

THE EFFECTS OF STUDENTS' RESILIENCY ON ACADEMIC PERFORMANCE AMIDST PANDEMIC

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Abstract

The general problem of the study was to determine the effects of students' resilience amidst pandemic on academic performance. The study made use of the descriptive-correlational method of research. The study adopted a valid and reliable instrument with a Chronbach's alpha of 0.88. The respondents of the study were selected college students studying in one higher education institutions in Malolos City. The data were presented using tables and the results of the study were tabulated and processed using Statistical Packages for Social Sciences (SPSS). The results of the study revealed that students' resilience amidst pandemic over-all mean was 5.50 "a little agree". The "a little agree" mean was manifested by the following indicators: (1) perception of self - 5.60, (2) planned future - 5.46, (3) social competence - 5.10, (4) structured style - 5.29, (5) family cohesion - 5.61, and (6) social resources - 6.04. Moreover, students' over-all mean of academic performance is 1.55 (Accomplished) with a standard deviation of 4.01269. Furthermore, the study revealed that, students' resilience amidst pandemic exerts significant effects on academic performance.

Keywords: Students' Resiliency, Academic Performance, Health Crisis, Pandemic, COVID-19.

Introduction (TIOC Approach)

Resilience is defined as the ability to uphold positive mental health, in spite of facing hardship and has been described to predict academic performance, especially through the scopes of toughness and resourcefulness. This result is not wholly direct, but it could be intervened by additional factors, such factors may be the increased ability of resilient students to use social support networks or to perform healthy conducts (Papa-Velea, 2021) [11].

Moreover, resilience is known as the person's ability to effectively maintain psychological and physical health or positively adjust following experience to the frustrations, problems, and hardships. Resilience plays an affirmative role in easing stress and arousing positive emotions. As mentioned by Liu, et.al. (2021) [9], Resilience is well-thought-out to be shielding mechanisms for mental health and may have a synergistic result on anxiety. In the midst of COVID-19 pandemic governments around the world have employed various 'lockdown' approaches to 'flatten the curve' and elude the overstraining the healthcare system, mostly the intensive care units. This impacts the world population, either through direct health effects or by the succeeding global economic crisis which is now unfolding (Brand, 2020) [2]. Undoubtedly, most of the members of societies if not all, have dwelt with their psychological and physical health. Hence, ones' resilience must be examined to combat an individual's problems related to psychological and physical health.

Due to COVID-19 pandemic, most individual were caught unprepared with this drastic changes in the new norms of the society. Whilst, individual with low resiliency, suffered mental health issues and have difficulty combating those issues.

Similarly, Students' were affected greatly by these drastic changes in the educational norms. Hence, students' resilience must be examined, so that educational institutions may aligned the services and programs they give to their students amidst pandemic to help each students achieved their academic goal, and that is to have good academic performance and eventually to graduate having equipped by the necessary skills they need in their chosen fields.

Theoretical / Conceptual Framework (Sec Approach)

The study is theoretically anchored on Stoltz (cited in Hema & Gupta, 2015). According to this theory, resiliency is the ability of a person to bounce back after facing challenges in life. It is more on getting up over and over again rather than just addressing the problem quickly. The focus is to continue living even there are challenges that are being experienced by a person.

The above mention theory is believed useful in this study since the research aim to determine the effects of students' resiliency amidst pandemic on academic performance. Given that students' are confronting life challenges especially in this new normal setting in education, how students cope and adhere to this changes is the primary concern of this study.

Statement of the Problem

The major problem of the study was to determine effects of students' resilience amidst pandemic on academic performance. Specifically, the study sought answer to the following problems:

1. How may students' resilience be describe in terms of the following indicators:
 - 1.1 Perception of Self
 - 1.2 Planned Future
 - 1.3 Social Competence
 - 1.4 Structured Style
 - 1.5 Family Cohesion
 - 1.6 Social Resources
2. What is the level of students' academic performance?
3. Does students' resilience amidst pandemic exert significant effects on academic performance?
4. What implications may be drawn based on the findings of the study?

Scope and Delimitation

The focus of the study was to determine the effects of \student's resiliency in the midst of pandemic on academic performance.

A reliable and validated survey questionnaire was used in the study. The questions are related with the resiliency of the students focusing on six aspects namely: (1) perception of self, (2) planned future, (3) social competence, (4) structured style, (5) family cohesion, and (6) social resources. The general weighted average of students was utilized as the academic performance.

The respondents of the study were the college students from one higher educational institution in Malolos City enrolled during the academic year 2020-2021.

Ethical Consideration/S

The following ethical considerations were considered during the conduct of the study:

1. The dignity and wellbeing of learners was protected. The researcher ensured that there was no harmed in any form or placed in an uncomfortable position.
2. The researcher obtained from the respondents an informed consent that includes essential information, i.e., who the researcher is, the intent of the study, the data to be collected, level of commitments, etc. Respondents was also be inform that participating in the study is voluntary, ensuring no coercion or deception in participation.
3. The research data remained confidential throughout the study. The researcher obtained the respondents' permission to write their real names on the survey to navigate their performance more conveniently. Respondents were also informed that their names will not appear in the final paper.

In the Conduct of the Study, "No Conflict of Interest" was declared by the researcher.

Methodology

Research Design

The descriptive-correlational method of research was utilized in this study to determine the effects of students' resilience amidst pandemic on academic performance. Correlational research is a systematic investigation of the relationship present between two or more variables. The study used a quantitative research approach in analyzing and understanding the predictor and criterion variables.

Descriptive: The study made used of survey instrument to assess the students' resilience amidst pandemic.

Correlation: A regression analysis was used to determine the effects of effects of students' resilience amidst pandemic on academic performance.

Respondents of the Study

The respondents of the study were college students randomly selected from one higher educational Institution from Malolos City. Raosoft sample size online calculator was utilized to determine the sample size of the respondents with the following standards: (1) margin of error of 5% and (2) confidence level of 95%.

Instrument of the Study

The study adopted the instrument entitled resilience scale for adults (RSA) (Hjemdal, et.al., 2020 [7])

with a Cronbach's alpha of 0.88. The RSA is a 33-item questionnaire with the following six dimensions: (1) Perception of Self, (2) Planned Future, (3) Social Competence, (4) Structured Style, (5) Family Cohesion, and (6) Social Resources.

Data Collection and Analysis

The data collected was tabulated and processed using Statistical Packages for Social Sciences (SPSS). The following statistical procedure was employed in analyzing the data:

- Students' resiliency was assessed using the following scale:

Rating Scale	Range	Verbal Interpretation
7	6.49 – 7.00	Strongly agree
6	5.50 – 6.49	Somewhat agree
5	4.50 – 5.49	A little agree
4	3.50 – 4.49	Neither agree nor disagree
3	2.50 – 3.49	A little disagree
2	1.50 – 2.49	Somewhat disagree
1	1.0 – 1.49	Strongly disagree

- Documentary analysis was used to measure students' academic performance.

Regression analysis was utilized to determine the effects of students' resiliency on academic performance.

Results and Discussions

Resilience is considered as one of the foremost psychological factors related to a person's adaptation to adverse conditions. Resilience necessitates the use of positive reinforcement tactics that aid personal well-being. Resilience plays a vital role in the academic field as sponsoring it leads to the progress of social, academic, and personal skills, permitting the learners to stun adverse conditions (Trigueros, et.al, 2020) [12].

1. Students' resilience in terms of perception of self

Table 1 depicts the students' resilience in terms of their self-perception.

Table 1

Indicators	Mean	Interpretation
1. I believe in my own abilities	5.51	Somewhat Agree
2. Believing in myself helps me to overcome difficult times	5.79	Somewhat Agree
3. I know that I succeed if I carry on	6.07	Somewhat Agree
4. I know how to reach my goals	5.51	Somewhat Agree
5. No matter what happens I always find a solution	5.64	Somewhat Agree
6. I am comfortable together with other persons	5.12	A little Agree
Average	5.60	Somewhat Agree

As shown on table 1, the students' resilience amidst pandemic in terms of self-perception over-all mean is 5.60 (Somewhat agree). The "Somewhat Agree" mean is manifested by the following indicators: (1) I believe in my own abilities – 5.51, (2) Believing in myself helps me to overcome difficult times – 5.79, (3) I know that I succeed if I carry on – 6.07, (4) I know how to reach my goals – 5.51, (5) No matter

what happens I always find a solution – 5.64, (6) I am comfortable together with other persons – 5.12.

2. Students' resilience in terms of planned future

Table 2 shows the students' resilience in terms of planned future.

Table 2

Indicators	Mean	Interpretation
1. My future feels promising	5.45	A little Agree
2. I know that I can solve my personal problems	5.57	Somewhat Agree
3. I am pleased with myself	5.13	A little Agree
4. I have realistic plans for the future	5.71	Somewhat Agree
Average	5.46	A little Agree

As evidenced with table 2, the students' resilience in terms of planned future over-all mean is 5.46 (A little Agree). The over-all mean "a little agree" is manifested by the following indicators: (1) My

future feels promising – 5.45, (2) I know that I can solve my personal problems – 5.57, (3) I am pleased with myself – 5.13, and (4) I have realistic plans for the future – 5.71.

3. Students' resilience in terms of social competence

Table 3 reveals the students' resilience in terms of social competence.

Table 3

Indicators	Mean	Interpretation
1. I completely trust my judgments and decisions	5.14	A little Agree
2. At hard times I know that better times will come	6.09	Somewhat Agree
3. I am good at getting in touch with new people	4.86	A little Agree
4. I easily establish new friendships	4.98	A little Agree
5. It is easy for me to think of good conversational topics	4.66	A little Agree
6. I easily adjust to new social milieus	4.88	A little Agree
Average	5.10	A little Agree

Shown in table 3 is the over-all mean of students' resilience in terms of social competence which is 5.10 (A little agree). The "a little agree" over-all mean was manifested by the following parameters: (1) I completely trust my judgments and decisions – 5.14, (2) At hard times I know that better times will come – 6.09, (3) I am good at getting in touch with new people – 4.86, (4) I easily establish new friendships – 4.98, (5) It is easy for me to think of

good conversational topics – 4.66, and (6) I easily adjust to new social milieus – 4.88.

4. Students' resilience in terms of structured style

Table 4 depicts the students' resilience in terms of structured style.

Table 4

Indicators	Mean	Interpretation
1. It is easy for me to make other people laugh	4.98	A little Agree
2. I enjoy being with other people	5.38	A little Agree
3. I know how to start a conversation	4.64	A little Agree
4. I easily laugh	5.76	Somewhat Agree
5. It is important for me to be flexible in social circumstances	5.40	A little Agree
6. I experience good relations with both women and men	5.59	Somewhat Agree
Average	5.29	A little Agree

As revealed in table 4, the over-all mean of students' resilience in terms of structured style is 5.29 (A little agree). The over-all mean of "a little agree" was manifested by the following parameters: (1) It is easy for me to make other people laugh – 4.98, (2) I enjoy being with other people – 5.38, (3) I know how to start a conversation – 4.64, (4) I easily laugh – 5.76, (5) It is important for me to be flexible in social

circumstances – 5.40, and (6) I experience good relations with both women and men – 5.59.

5. Students' resilience in terms of family cohesion

Table 5 shows the students' resilience in terms of family cohesion.

Table 5

Indicators	Mean	Interpretation
1. There are strong bonds in my family	5.69	Somewhat Agree
2. I enjoy being with my family	5.93	Somewhat Agree
3. In our family we are loyal towards each other	5.77	Somewhat Agree
4. In my family we enjoy finding common activities	5.41	A little Agree
5. Even at difficult times my family keeps a positive outlook on the future	5.80	Somewhat Agree
6. In my family we have a common understanding of what's important in life	5.74	Somewhat Agree
7. There are few conflicts in my family	4.95	A little Agree
Average	5.61	Somewhat Agree

Table 5 depicts the over-all mean of students' resilience in terms of family cohesion which is 5.61 (Somewhat Agree). The "Somewhat agree" mean was manifested by the following indicators: (1) There are strong bonds in my family – 5.69, (2) I enjoy being with my family – 5.93, (3) In our family we are loyal towards each other – 5.77, (4) In my family we enjoy finding common activities – 5.41, (5) Even at difficult times my family keeps a positive outlook on the future – 5.80, (6) In my

family we have a common understanding of what's important in life – 5.74, and (7) There are few conflicts in my family – 4.95.

6. Students' resilience in terms of social resources

Table 6 reveals the students' resilience in terms of social resources.

Table 6

Indicators	Mean	Interpretation
1. I have some close friends/family members who really care about me	6.14	Somewhat Agree
2. I have some friends/family members who back me up	5.99	Somewhat Agree
3. I always have someone who can help me when needed	5.94	Somewhat Agree
4. I have some close friends/family members who are good at encouraging me	6.08	Somewhat Agree
Average	6.04	Somewhat Agree

Table 6 shows that the over-all mean of students' resilience in terms of social resources is 6.04 (Somewhat Agree). The "somewhat agree" means was manifested by the following indicators: (1) I have some close friends/family members who really care about me – 6.14, (2) I have some friends/family members who back me up – 5.99, (3) I always have someone who can help me when needed – 5.94, and (4) I have some close friends/family members who are good at encouraging me – 6.08.

According to Carter (2017) [3], Learners' academic performance is defined as the level of performance in written works and exams. How students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers, within this work measured from the standpoint of academic grades. Moreover, academic performance is often considered as the only indicator of school success and achievements it is measured through varying criteria that define the amount of learning acquired in the classroom.

7. Students' academic performance

Table 7 depicts the students' academic performance.

Table 7

Indicators	Frequency	Percentage
1.00-1.24 (Exemplary)	18	4.71
1.25-1.49 (Proficient)	78	20.42
1.50-1.74 (Accomplished)	176	46.07
1.75-1.99 (Emerging)	77	20.16
2.0 - 3.00 (Beginner)	33	8.64
3.00 below(Failed)	0	0
Total	382	100
Mean	1.55 (Accomplished)	
Std. Deviation	4.01269	

As seen on table 7, students' over-all mean of academic performance is 1.55 (Accomplished) with a standard deviation of 4.01269. The accomplished mean is manifested by the following indicators: (1) Exemplary – 4.71%, (2) Proficient – 20.42%, (3) Accomplished – 46.07%, (4) Emerging – 20.16%, (5) Beginner – 8.64%, and (6) Failed – 0%. As mentioned by Nganga, et.al (2019) [10], Students' academic performance is not only measured as the learners' labor more so as the by-

product of the quality of teaching and the effectiveness of the school learning environment.

8. Regression analysis of students' resilience amidst pandemic on academic performance

According to study conducted by Popa-Velea (2021), resilience might predict academic performance.

Table 8 shows the effects of learners' psychological well-being on their academic performance.

Table 8

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	79.090	2.018		39.197	.000
Perception of Self	.067	.421	.512	.160	.013
Planned Future	.937	.763	.124	1.227	.221
Social Competence	.201	.758	.027	.266	.791
Structured Style	.868	.552	.422	1.572	.018
Family Cohesion	2.346	1.095	.404	2.143	.034
Social Resources	1.509	.724	.328	2.084	.039
R-squared = .091					
F-value = 1.994					
p-value = .015					
alpha = 0.05					

Table 8 shows that the f-value equal to 1.994 which is more than the p-value .015, which is lower than the alpha value of .05. This indicates that students' resilience amidst pandemic bears significant effects on academic performance when considering the jointed effects of all the variables of resilience.

The regression analysis also accounts for individual effects. It can be seen from the data's beta coefficients that Perception of Self is the best predictor (.512), followed by Structured Style (.422), Family Cohesion (.404), Social Resources (.328), Planned Future (.124), and Social Competence (.027).

Contrary to the study conducted by Etherton, et.al (2020), which states that resilience, such that student resilience (a) has an indirect effect on performance through self-efficacy and self-set goals, (b) has an indirect effect on state anxiety through self-efficacy, and (c) accounts for unique variance in subjective well-being after controlling for state anxiety. The result of the present study suggests that students' resilience exert significant effects on academic performance.

Implications

The present study explored the effects of students' resilience amidst pandemic on academic performance. Results suggest that resilience of students is one of the factors that determine the good academic performance.

Therefore, services and programs that would enhance student resilience must be considered by

higher educational institutions as one of the vital services and programs that must be given to the students. Whilst enhanced resilience would yield positive psychological well-being and good mental health which will in turn depicts good academic performance.

Conclusion and Recommendations

In light of the findings of the study, the following conclusions and recommendations are put forth.

1. Evidently, Students' resilience exerts significant contributions to their academic performance. Higher educational institutions should considered programs and services that would enhance positively the students' resilience amidst pandemic. HEIs may conduct a series of webinars, online activities and "virtual kamustahan" that tackles ways on how to combat issues and problems student encounter amidst pandemic.
2. Students' high resilience helps improved students' mental health and psychological well-being. Higher educational institutions may develop students' mental health program to further help students build high resilience in combating the dilemma of COVID-19 pandemic.
3. The current study has generated a general picture of the effects students' resilience amidst pandemic on academic performance, but more studies maybe needed to depict other factors that affect students' academic performance. Future researchers can explore more dimensions of students' academic performance amidst pandemic.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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