



ANALYSING THE PREVALENCE OF ACADEMIC RESILIENCE IN COLLEGE GOING STUDENTS

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Abstract

Prevalence Of academic resilience has been quite obvious in college students of late. Academic resilience caters to many needs in real life as better behaviour can be seen in a more realistic manner whereas disadvantaged groups can alleviate this by financial or parental support requirement of psychological intervention and stress removal programmes are also conferred. Social engagement and self-awareness and their importance in reviewing academic resilience are also mentioned. Survey was helpful in analysing the aspect in a more practical way to delve into the need of academic resilience. With the help of the article, the psychological interventions and the future scope in such an aspect could be seen.

Keywords: Academic resilience, Psychological intervention, Stress, Monitoring and parenting, self-awareness

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I. INTRODUCTION

Academic resilience has been writ large of late in college going students in the past decades. Itb is quite helpful for the students to grow and learn new things in their real lives. Achievement in goal orientations and academic resilience are therefore inextricably linked to each other. It is helpful for the college going students to meet academic excellence in spite of diversities that crop up.

Background

Academic resilience has its own importance which allows the college students to learn in every kind of situation. Emotional control, social support, perseverance in learning and well-defined learning objectives is the key pillars of this process of learning.



Figure 1: Skill areas of Student resilience

(Source: Ahmed et al. 2018)

As depicted in figure 1, there are a number of opportunities for the students such as connected needs by avoiding social isolation, opportunities for mastery and self-efficacy and self-reflection. Moreover, personalisation, permanence and pervasiveness are the key aspects of academic resilience. **Brief resilience scale** or BRS is the reliable mode of measuring resilience for the college going students [2]. Thus resilience can be



of four types such as mental, physical, emotional and social resilience.

LITERATURE REVIEW

Critical estimation of 7 C's of resilience that acts as important pillars

This plays a crucial role in academic resilience as coping with the adversities can have negative impacts on the minds of the college going students. The 7cs are confidence, competence, character, connection, coping, contribution and control. Students can bounce back from the challenges of their lives when they get control over their decisions. Confidence must be ingrained in the college students as this is connected with their ability and competence. Next, competence enables the students to overcome stressful situations when they arise and find a suitable solution for the same. In addition, *Self-worth* and *self-esteem* is determined by the character that has been developed by the students.

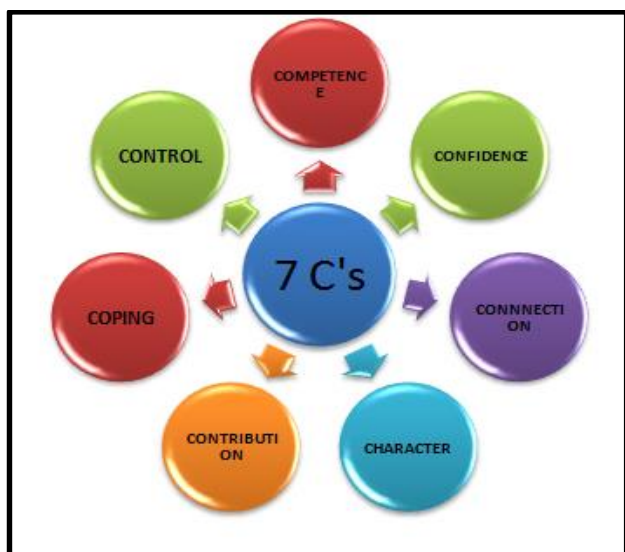


Figure 2: 7 Cs of academic resilience

(Source: Chen et al. 2022)

As depicted in figure 2, contribution is also a major factor through which an individual is contributing for the world. In other words, contribution can help students in developing overall well-being and harmony [4]. Lastly, coping with difficult situations is necessary as this can build a robust character for them.

Issues which exist in building academic resilience

Lack of attention arises from teachers, time mismanagement; bullying or inappropriate behaviour can raise disinterests among college students. Additionally, moving to a new college through transition, illness, financial impasse or changes in relationships from a family member or teacher can cause struggles to maintain academic resilience. Moreover, personal connections fear and corruption of power can cause issues in academic integrity. In addition, impact of cultures, technological adaptation and motivation can hinder the learning process [5]. Moreover parental guidance and their scarcity of knowledge and poor parenting lead to creation of an *educational gap*.

Methodology

The *mixed method* had been used by the researcher to analyse the entire topic in a suitable manner with different methods. This method is entirely based on both qualitative and quantitative data as the former incorporates information from secondary sources. The latter involves real-life statistical information. Survey has been a crucial part of the article as an accumulation of ample information with profound conclusions. Thematic analysis was undertaken which gave a hand in making codes and themes for further interpretation.



Themes and Code Table

No. of themes	Author’s names	Codes	Themes
1	Peña et al. (2018)	Unaccompanied immigrant children, Academic success, Life stories	Resilience factors lead to academic success to the immigrant children with limited family support
2	First et al. (2018)	Group work ,stress, resilience	Group work and coping intervention foster resilience among college students
3	Luthans et al. (2019)	Grit, psychological capital, Academic performance	Grit in academic performance and psychological capital acts as mediator role
4	Salsabila & Widyasari (2021)	Mindfulness, Self-compassion, Unprivileged students	Self compassion acts as the vital ingredient in monitoring academic resilience

Table: Thematic coding table

Thematic analysis

Resilience factors lead to academic success to the immigrant children with limited family support

Myriad problems are inevitable where the children are immigrants and this can be mitigated by academic resilience. Firstly, life experiences and competence level of the students were analysed. Moreover, the need for family involvement, spirituality and religiosity are ingrained to the students. School culture and climate as well as expectations from the teachers are made in such a way as to build confidence among them. Professional development, extracurricular activities is needed to be performed. Hence, a combination of internal and external protective factors is worth its weight in gold lately.

Group work and coping intervention foster resilience among college students

As students are continuously exposed to increased responsibilities and demands, society has become more vulnerable to psychological issues. Apart from that, anxiety, stress and

depression is linked with the need of intervention. Resilience and psychiatric counselling at times seem woefully inadequate as per the needs. Therefore, appreciating the self-developed coping strategies of the students along with innovative ideas could be beneficial. Feasibility and sustainability can be done in an effective manner with allocation of related resources for skill development.

Grit in academic performance and psychological capital acts as mediator role

A high level of grit is necessary to improve the overall confidence among students to build their self-esteem. Moreover, applications of grit have a connection with cognitive linkages. Goal setting, progress monitoring and self-regulated learning processes and reflection are pivotal in academic resilience. In addition, psychological capital is crucial to which can be regarded as a *positive motivational state* influencing academic performances. There must not be any kind of potential conflicts in regard to cross-culture related issues which exist in colleges.



Self-compassion acts as the vital ingredient in monitoring academic resilience

Numerous obstacles crop up in the form of economic status to complete college study. Academic resilience can be destroyed at this point of time which needs to be monitored deftly. A trainable quality such as self-compassion is effective along with CBT or *cognitive behavioural therapy* to improve academic resilience [10]. In addition, mindfulness can never singlehandedly mediate academic resilience sans the role of self-compassion. It is important to note that underprivileged students with good academic resilience, who are deprived of economical excitement, can conquer academic challenges.

Survey

The survey was of great importance as respondents were able to show their opinions regarding the facts of academic resilience. Moreover, the need and their agreement is reflected in the survey.

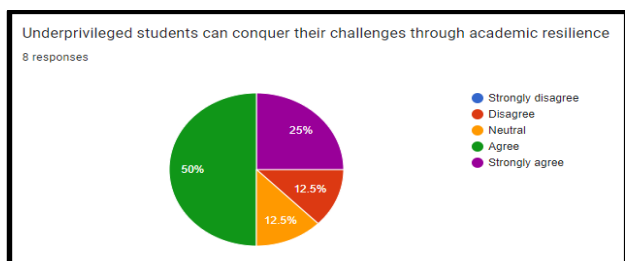


Figure 3: Challenges of Underprivileged students

As depicted in figure 3, 50% respondents have seen eye to eye with the fact that underprivileged candidates are able to overcome their challenges by academic resilience. This is clear as emotional and mental support is supposed to be provided to them so that no mismatch is there. Moreover, these students can abstain from the negativities while proper financial or mental support is provided.

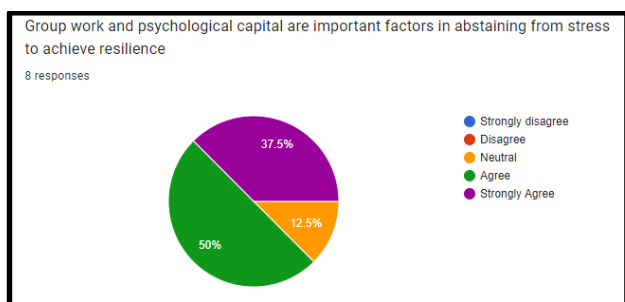


Figure 4: Need of group work and psychological capital

Nearly all the respondents have agreed that psychological capital is of immense significance in today's world which needs intervention. Only 12.5% of the respondents were neutral in this case as they were unaware of the importance of the same.

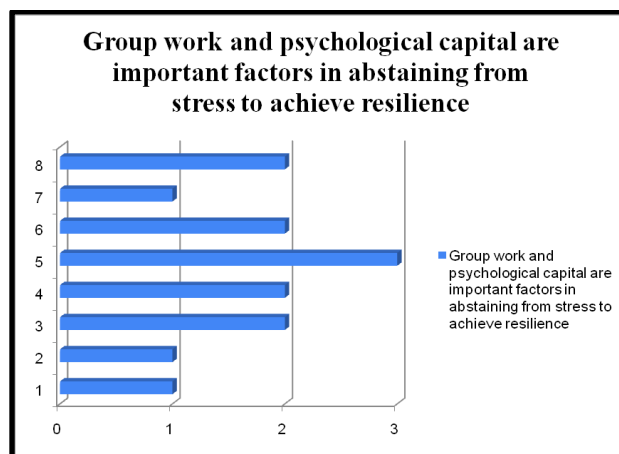


Figure 5: Bar diagram showing importance of group work

As per figure 5, it is clear that group work and psychological interventions of great significance in the current situation. In this bar diagram, 3,4,6,8 bars denote respondents who agreed. 1,2 and 7th column denote that they have strongly agreed. Only the 5th bar shows that it remained neutral in this case.

Conclusion

From the above article, it is writ large that academic resilience has been prevalent in college going students sans a few issues. A few factors are seen to hinder the prevalence to some extent to a wider variety of students. Psychological needs are on the map to get rid of a number of challenges that crop up. Group work and monitoring are also vital in this regard.

Future reference

There can be a decent scope of this study regarding the main importance of academic resilience for college going students. On the other hand, identification of a few issues that exist and hinder academic resilience can be discussed with minute details so that it can benefit the future students. In addition, there is also a huge scope of discussing the principal risks that affects resilience. Lastly, conceptualisations of academic



resilience in relevance to current situations can be assessed in detail.

Limitation

One of the main limitations can be said that this article is so far unable to identify the most suitable and useful method to address the issues of resilience. Along with this, obstacles that arise in academic resilience could have been furnished with more real-life examples along with specific recommendations. Apart from that, relevant theories could have been added along with information from secondary sources. Benefits and disadvantages of academic resilience might have been conferred elaborate. Lastly, critical estimation of academic resilience in real life could have been discussed.

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