

ACADEMIC RESILIENCE AMONG HIGH SCHOOL STUDENTS OF NOMAD  
COMMUNITY IN RELATION TO CHILD REARING PRACTICE

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**ABSTRACT**

This research is an examination of the study of academic resilience among higher secondary students of Nomad community in relation to child rearing practice. In the present investigation a representative sample of 130 higher secondary students of Mising community was selected. Out of the 130, girls 65 are rural, boys 65 are urban area have been taken from district Durg, district of Chhattisgarh. In the present study the Academic resilience scale developed and standardized by Mihir Kr. Mallik and Sirmanjit Kaur (2016) and Child rearing practice scale (self-developed) was used. Results revealed there is no significant difference between boys and girls academic resilience and child rearing practice of higher secondary school students and possess more or less same academic resilience. It is concluded that there is no significant difference between urban and rural locality academic resilience and child rearing practice of higher secondary school students. Results also show that there exists no significant relationship between academic resilience and child rearing practice. The variables academic resilience and child rearing practice are not correlated to each other.

Keywords— Academic Resilience, Child Rearing Practice, Nomad Community, High School Students, Locality.

**INTRODUCTION:**

In the realm of education, the concept of academic resilience has gained substantial attention as an influential factor in the academic success and overall well-being of students. It refers to the ability of students to thrive academically despite facing adversity or challenging circumstances. While numerous studies have explored the factors contributing to academic resilience, there is a notable gap in the literature concerning the specific experiences of higher secondary students belonging to nomadic communities.

Nomad communities are characterized by their migratory lifestyle, often moving from place to place in pursuit of livelihood or cultural practices. This constant mobility can have significant

implications for the education of their children. Child rearing practices within the nomad community may play a pivotal role in shaping the academic resilience of higher secondary students in the face of adversities encountered during their educational journey.

The present research aims to investigate the relationship between child rearing practices and academic resilience among high school students from the nomad community. By examining the factors that contribute to academic resilience within this unique cultural context, this study seeks to shed light on the potential mechanisms that enable these students to overcome challenges and achieve academic success.

Understanding the specific child rearing practices adopted within the nomad community is essential to unraveling the complex dynamics that influence the academic resilience of higher secondary students. This research will explore the interplay between cultural values, family dynamics, parental involvement, and educational expectations within the nomadic context to identify the factors that contribute to the development of academic resilience.

In summary, this research endeavors to explore the relationship between child rearing practices and academic resilience among higher secondary students of nomad communities. By shedding light on this under-researched area, this study aims to contribute to the existing knowledge base and inform educational practices and policies that can effectively support the educational endeavors of these students.

### **SIGNIFICANCE OF THE STUDY**

The present study designed to determine how child rearing practice can lead to academic resilience at adolescence periods. With this regard academic resilience and child rearing practice will have significance to be studied. From the study the researcher wants to see how the students from Nomad community fight against this academic adversity. It has been seen that children not only need constant attention and guidance in their early years of life but also in adolescence period. When a child get constant support, supervision from their parents it helps to develop a sense of security both physically and mentally. The parenting style i.e. child rearing practice often influence on academic resilience of the adolescents. Parental engagement is heavily linked with academic resilience. Without parental involvement it is difficult to adolescents to take any right decision. Parental involvement based on the notion that parents beliefs on what they can

and should do for their children. The present study designed to determine how child rearing practice can lead to academic resilience at adolescence periods among the adolescents from Nomad community. With this regard the researcher wanted to do research work in this area pertaining to the adolescence.

### **STATEMENT OF THE PROBLEM**

The Present Study Entitled As “ACADEMIC RESILIENCE AMONG HIGH SCHOOL

### **STUDENTS OF NOMAD**

Community In Relation To Child Rearing Practice”.

### **OBJECTIVES OF THE STUDY**

- To study and compare gender wise academic resilience among high school students of Nomad community.
- To study and compare gender wise childrearing practice high school students of Nomad community.
- To study and compare locality-wise academic resilience among high school students of Nomad community.
- To study and compare locality wise child rearing practice among high school students of Nomad community.
- To study relationship between academic resilience and child rearing practice among high school students of Nomad community.

### **HYPOTHESIS**

- There is no significant gender wise difference in academic resilience among high school students of Nomad community.
- There is no significant gender wise difference in child rearing practice among high school students of Nomad community.
- There is no significant locality wise difference in academic resilience among high school students of Nomad community.
- There is no significant relationship between academic resilience and child rearing practice among high school students of Nomad community.

- There is no significant relationship between academic resilience and child rearing practice among high school students of Nomad community.

### **DELIMITATION OF THE STUDY**

- This study has been delimited to This study is delimited to high school students of Nomad community only in Durg district of Chhattisgarh.
- This study is confined to 9 class students of Nomad community of session 2021-22 of Secondary Board of Chhattisgarh (CGBSE), Chhattisgarh.
- This study is confined to 130 students from 15 government higher secondary school of Durg.

### **OPERATIONAL DEFINITIONS**

#### **ACADEMIC RESILIENCE:**

By academic resilience, the investigator means the capability possess by the students conquers of academic issues, strain and pressure of study as manifest y internal and external factors. In the present study, the academic resilience of the secondary level students will be assessed by using “Academic Resilience Scale “developed and standardized by Mihir Kr. Mallick and Simranjit Kaur (2016).

#### **CHILD REARING PRACTICE:**

In the present study child rearing practice means the way that how parents go about raising their children. Here, the influence of child rearing practice upon the academic resilience will be assessed by using the self-developed child rearing practice scale..

### **REVIEW OF RELATED LITERATURE**

Review of related literature mainly deals with the systematic process of collection, reading the journals, books, abstract, and other reference material which related to the topic of study.

### **STUDIES REALTED TO ACADEMIC RESILIENCE**

**Mwangi, C.N. and Ileri, A.M. (2017)** conducted a study on Gender Differences in Academic Resilience and Academic Achievement among Secondary School Students in Kiambu Country, Kenya. The main objectives is sought to establish gender difference in academic resilience and

academic achievement. The finding of the study reveals that girls have high academic resilience than boys.

**Aagnostaki, I. et al (2016)** conducted a study on the immigrant youth of Greek school explore how personal and family resources can effect on individual's academic achievement. The findings of the study on one hand highlight the most important link between the family context and youths personal agency and doing well in school on the other hand.

**Mallick, K.M. and Kaur, S.(2016)** conducted a study on academic resilience among senior secondary school students: Influence of learning environment .The main purpose of the study to explore and analyze the relationship between learning environment and academic resilience of senior secondary students. The results of the study showed that there have positive relationships between learning environment and academic resilience. Along with it the study revealed that boys possess more score in academic resilience as compared with girl.

**Isaacs, J.A (2014)** conducted a study on Gender differences in resilience of academic deans. The main objectives of this study was to find out the difference in the levels of the resilience characteristics which in between male and female deans within a state university system. The findings of the study showed that the average means scores suggested that in comparison to male than female deans had a higher level of resilience. **Jowkar, B.et.al (2014)** conducted a study on academic resilience in education: the role of achievement goal orientations. The objective of the study was to investigate the relationships between achievement goal orientations and academic resilience. The results of the study showed the achievement goal orientation has a major role in the academic achievement of the students.

**Paul, H., Sriram, S. and Mala, V.S. (2014)** has done research on Resilience, academic motivation and social support among college students. The aim of the study is to search whether there have any relationships among resilience, academic motivation and social support. It has been found that there have significant relationships between various dimensions of the academic motivation scale and resilience. **Wilks, E.S. and Spivey, A.C. (2009)** conducted a study on Resilience in Undergraduate Social Work Students: Social Support and Adjustment to Academic Stress which have a look on the resilience in undergraduate social work students. The main objective of the study was to analyze the relationship between resilience of undergraduate social work students and academic stress. The findings of the study indicate that social support and resilience is significantly negatively influenced.

**Nurkholida, E and Hakim, M.L (2020)** conducted a study on assessing parenting education: parenting styles of adolescents in rural and urban society. The finding of the study indicates that parenting style the child receives was the permissiveness style of care. The conclusion based on the area the urban society is more democratic in parenting. It makes teenagers more independent, confident and open minded.

**Mihret, M.A.et.al (2018)** conducted a study on on adolescents perceived parental childrearing practice and its effect on their psychological functioning in some selected secondary schools of East Hararghe Zone, Ethiopia. The main objective of the study was to observe how child rearing practice effect on adolescents psychosocial functioning. The finding of the study indicates that there has strong and significant relationship between parental childrearing practice and adolescents psychosocial functioning.

Demicioglu, H. and Omeroglu, E. (2014) conducted a study on effect on training from trained mothers and education from mother to mother on family functions and child rearing attitudes in Ankara .The purpose of the study was to examine the effect of training from trained mothers and education from mother to mother on family functions and child rearing attitudes. The findings of the study revealed that the training from trained mothers and education from mother to mother programmed tested and prepared as an alternative to family education programmed used in turkey and it create difference on child functioning and attitude towards child rearing.

**Odom, L.L. and Mcneese, R.S (2014)** conducted a study as Having Our Say: High Achieving African American Male College Graduates Speak About Parental Involvement and Parenting Style. The main objectives of the study are to investigate the patters of parental involvement and parenting styles of the parents of the successful American students. The study specifically examine the relationships among the perceptions of the students towards the involvement of their parents, parenting styles, level of education, structure of the family etc. The findings of the study revealed that most of the parents were involved in every steps of the educational journey of their children.

From the above studies it can be observed that child rearing can be a reason behind to create academic resilience among students. Most of the findings of the studies show that child rearing practices have major influence upon academic resilience.

## **METHODOLOGY AND PROCEDURE**

**Research method:** Every study can be disguised on the basis of the objectives and approaches. The present study tries to determine how child rearing practice can effect on academic resilience. On the demand of the study, descriptive survey research methodology was used for investigating and collection of data to study the relationship among the variables and their gender and locality separately. Population: The present study conducted on the students studying in IX of government higher secondary schools of Nomad community residing in rural and urban area of Durg district of Chhattisgarh.

### **Sample of the study**

In the present study the sample of the study was selected through sample random sampling. Sample of 130 students of 9 th class was selected through giving weightage on locality (rural and urban) and gender (male and female).

Tools used

In the present investigation for the collection of data four tools was used: They are:-

- Academic resilience scale by Mihir Kr. Mallik and Simranjit Kaur(2016).
- Child rearing practice questionnaire (self-developed)

### **PROCEDURE FOR DATA COLLECTION:**

The questionnaire was distributed to the classes of various departments. The researcher then collected all the responses in the spreadsheet and was scored according to the manual.

### **STATISTICAL TECHNIQUE USED:**

- In order to study the distribution of scores of higher secondary students“ descriptive statistics like mean, median, mode, standard deviation, skewness and kurtosis was calculated.
- T test was used to compare difference between boys and girls, urban and rural for academic resilience and child rearing practice.
- Pearson product movement co-relation was used to find out the relationship between the academic resilience and child rearing practice.

### **ANALYSIS AND INTERPRETATION OF DATA**

Analysis and interpretation of the obtained data were made by keeping in mind the objectives of the study. The descriptions of calculation and results obtained have been systematically

presented in the present study the researcher is going to determine academic resilience in relation to child rearing practice among adolescents.

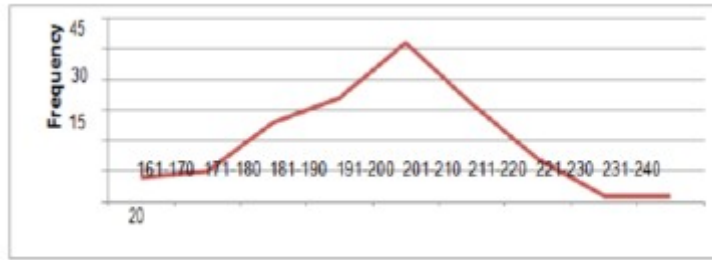
**Nature of Distribution of Academic Resilience Scores of High school Schools students of Nomad Community** For verifying the normality of distribution of academic resilience, the values of mean, median and mode, standard deviation, quartile deviation, skewness and kurtosis were calculated and are given in the following table –

**Table 1 Frequency distribution of academic resilience among high school students of Nomad community**

Class interval	Frequency	Cumulative frequency	Cumulative frequency (%)			
241-250	6	120	100			
231-240	7	114	95			
221-230	18	107	89.16			
211-220	19	89	74.16			
201-210	35	70	58.33			
191-200	20	35	29.16			
181-190	9	15	12.5			
171-180	4	6	5.00			
161-170	2	2	1.66			
N=120						
Mean	Median	Mode	Q.D	S.D.	SKEWNESS	KURTOSIS
201.96	203	203	23.75	17.03	-0.07	-0.23

The above table shows the value of skewness is  $-0.14$  shows that the curve is negatively skewed. In addition to this the value of kurtosis ( $-0.23$ ) was calculated to be in 0.05 level which indicates that the curve is platykurtic in nature. The skewness and kurtosis with respect to distribution of academic resilience is dramatically presented in below:





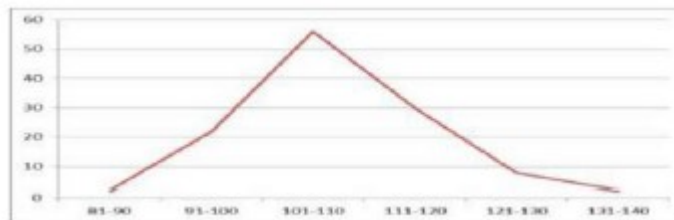
**Figure 1 Frequency distribution of academic resilience among high school students of Nomad community**

**Nature of Distribution of Child Rearing Practice Scores of High Schools students of Nomad Community** For verifying the normality of distribution of child rearing practice, the values of mean, median and mode, standard deviation, quartile deviation, skewness and kurtosis were calculated and are given in the following table–

**Table 2 Frequency distribution of child rearing practice among high school students of Nomad community**

Class interval	Frequency	Cumulative frequency		Cumulative frequency (%)		
131-140	2	120		100		
121-130	8	118		98.33		
111-120	30	110		91.66		
101-110	56	80		66.66		
91-100	22	24		20		
81-90	2	2		1.6		
N=120						
MEAN	MEDIAN	MODE	Q.D	S.D	SKEWNESS	KURTOSIS
108.11	108	105	10.25	8.54	0.41	0.46

The above table shows the value of skewness is 0.41 shows that the curve is positively skewed. In addition to this the value of kurtosis (0.46) was calculated to be in 0.05 level which indicates that the curve is leptokurtic in nature. The skewness and kurtosis with respect to distribution of child rearing practice is dramatically presented in below:-



**Figure 2 Frequency showing of child rearing practice among high school students of Nomad community**

Gender wise Comparison of Academic Resilience and Child Rearing Practice among High School students of Nomad Community To test the significance of comparison between the mean

scores of academic resilience among male and female higher secondary students, their mean standard deviations and „t“ value were calculated. The means, standard deviation and „t“ value are given in the below.

**Table 3 Comparison of academic resilience and child rearing practice scores between boys and girls students of Nomad community**

Variable	Gender	N	MEAN	S.D	SE <sub>p</sub>	df	t-value
Academic resilience	Boys	60	201.73	16.68	0.83	118	0.14 NS
	Girls	60	202.2	17.51			
Child rearing practice	Boys	60	109.08	8.35	0.34	118	1.24 NS
	Girls	60	107.15	8.69			

\*\* Significant at 0.05 level of significance, NS- Not Significant at 0.05 level of significance

It is evident that the calculated value of „t“ for comparing academic resilience among boys and girls students was found 0.61 which is not significant at 0.05 level of significance for two tailed test for degree of freedom (df)=118, because the calculated t value(0.14) is less than the table „t“ value(1.98) at 0.05 level of significance. Hence the hypothesis “there is no significant difference between boys and girls academic resilience of higher secondary school students of Nomad community was accepted.

Therefore it may be interpret that there is no significant difference in the mean scores of academic resilience of boys and girls students. It may be said that apparent difference in the mean score of two groups (boys and girls) may be attributed due to chance factor or sampling fluctuation. So the findings of the study reveal that boys and girls of higher secondary schools exhibit more or less same kind of academic resilience. But this finding is not in consonance with the findings of Isaacs, J.A (2014) who concluded that the level of academic resilience of the boys and girls differ significantly. The findings of the study showed that the average means scores suggested that in comparison to male than female deans had a higher level of resilience.

It is evident that the calculated value of „t“ for comparing child rearing practice among boys and girls students was found 1.24 which is significant at 0.05 level of significance for two tailed test for degree of freedom (df)=118, because the calculated „t“ value(1.24) is less than the table „t“ value (1.98) at 0.05 level of significance. Hence the hypothesis “there is no significant difference between boys and girls of child rearing practice of higher secondary school students of Mising community was accepted. Therefore it may be interpret that there is significant difference in the

mean score child rearing practice of boys and girls students. The result of the study supports the findings of the study done by Mihret, M.A.et.al (2018) on adolescents perceived parental childrearing practice.

### Localitywise Comparison Of Academic Resilience And Child Rearing Practice Among High school students of Nomad Community

To test the significance of comparison between the mean scores of locality wise higher secondary students, their mean standard deviations and „t“ value were calculated. The means, standard deviation and „t“ value is given in the below:

**Table 4 Comparison of scores of locality between urban and rural high school students of Nomad community**

Variables	Locality	N	Mean	SD	SE <sub>D</sub>	df	't' value
Academic resilience	Urban	60	204	16.36	0.68	118	1.01 NS
	Rural	60	201.03	15.68			
Child rearing practice	Urban	60	107.8	10.02	0.59	118	0.82 NS
	Rural	60	109.26	9.43			

\*\* Significant at 0.05 level of significance , NS- Not Significant at 0.05 level of significance

It is evident that the calculated value of “t” for comparing academic resilience score so urban and rural students was found 1.01 which is not significant at 0.05 level of significance for two tailed test for degree of freedom(df)=118, because the calculated t value (1.01) is less than the table „t“ value (1.98) at 0.05 level of significance. Hence the hypothesis “there is no significant difference between urban and rural locality academic resilience of higher secondary school students of Mising community was accepted.

Therefore it may be interpret that there is no significant difference in the mean score of academic resilience among students from rural and urban. So the findings of the study reveal that urban and rural students of higher secondary schools exhibits more or less same kind of academic resilience. This finding is consonance with the findings of Mallick, K.M. and Kaur, S. (2016) which stated that there exists no significant difference between rural and urban high school students in their academic resilience.

It is evident that the calculated value of „t“ for comparing child rearing practice scores of urban and rural students was found 0.82 which is not significant at 0.05 level of significance for two tailed test for degree of freedom (df)=118, because the calculated t value(0.82) is less than the

table „t“ value (1.98) at 0.05 level of significance. Hence the hypothesis “there is no significant difference between urban and rural locality child rearing practice of higher secondary school students of Mising community was accepted. Therefore it may be interpret that there is no significant difference in the mean score child rearing practice among students from rural and urban. So the findings of the study reveal that urban and rural students of higher secondary schools exhibit more or less same kind of child rearing practice. This findings is consonance with the findings of Nurkholida, E. & Hakim, M.L (2020) which stated that there have no difference between the urban and rural area in child rearing practice. Both urban and rural in the present time having same kind of child rearing practice.

**Coefficient of Correlation between Academic Resilience and Child Rearing Practice on High School students of Nomad Community-** To test the significance of correlation between the academic resilience and child rearing practice, their mean standard deviations and coefficient correlations value were calculated. The means, standard deviations and coefficient correlation value are given below –

**Table 5 Co-efficient of correlation between academic resilience and child rearing practice among High School students of Nomad Community-**

Variables	Mean	S.D	Coefficient of correlation	Level of significance
Academic resilience	201.96	17.03	0.04	0.05
Child rearing practice	108.08	8.3		

The table reveals that co-efficient of correlation between academic resilience and child rearing practice of higher secondary students is 0.04, which is not significant at 0.05 level of significance. for two tailed test for degree of freedom (df=118), because the calculated co-efficient value (0.04) is less than the tabulated co-efficient of correlation value (0.159) at 0.05 level of significance. Therefore the hypothesis that there is no significance relationship between the academic resilience and child rearing practice was accepted. So the variables i.e. academic resilience and child rearing practice are not correlated with each other. It can be interpreted that there exists no significant relationship between academic resilience and child rearing practice. On the basis of result of present study, it can be interpreted that there exists no significant relationships between academic resilience and child rearing practice.

## CONCLUSIONS

From the analysis and interpretation of the data with the help of various statistical measures, following conclusion can be drawn-

- There is no significant difference between boys and girls academic resilience of higher secondary school students and possess more or less same academic resilience. The mean score of academic resilience of girls (202.2) is higher than the mean score of boys (201.73). It may be due to fluctuation of sampling or other chance factor.
- Child rearing practice for both boys and girls differ significantly. There has been higher means of child rearing practice in terms of boys than girls. Boys having mean score (109.08) more than the mean score of girls (107.15) in terms of child rearing practice.
- There is no significant difference between urban and rural locality academic resilience of higher secondary school students. Both localities possess same level of academic resilience. The mean score of academic resilience of urban locality (204) is higher than the mean score of rural (201.03). It may be due to fluctuation of sampling or other chance factor.
- There is no significant difference between urban and rural locality child rearing practice of higher secondary school students. Both urban and rural child get same kind of child rearing practice. The mean score of child rearing practice of rural locality (109.26) is higher than the mean score of urban locality (107.8). It may be due to fluctuation of sampling or other chance factor.

There exists no significant relationship between academic resilience and child rearing practice. The variables academic resilience and child rearing practice are not correlated to each other.

## EDUCATIONAL IMPLICATIONS

The present study has the following educational implications:

- Adolescence is one of the most crucial stages of development so the parents should be more careful that they brought them properly and developed a good attachment with them. The relation between parents and child must be healthy and cooperative. It will help to develop a good academic resilience among the adolescent.
- It's observed that difference is created between the boys and girls in terms of child rearing practice. But to maintain the equality of development, we must not make any

differences between boys and girls while nurturing the child. Both need equal amount of care and attention.

- Parents should not compare their child with other children .All of us have different capabilities. Instead of observing the individual growth, if parents often try to compare their child with others, it may increase their level of anxiety and stress. It may lower their self confidence and they often think that everybody is better than them.
- Parents should always encourage their child to take part in different co- curricular activities in schools. It helps to improve the learning experience of the child and improves their level of attention .It also beneficial for the students“ physical and mental fitness and relieve their academic stress.
- Conflict between the parents may cause harm to the young child. It may develop different psychological difficulties such as emotional and behavioural problems, anxiety, depression, low self-esteem etc.

## **RECOMMENDATIONS**

- In the adolescent period students face different problems which need active parental involvement. The attachment of parent child should be very friendly and they should behave in a friendly way so that adolescents get the proper guidance and care.
- School can organize different educational programmes and can also include in schools and other educational establishment as part of education. Trained facilitator should be recruited in the school so that he can help in the development of the academic resilient abilities among adolescents.
- Training the adolescents in proper social and emotional skill leads to development of self-awareness, self-management, social awareness, relationship skills and leads to responsible decision making. It helps to improve the peer relationships.
- School counselors can investigate ways and means of implementing similar school based interventions for their students. The educationists and policy makers need to look into the feasibility of introducing such ways. This can enable them to deal with academic failure more effectively and become resilient in the academic domain.
- We have to try different ways in identifying the strength of the students which will in future lead them in attaining abilities and positive qualities. We have to provide them

with opportunity to work in their area of strength for success and build a strong sense of self-worth.

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