



A CONCEPTUAL FRAMEWORK OF ACADEMIC RESILIENCE

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Abstract:

Academic achievement is a key developmental venture for adolescents in the field of educational development across the globe. It opens the door to higher education and occupational outcomes. Despite the problems encountered in every life, individuals who maintain their academic life efficaciously are an example of resilient persons. Institutions of higher education present a host of academic challenges that students have to overcome to succeed and graduate (mastering cognitively demanding materials, time management, etc.). Being chronic withinside the face of these challenges is what defines the psychological construct of resilience (Connor & Davidson, 2003). Resilience is the core strength everyone uses to lift the load of life. It is not a permanent trait. Flexibility, adaptability, and perseverance can help everyone tap into their adjustment by changing certain thoughts and behaviours. Resilience is defined as the process, ability, or result of successfully adapting in the face of difficult or threatening situations (A. J. Martin & Marsh, 2009).

Academic resilience is the ability to deal with academic setbacks, stress, and study pressure; to persevere and achieve in the academic environment; to rise using assets from internal and external support to face adversity; the likelihood of success in school and life accomplishments despite environmental adversities brought about early traits, conditions, and experiences'; to maintain high motivation and performance with events that put them at academic risk; to achieve good academic achievement after facing a negative event or difficult situation (Dalimunthe et al., 2021; Liu & Platow, 2020; A. Martin, 2002; A. J. Martin & Marsh, 2009; Wang et al., 1994).

Academic resilience is the most important and applied factor for student life. It is affected by two categories of factors: risk factors (disadvantage family background, academic environmental, social, emotional, psychological, skilled oriented and policy development process factors); protective factors (academic resilience are internal, external; school and professional factors; social factors; psychological factor, environmental factors, academically protectives family.) In an era of falling resilience and warning levels of the learners in mainstreaming, building a classroom supportive climate may be an instructional instrument that all educators should assign for the success of learners.

Keywords: Academic achievement, Academic resilience, risk factors and protective factors.

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Academic achievement is a key developmental venture for adolescents in the field of educational development across the globe. It opens the door to higher education and occupational outcomes. For adolescents, the school also serves as a major acculturative context, since it

introduces them to the culture, and academic performance affects their transmission of knowledge and culture. Performance during schooling displays in part the level of competence in the language and other life skills (Morales, 2008b; Motti-stefanidi, 2015).



Despite the problems encountered in every life, individuals who maintain their academic life efficaciously are an example of resilient persons. Institutions of higher education present a host of academic challenges that students have to overcome to succeed and graduate (mastering cognitively demanding materials, time management, etc.). Being chronic withinside the face of these challenges is what defines the psychological construct of resilience (Connor & Davidson, 2003).

Life is full of twists and turns from the very beginning. A student struggles to get a simple try to become stable in life. Depression and life stress have become permanent features of modern life. Some students do not give up the task easily rather they struggle with circumstances and successfully deal with obstacles termed Resilient. The term resilience stems from the Latin word '*resiliens*' and was originally used to refer to the elastic quality of a substance. Resilience is the core strength everyone uses to lift the load of life. It is not a permanent trait. Flexibility, adaptability, and perseverance can help everyone tap into their adjustment by changing certain thoughts and behaviours. Resilience is defined as the process, ability, or result of successfully adapting in the face of difficult or threatening situations (A. J. Martin & Marsh, 2009). These situations are usually not minor or irrelevant.

Academic resilience is the ability to deal with academic setbacks, stress, and study pressure; to persevere and achieve in the academic environment; to rise using assets from internal and external support to face adversity; the likelihood of success in school and life accomplishments despite environmental adversities brought about early traits, conditions, and experiences'; to maintain high motivation and performance with events that put them at academic risk; to achieve good academic achievement after facing a negative event or difficult situation (Dalimunthe et al., 2021; Liu & Platow, 2020; A. Martin, 2002; A. J. Martin & Marsh,

2009; Wang et al., 1994). Academic resilience is the capacity to prosper despite encountering adverse circumstances and overcome sudden or chronic adversities that negatively disrupt an individual's academic development, to the capacity of students to perform in school despite a disadvantaged background (Borgonovi & Longobardi, 2018; Choo & Prihadi, 2019; A. J. Martin, 2013; Tudor & Spray, 2018). Academic resilience is defined as the likelihood of success in school and life accomplishments despite environmental adversities brought about by early traits, conditions, and experiences, as the process and results of the life story of an individual have been academically successful, despite obstacles that prevent the majority with background from succeeding. (A. J. Martin & Marsh, 2009; Martin & Marsh, 2021; Morales 1969; Wang et al., 1994)

Academic resilience is focused on high educational achievement despite poor academic performance (Morales, 2008b), probable academic achievement is gained despite negative experiences, environmental conditions; and initial personality traits. (Martin & Marsh, 2021); performance despite stressful conditions that place individuals to do poorly academically and drop out of school (Alva, 1991) and a combination of the 5c model: confidence (self-efficacy), coordination (planning), control, composure (low anxiety) and commitment (persistence) (Martin & Marsh, 2021). Academically resilient students overcome acute or chronic adversities to demonstrate consistently high levels of achievement, others do not; achieve good education outcomes despite their disadvantaged socioeconomic background. and who achieve success in schooling despite stressful events that place them at risk of poorly (Borgonovi & Longobardi, 2018; A. J. Martin & Marsh, 2008; Wang et al., 1994). With the heightened likelihood of success in school, life accomplishments despite environmental adversities brought about by early traits, conditions,

and experiences.(Tudor et al., 2018; Wang et al., 1994)

Factors Affecting Academic Resilience:

Academic resilience has many risk factors to gaining high-level achievement its effected disadvantaged family backgrounds, poor parenting, family break-up, family disposition, single-parent household, parental separation, parents divorced, parent involvement, family lifestyle, single-parent household, familial dysfunction and many social factors of the family as socio-economic-status, poverty, unsettling phenomena as bouts with homelessness, poor access to resources, estranged family members, and witnessing violence, fewer relational supports, and finances, familial polarization, minority status(Alexander et al., 2016; Anagnostaki et al., 2016; Borgonovi & Longobardi, 2018; Cappella & Weinstein, 2001; Choo & Prihadi, 2019; Fuller et al., 1999; Kanevsky et al., 2008; Li et al., 2011; Liu & Platow, 2020; A. Martin, 2002; Martin & Marsh, 2021; Morales, 2014; Murray & Malmgren, 2005; Tudor et al., 2018; Volante & Klinger, 2022; Wang et al., 1994).

Academic environmental risk factors problems on-campus attendance, inactive participation in academic curriculum, low school commitment, poor attachment to school, stagnation, low confidence in graduating, truancies in assignments and refusal to study lack of quality education in school, (Dalimunthe et al., 2021; Luthar et al., 2000; Wang et al., 1994; Ye et al., 2021) Social factors: Ethnicity, self-image, cultural inversion, negative emergent identities, widespread hopelessness in community, bicultural sustaining motivation, living in a rural area and high residential density, physical and verbal harassment (bullying), witnessing violence, (Abel, 2013; Ishak et al., 2020; Luthar et al., 2000; Martin & Marsh, 2021; Morales, 2008b, 2014)

Emotional factors: relatives' death and tragedies, emotional instability, given the emotional weight of these issues learning disabilities((Abel, 2013; Carton & Goodboy, 2015; Chikendu et al., 2021)

Psychological factor: Academic resilience has many risk factors to gaining high-level achievement as mental illness enhancing stress, avoidance, health, well-being, academic pressure, dealing with overwhelming feelings of anxiety, the face of chronic failure, depression, isolation, fewer relational support challenging, maladaptive at housing, incapacitating, net stress challenging, illness, hindering learning progress (Abel, 2013; Carton & Goodboy, 2015; Catterall, 1998; Chikendu et al., 2021; Dalimunthe et al., 2021; Fuller et al., 1999; Ishak et al., 2020; Liu & Platow, 2020; Luthar et al., 2000; A. Martin, 2002; Martin & Marsh, 2021; Morales, 2008b, 2014; Murray & Malmgren, 2005; Wang et al., 1994; Ye et al., 2021) Skilled-oriented factors: Low literacy skills experience, unskilled worker, unemployed and academic achievement discrimination (Cappella & Weinstein, 2001; Ladd et al., 1999; Latif & Amirullah, 2020).

Academic resilience has been affected by policy development processes that are based on the tails of the distribution (Anagnostaki et al., 2016; Borgonovi & Longobardi, 2018; Cappella & Weinstein, 2001; Ladd et al., 1999; Martin & Marsh, 2021; Morales, 2008a).

Protective factors of academic resilience are:

Internal protective factors are belief, academic competence, locus of control, attitudes, values, cooperation, communication, empathy, strong problem-solving skills, well-defined goals and aspirations, high self-efficacy, self-awareness, academic confidence, academic achievement, sense of responsibility, academic self-concept, motivation, self-regulatory behaviours, self-compassionate, optimistic (Aliyev & Gengec, 2019; Alva, 1991; Chen, 2005; Dalimunthe et al., 2021; Fuller et al., 1999; Liu & Platow, 2020; Luo et al., 2016; A. J. Martin & Marsh, 2008; Morales, 2008).

External protective factors are encouragement for participation empowerment to obstacles; social support from teachers, peers, and parents; opportunities in



caring relations; school as Life Constant, membership in the higher education program in College and consist of environment, family's commitment to education and high expectations (Aliyev & Gengec, 2019; Alva, 1991; Borgonovi & Longobardi, 2018; Chen, 2005; Dalimunthe et al., 2021; Furlong et al., 2009; Morales, 2008a).

School and professional factors: attitudes of school, student-teacher ratio, supportive teacher (responsiveness, empathy) and students characteristics (participation in extra-curricular activities, work ethic, attendance at out-of-zone schools and social status in the classroom); opportunities in higher education; positive disciplinary climate; motivation; professional development, competitive chess; educational aspiration regarded; parental school involvement; prosocial competence, church involvement; spiritual conversion and student truancy is low (Aliyev & Gengec, 2019; Borman & Overman, 2004; Cappella & Weinstein, 2001; Catterall, 1998; Choo & Prihadi, 2019; Coleman, 2015; Hamre & Pianta, 2005; Hill & Taylor, 2004; Jimerson & Byron Egeland and Adrian Teo, 1994; Klinger, 2016; Li et al., 2011; Liew et al., 2018; Morales, 2008a, 2008b; OECD, 2018; OECD 2022, 2022; Volante & Klinger, 2022).

Social protective factors: positive self-image, friendship quality, seeking social support; warmth, sustaining and communal factors programs (Coleman, 2015; Luo et al., 2016; OECD, 2018; Wang et al., 1994).

Psychological protectives factors: self-confidence, motivation; mental health, wellbeing; creative problem

solving, coordination, control, needs of belongingness, consciousness; positive adaptation; emotional intelligence; personality traits (cognitive skills, self-efficacy, educational aspiration regarded, self-esteem), steadfastness; competency (knowledge, behaviours, attitudes and coping skills) in reading and writing; emotional management, optimistic and psychological environment at the classroom as to age group (Abel, 2013; Cappella & Weinstein, 2001; Choo & Prihadi, 2019; Gillespie et al., 2007; Jimerson & Byron Egeland and Adrian Teo, 1994; Li et al., 2011; Liew et al., 2018; Luo et al., 2016; A. J. Martin & Marsh, 2008; Mills & Harker, 2008; Morales, 2008b; OECD, 2018; Rudd et al., 2022; Wang et al., 1994; Ye et al., 2021).

Environmental protectives factors are demographic variables, low antisocial behaviour, ability to pass the hardest problems, tolerance and overcome disastrous events, complex situations and pitfalls (Abel, 2013; Cappella & Weinstein, 2001; Kayode et al., 2016; Klinger, 2016; Li et al., 2011).

Academically protectives family: support; encouraging relationships; control; coordination; empathy; perseverance; new neighbourhood; low truancy; low substance use independently of immigrant status (Alva, 1991; Anagnostaki et al., 2016; Catterall, 1998; Hill & Taylor, 2004; Klinger, 2016; Li et al., 2011; Luo et al., 2016; Morales, 2008a).

As following conceptual flow chart indicated all the concepts and constant of academic resilience of secondary school students based on previous research. It helps to understand the concept of academic resilience.

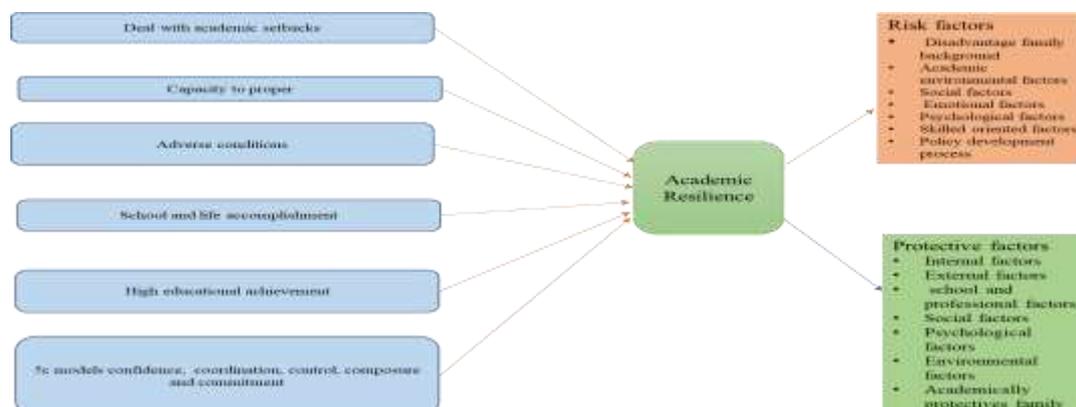


Figure 1 :Conceptual framework of academic resilience

It discussed the major indicators of academic resilience. Academic resilience is the most important and applied factor for student life. It is affected by two categories of factors: risk factors (disadvantage family background, academic environmental, social, emotional, psychological, skilled oriented and policy development process factors); protective factors (academic resilience are internal, external; school and professional factors; social factors; psychological factor, environmental factors, academically protective family.)

Conclusion:

In this study, we discussed academic environmental factors, social factors, psychological factors (personality traits), skilled-oriented factors and policy development processes as risk factors & internal factors (self-regulatory behaviours, motivation), external factors (supportive climate), school and professional factors (professional development), social factors (sustain and communal factors programs), environmental factors and academically protective family factors as protective factors of academic resilience. Academic resilience requires an effective response to academic adversity. It is important to map them to such odds and show that they distinguish between students who respond effectively and those who do not.

In an era of falling resilience and warning levels of the learners in mainstreaming, building a classroom supportive climate may be an instructional instrument that all educators should assign for the success of learners.

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