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RESEARCH ARTICLE

A LITERATURE REVIEW OF RESILIENCY AND ACADEMIC PERFORMANCE AMONG STUDENTS

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Abstract

Extant literatures proved the various role of resilience and its multifaceted impact to academic performance. An extensive search was conducted through EBSCO Research Databases to gather, summarize and synthesize studies on resiliency and academic performance. The author reviewed relevant literature from 2009-2019 that examine relationship and mediator studies of resiliency and academic performance among students. Thus, outcome studies that proved the effectiveness of resiliency intervention program was also highlighted. Literatures revealed the significant association of resiliency and academic performance among students. There are mediators' factors proved to affect resiliency and academic performance of the students such as perception of stress, school engagement and level of perception to their psychological wellness. Programs and interventions anchored on resilience are proved to be effective in enhancing academic performance. Counselors can integrate resilience findings to their practices and devise culturally sensitive counseling intervention and resilience skill training for students to augment academic performance.

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Introduction:-

Common problems faced by the student, administrators and counselors are fluctuating academic performance of the students from various settings in the community (Delestre, 2016). School Administrators are finding ways on how to help the students to cope and increase academic performance despite the limitations in the community. Existing researches showed that new approaches should be integrated in fostering academic performances to the students. This was supported by the emerging research on strength based approach using resilience (Fernandez et al., 2018). Various literatures proved the role of resilience as one of the determinants of students' performance (Mirza & Arif, 2018). With this, understanding the nature of resilience became the focus of researchers in various academic conversation. Particular on how resilience will affect the academic performances of the students who came from various cultural background.

Although there are many definitions of resilience, Mwangi et al. (2015) and Banatao (2011) explained that resilience was considered as multi-dimensional in nature and it encompasses such as academic, social and emotional resilience. This definition made resilience as one of the complex constructs in psychology. Therefore, Banatao (2011) supported that researchers' need to clearly define resilience. Resilience was defined as the ability of an individual to bounce back and cope in various stressors, setbacks and hindrances (Rao & Krishnamurthy, 2018). Hence, various literatures highlighted different protective factors such as the internal (e.g. Personal characteristics)

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and external protective factors. These factors influenced and clearly made up the construct of resilience. For instance, protective factors were composed of internal attributes that made up resilience while external protective factors highly focus on the resilience attributes developed from the environment and other external factors.

Specifically, other researchers presented other theoretical underpinnings to explained resilience and its internal and external protective factors used in various studies. Mwangi et al. (2015) and Lee (2009) presented resilience, based on Children Health Kids survey- Module B, with external factors such as caring relationships, high expectation and meaningful participation while internal factors, such as social competence, autonomy and sense of self, sense of meaning and purpose. While, Mirza and Arif (2017; 2018) described the following personal factors of resilience such as creativity, internal locus of control, self-esteem, self-efficacy, autonomy, problem solving skills, optimism, sense of humor, stress coping skills and teacher student relationship. Therefore, resilience was viewed as a process and understood as individual's capacity to survive and regain balance during or after experiencing challenging tasks or event (Lee, 2009).

In view of this varying definitions, it was identified that resilience was based on human strengths, growth, adaptive coping and able to attain positive results despite facing adversity (Kuyper, 2016). Many measures were used to assess resilience. These are Bharatiyar University Resilience Scale (BURS), California Healthy Kids Survey (Resilience and Youth Development module- CHKS-B, 40-items Resilience Scale (Sarwar et al., 2010)., CD-RISC 10, Resilience Assessment Scale (RAS), Resiliency Scales for children and Adolescents (RCSA), Resilience Scale (RS)- 26 items (Zuill, 2016) and Student Resilience Scale (SRS).

Across decades, research on resiliency took part into the new light of addressing various research agenda. This scope can also help to broaden knowledge on using strengths-based approach in addressing pressing concerns in the society. Furthermore, this study will also support research on mental health and counsellor education. This may be of help to understand the nature of resilience in education and counselling intervention suited to the students.

With this construct in mind, this article aims to provide a comprehensive review between resilience and academic performance. This paper also explores the implication of resilience and academic performance for future researches based on the combined literatures presented on this paper. Specifically, this article aims to explore the following research objectives:

1. Gather, summarize and synthesize studies that explored the relationship and mediators of academic resilience and academic performance among students.
2. Gather, summarize and synthesize outcome studies that assessed the effectiveness of academic resilience program to improve academic performance of students.

Methods:-

An extensive search as conducted through EBSCO Research Databases using the following keywords: Resiliency, academic performance, scholastic performance, relationship, outcome studies, programs, mediators' study, students, grade school, high school and college.

The researcher devised inclusion criteria in identifying and screening of journal articles. The selection criteria are the following: (a) used quantitative, qualitative or mixed methods; (b) were published from 2009 to 2019; (c) studies that showed relationship between resiliency and academic performance; (d) mediation studies on academic resilience and scholastic/academic performance; (e) outcome studies on the effectiveness of academic resilience programs and interventions in improving academic or scholastic performance.

EBSCO Research Database garnered 1, 007 articles upon entering the keywords and inclusion criteria of the study. Initially, there were 36 articles found in first screening but after having thorough analysis, there were only 16 articles identified relevant for comprehensive review of resilience and academic performance.

A table matrix was utilized in identifying, categorizing and analyzing the studies and mediators of resilience and academic performance. Also, gathering, summarizing and synthesizing studies on academic resilience program to improve academic performance. The researcher reviewed 16 articles and entered on each column (e.g.: research problems, research design, participants, measures, data gathering procedure, findings, recommendations). The table matrix of literature served as the summary table for researcher convenience in analyzing and synthesizing the articles data.

Results:-

The researcher found 16 articles that met the inclusion criteria investigating the relationship, possible mediators and effectiveness of resiliency in enhancing academic performance. The majority of the articles (50%) revealed that there are relationships between resiliency and academic performance. Hence, there are two articles (12.5 %) that revealed no relationship between the two variables mentioned. More so, two articles (12.5 %) are mediation studies on academic resilience and academic performance among students. The mediation studies revealed that subjective wellbeing, school engagement and perceived stress might serve as mediators in predicting resiliency and academic performance. Furthermore, four articles (25%) showed the effectiveness of resilience programs or interventions in improving the academic or scholastic performance. Out of 16 articles, there were 11 descriptive studies, two (2) experimental research design, two (2) qualitative research design and one (1) quasi-experimental design. Majority of the participants are secondary high school students while some are college students and few samples from fifth grade. A majority of the studies (81.25%) had a sample size ranges from 64 to 2,966. Three studies (18.75%) had a sample size less than 51. Most studies were conducted in countries from South Asia (31.25%) and Europe (31.25%) while several studies were conducted in America (25%) and Africa (12.5%).

Resilience and Academic Performance:

Extant literatures revealed the significant relationship of resilience and academic performance (Rao & Krishnamurthy, 2017 & 2018; Novotny & Kremenikova, 2016; Mwangi et al., 2015; Lee, 2009). According to Novotny and Kremenikova (2016) who supported the claim that resilience and academic performance had strong associations and it was identified that resilience is one of the strong determinants of attaining academic success of the youth placed at risk.

However, researchers were not only contented in identifying the relationship or association of resilience and academic performance. They would also like to look into the factors that affect the relationship. For instance, Novotny and Kremenikova (2016) used regression analysis to look into the factors of resilience that affect the academic performance. It was found that the strength of the relationship was affected by the identified factors such as quality of the relationship of parents (caregivers) and youth, the care, concern and support provided by parents, or feelings of security in the family. Therefore, this relationship has positive influence on adolescents' self-concept, self-efficacy and self-esteem which the regression analysis revealed that these identified factors highly influenced the academic performance based on the presence of the identified protective factors (Banatao, 2011). These factors were further validated and found to be essential in measuring resilience and significantly correlated to the academic performance (Rao & Krishnamurthy, 2018; 2017; Mwangi et al., 2015; Arif & Mirza, 2017).

Further, Kuyper (2014) on her dissertation paper highlighted the external factors and its relation to the academic performance. She found that girls tend to exhibit more resilient behaviors compared to boys and learners in a school that offers additional educational support who display more resilient behavior compared to learners in a school that does not offer specific additional support. On the contrary, the study of Sarwar et al. (2010) yielded that boys are more resilient than girls. This contradiction leads to further explore how gender affects resilience and academic performance.

More so, Delestre (2016) and Norris (2014) explored the relationship of resilience and academic performance. The results showed that participants used several protective factors of resiliency to become academically successful such as establishing and maintaining positive friendship, having role models and possessing inner qualities. Thus, the results revealed that the participants were able to cope after stressful situations through external factors such as receiving aid from parents, relatives, friends and school counselors. Existing literatures also supported that these factors highly influenced the academic performance and is essential in explaining the nature of resilience.

On the other hand, there are two studies that revealed no significant relationship between resiliency and academic performance (Sarwar et al., 2010; Zuill, 2016). The samples and measures used by the two articles seem to affect the interaction that affects the association of resiliency and academic performance although majority of the articles presented revealed associations of the mentioned variable supported from different literatures explored in this paper.

Mediators between Resilience and Academic Performance:

Fernandez et al. (2018) in their study conducted showed that there are several variables that need to be considered in understanding resilience and academic performance. Fernandez et al. (2018) presented that subjective well-being and school engagement act simultaneously as mediator variables between perceived academic performance and

resilience. This suggests that perceiving oneself as being able to cope successfully with adverse situation has a significant impact on the young personal and school related adaptation. The structural model revealed that resilience and subjective well-being can predict both school engagement and perceived academic performance.

Likewise, Solomon (2013) supported the claim that there are variables that mediated resilience and academic performance. She reported that understanding the factors related to the academic achievement is important for improving the students' performance and found that resilience and academic achievement has positive correlation. However, she observed that perception of stress was low when the student was highly resilient and that student self-reports of perceived stress and student self-reports resilience, when put together, are stronger predictors of how the participants report academic achievement rather than when used in isolation. Also, age and gender might serve as mediators between resiliency and academic performance (Sarwar et al., 2010). With these findings, it would be beneficial for practitioner to find a way to trace the perceived stress so the institution can address this concern, specifically, if it is affecting academic performance.

Effectiveness of Academic Resilience Program in Improving Academic Performance of the Students:

As supported by the existing literatures resiliency and academic performance was significantly correlated and there is a significant relationship between these two constructs (Mwangi et al., 2015). However, inferences or predictions of these variables are limited in the previous researches. With this, Arif and Mirza (2017) came up with outcomes study to look into the impact of resilience to the academic performance.

Arif and Mirza (2017;2018) in their two consecutive researches, it transpired that resilience has significant role to academic performance. They designed intervention program to students who are at risk of failure. The results of the study revealed those students who underwent Resilience intervention program are found to excel in academic performance scores or scholastic reports compared to the students who were not enrolled in the program. Arif and Mirza (2018) developed and designed an intervention program to foster academic resilience of non-resilience at risk of failure student at secondary school level. Sixty-four (64) participants were randomly assigned (control and experimental; 32 each) and undergo Resilience module, an Activity based program, to foster resilience at students. The results yielded that students who undergo intervention training performed better on their test of overall resilience than those not receiving the intervention training. The protective factors identified are creativity, self-esteem, self-efficacy, internal locus of control, problem solving skills, autonomy or independence, sense of humor, stress coping skills, sense of purpose in life, teacher student and relationship. By comparing the factor mean, it was found that the students in the experimental group achieved maximum gain score on self-esteem, internal locus of control, sense of humor and stress coping skills are factors of resiliency. The students in treatment group excel academically in a more positive classroom-learning environment as compared with the students in controlled classrooms. With this, the school teachers must play their role in minimizing the risk of academic failure and dropout. The study established the importance of teacher's role in fostering resilience among students (Arif & Mirza, 2017&2018).

Britton (2018) also used intervention program to reassess the efficacy of resilience in increasing the academic performance and it was revealed that the students who underwent Project excel program with Resilience intervention produced minimal differences in academic performance compared with the freshmen students who did not receive resilience intervention. Moreover, Lee (2009) confirms that integrating program of resiliency aided students to become academically successful. Similarly, it was revealed in Lee's study that female is more resilient than male despite both genders undergo the same intervention program.

Discussion:-

This article review aims to answer the following: (a) Gather, summarize and synthesize studies that explored the relationship and mediators of academic resilience and academic performance among students. (b) Gather, summarize and synthesize outcome studies that assessed the effectiveness of academic resilience program to improve academic performance of students.

It was revealed that resilience plays important role in improving academic achievement of students and that majority of the articles proved that resilience and academic performance are positively correlated. It was also shown that both internal factors and external factors of resiliency enhances the association. Thus, teacher-learner relationships, parental involvement, cognitive development and study orientation are greater in a school that offers additional educational support, compared to a school that does not offer additional educational support and teacher-learner

relationships, parental involvement, cognitive development and study orientation relate positively to a learner's potential to demonstrate resilient behavior. Then, individuals who display higher resilient behavior showed higher academic achievement in languages, nonverbal numerical ability as well as verbal learning subjects. Learners in school that offers additional educational and familial support are more likely to excel academically than learners in school that do not offer additional educational support. Moreover, the results of the reviewed articles presented that internal factors of resiliency, such as sense of meaning, high expectations, autonomy and sense of self, served as predictors of academic achievement. With this, the strong correlation of resilience and academic performance was proven significant by the various researchers that aid the various institutions to formulate programs and researches that will improve the academic outcomes.

Moreover, subjective well-being, school engagement and perceived stress revealed that these variables mediate the association of resilience and academic performance in different settings and variables. Subjective well-being confirmed the idea that people's perceptions of their own capacity to overcome adversity are one of the key aspects which determine resiliency and enhances school engagement. Therefore, high coping of an individual enhances the high sense of well-being and thus, enhances the school engagement of the student. Perceived stress of the students can also affect resilience and academic performance. The students with low perceived stress found to develop high resilient behaviors and high scores in the resiliency measures. This article may help educators, school psychologist and administrators to devise a program where they can foster resilience to increase school engagement or well-being and counter the perception of stress which may directly enhance their resiliency and academic achievement.

Academic failures are common problems faced by the school administrators and a challenging task for counsellors to address and prevent academic failures faced by many students. This article found that resiliency intervention program through module based are effective in enhancing resiliency and enhancing academic performance. The module-based Resiliency intervention program are found to be effective in fostering resiliency protective factors such as creativity, internal locus of control, self-concept, self-esteem, self-efficacy, autonomy, sense of purpose in life, optimism, a good sense of humor and teacher student relationship. Hence, it will help them to develop resilience skills to reverse the negative effects of academic failures. These findings of research were continuously adopted and aid various institution to open new frontier of research since resilience can help the students to cope and enhance school performance and engagement. Since intervention program seems to be effective in a certain group or cultural background, future program developers may find ways on how to individualize approach to promote resilience because different groups of factors prove to be effective to different group with different cultural background.

Conclusion:-

Researches established strong association of Resilience to academic performance. Its factors such as internal and external protective factors influence academic performance (Rao & Krishnamurthy, 2017& 2018; Novonty&Kremenkova, 2016; Mwangi et al., 2015; Lee, 2009). This created complexity and more researches are essential to understand the phenomenon. This is crucial for program developers and counselors to develop counseling intervention that is appropriate for the students to increase their school performance and overall psychological well-being.

Resilience was proven significant in enhancing the students' academic performance (Norris, 2014). Therefore, School Administrators and Counselors may use these findings to devise strategies to aid the students' in at risk populations. For instance, the counsellors and psychologist can integrate the findings in the curriculum or instruction and activities that can contribute positively to their academic resilience. Several findings proved that resilience is not just some innate qualities but it can also be developed. It means that necessary efforts like program development, intervention planning and activities in the classroom can be utilized to increase the student's academic resilience. It is essential in identifying whether the students have strong ability, influence and mental disposition to carry out the academic task despite adversities. This shows that scholastic performance is not just a by-product of innate qualities of an individual but can be furthered. And so, trainer and counselor play active role in improving both scholastic performance of adolescents and counselling to improve resilience. Thus, necessary research on outcome studies about improving resilience through counseling are essential to help the students to improve resilience despite stress and adversities. With this finding, the counsellors, teachers and trainers may anchor their programs to these findings. Guidance programs may adopt resiliency module to aid the students to enhance students' resiliency and academic performance.

Several points in the review mentioned that the educators in the Philippines must establish positive relationship and foster supports to the at-risk students to increase academic performance. Thus, all the protective factors mentioned (autonomy, locus of control etc.) identified the cultivation of students' resilience supports the enhancement of academic outcomes. Therefore, education institutions must integrate fostering resilience techniques at their classroom settings. In this situation the school administrators' teachers must integrate resilience in their delivery of instruction to minimize the risk of failure and drop-out. Likewise, it is important to provide assistance to various institutions to create positive learning environment and teacher must promote good teacher-student relationship to enhance resilience of at-risk students. The results of some findings are essential in program development to cater this concern specifically to the public schools here in the Philippines. Perhaps, future researchers can adopt and train actual teachers in public school to run the resiliency modules. If so, future researchers can observe the effectivity of the intervention when shared to different institutions. Since resiliency is one the constructs in positive psychology, Filipino researchers or psychologist may revise and integrate positive psychology to promote healthy functioning and academic improvement.

The findings of the research can be used in the community setting in the Philippines to evaluate the resiliency and academic performance in the different sectors in the society. Novonty and Kremenkova (2016) revealed that attitudes of the society towards the youth contributes to the resilience factors of the youth and the students. For instance, out of school youth and children protected by the Department of Social Welfare and Development (DSWD) may adopt the resiliency modules and programs that they can implement and identify how resiliency affects their academic performance.

Implication for Future Researchers:

For future researchers, there are some limitations and gap in the articles presented, therefore, future researchers may fill the gap of the literatures. First, future researchers may explore and consider the generalizability and cultures of the participants that influence the results of the researches, since it only explores on the relationship of the two constructs. For instance, Novonty and Kremenkova (2016) research only focused on a certain cultural context which limits the generalizability of research in other cultures. Likewise, Arif and Mirza (2018) formulated modules in Pakistan, it is also important to check its sensitivity to culture when used here in the Philippines. There is lower representativeness of family environment in youth sample which reduces the generalizability of the findings to the general population. It is important to narrow participants to meet the criteria presented for future researches.

Second, future researchers can look into the mediators and able to make a research that can identify the component of academic resilience aside from stress and psychological well-being. Hence, future researchers may devise a measurement tools to differentiate the varying characteristics of the "at risk" students. This can be replicated in the Philippines knowing that students have setbacks and hindrances to perform well in class.

Third, it is recommended to conduct longitudinal study on the impact of resilience to the academic performance. Outcome studies might be a good design to address this recommendation. Moreover, the intervention presented on this review was only conducted in three months. It is suggested to increase the intervention session longer than three months to internment the resilience traits and further explore weight of protective factors contributing to the academic resilience.

Fourth, various methodological method may be utilized in the future researches. Like, qualitative approach can be used to further support the structural model proposed, this model can be adopted for future research and aid in conceptualizing program in school context. Then, experimental or quasi-experimental approach could be used to strengthen the results, trends and themes surfaced from the paper of Norris (2014) and Delestre (2016), despite the varying ethnic, racial and social backgrounds. Thus, it will help to describe and identify the extent of generalizability of these findings. Additionally, future researchers can use triangulation method to further verify the resiliency data since some data are self-report. Thus, it is also important to check the components or factors of resiliency individually that affects the academic performance and further analyze through regression analysis.

Lastly, counseling interventions may also utilize enhance resilience of the youth, students and adolescents who belong in "at risk population" such as Person-with-Disability, vulnerable sectors of the society and also, people from cultural groups or minority background. In conclusion, resiliency plays a significant role in improving scholastic performance through the combination of academic skills training and resilience enhancing counseling improves academic outcomes and psychological well-being. Future researchers may adopt intervention research by combining

the academic skill training and resilience enhancing counseling to empower the adolescents or at-risk population to enhance their academic performance.

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