should not be done by families in order to make their children more resilient (Mallick and Kaur, 2016)^[10].
- ❖ Sandoval-Hernandez and Cortes (2012)^[16] reported that the number of books at home, availability of newspaper, and ownership of desktop are the strong predictor of educational resilience among students. Hence, the family should provide necessary resources for increasing educational practice of children.
- ❖ Feedback by instructors, peers, and family also plays an important role in boosting the educational resilience of students. Korgan and Durdella (2016)^[8] reported that students use these messages to reflect, adapt, and improve their resilience. Hence, the students change their behaviour by incorporating external messages with their self-perception. Therefore, family members must provide unbiased opinion to the students.

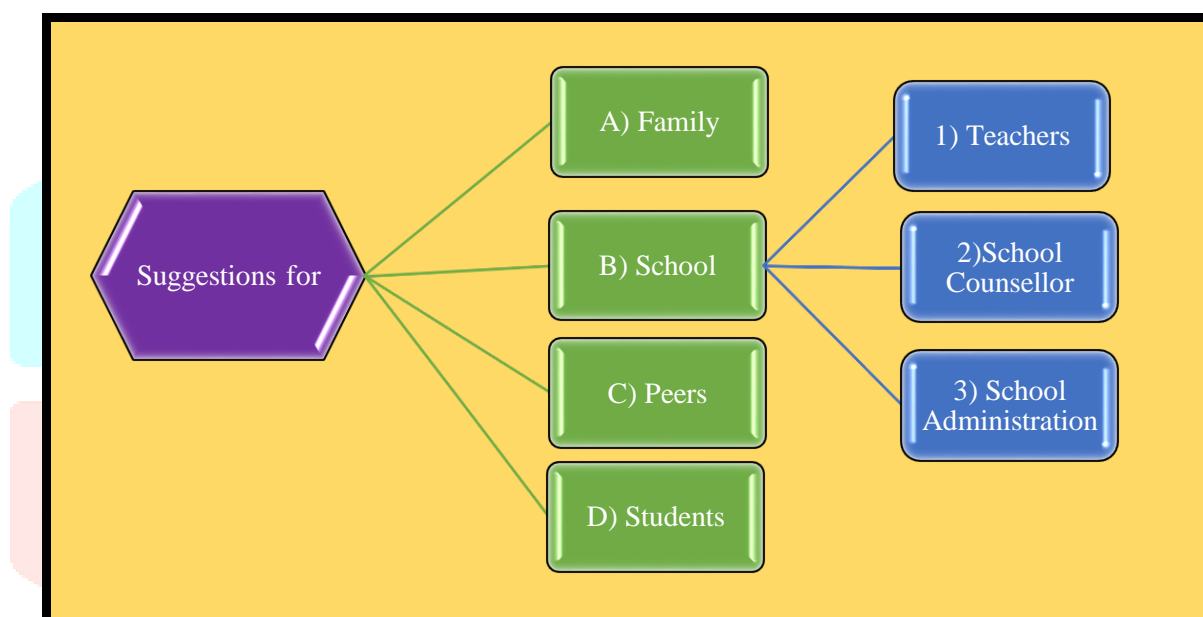


Fig. 2: Suggestions for Various Determinants to Enhance the Educational Resilience of School Students

2. Suggestion for School

- ❖ School counsellor and teachers should be able to identify the risk factors and make interventions to utilize the strengths of students. The educational resilience may also be enhanced by evaluating the different aspects of life of students. The counsellor and teachers should be able to intensify the positive experiences of students by creating a supportive and protective environment.
- ❖ The school administration should have a helpful and positive attitude to help students in boosting their resilience (Kader and Abad, 2017)^[7].
- ❖ Cocurricular activities should be organized to foster positive and healthy relationship between students and teachers (Calhoun et al., 2017)^[3].
- ❖ The expectations of teacher for continuing further education also helps in maintaining the motivation of students. Positive expectations of teachers help in promoting the positive factors thus improving educational resilience of students (Schoon, 2004)^[17].

- ❖ Help and proper guidance by teachers and parents significantly help in increasing the resilience of children (Miljevic-Ridicki et al., 2017)^[11].
- ❖ Intersection between family, teachers, counsellors, and community determines the educational resilience of a child. Therefore, parent teacher conference should be organized by the school to foster healthy relationships among these determinants.
- ❖ Along with the academic development, the social and moral development of students is also important. Therefore, policies should be made to reinforce the home and school learning environment (Mallick and Kaur, 2016)^[10].
- ❖ Technology and resources provide opportunities to develop the understanding of students. Access to technology and resources plays a significant role in facilitating the educational resilience of students. Hence, the school should make a proper use of technology and resources (Kumi-Yebaoh, 2016)^[9].

3. Suggestions for Peers

- ❖ Calhoun et al., (2017)^[3] found that good relationships provide affective support. In unfamiliar situations these relationships provide external and emotional support which helps in boosting the educational resilience of students. Therefore, students should get opportunities to build friendship.

4. Suggestions for Students

- ❖ Mwangi et al., (2017)^[14] reported that as compared to the external factors; internal factors hold a higher place in determining the academic resilience of students. So, attempt should be made to amplify the internal factors of students.

Students should be encouraged to ask for help from family, teachers, and peers. Calhoun et al., (2017)^[3] found that students build self-confidence when they overcome the fear of asking for help. The support of people certainly helps in building the resilience.

- ❖ Calhoun et al., (2017)^[3] Suggested that students should also be taught to compete with themselves. They should be taught to set and make efforts to achieve personal goals. These activities make their determination strong and helps them in bouncing back from challenges in school.
- ❖ In addition to these, Calhoun et al., (2017)^[3] also revealed that being mindful of time and level of adversity is also an important factor in determining the educational resilience of students. Students should be motivated to take self-care by allotting sufficient attention to every aspect of their life.

Educational Value of Being Educationally Resilient

Good performance of students is determined by and academic achievement is a measure of learning of a student. Among these factors, one emerging factor is educational or academic resilience of students. Being educationally resilient significantly helps the students in performing better academically. However, Sarwar et al., (2010)^[15] revealed that academic achievement and academic resilience are not related to each other. In contrast of this, Mwangi et al., (2015)^[13] found that academic resilience helps a student in thriving academically in schools. Additionally, Anghel (2015)^[2] found that students with high level of educational resilience and low risk situations demonstrated high attendance rate in the school. Moreover, Rao and Krishnamurthy (2018) revealed a significant relation among the academic resilience and scholastic performance of students. Thus, to

improve the educational resilience of students the above suggestions should be adopted by family, peers, teachers, and the community.

Discussion

The review of studies has revealed that educational or academic resilience is a psychological concept. It may be defined as a term that helps the students in bouncing back as soon as possible after facing hurdles. There are several determinants (internal and external) that predicts the educational resilience of students. The studies also revealed that students with high educational resilience tends to be more active in the classroom, stays out of trouble, and perform better than other students. Therefore, it is a duty of parents, teachers, and community to stay positive and helpful to make children more resilient (Kader and Abad, 2017). To improve the educational resilience, collaboration between educational institution, family, and community can form an intervention (Yeung and Li, 2019)^[21]. In addition to these, it is very important for the student to keep faith in his/her own ability.

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