



ACADEMIC RESILIENCE AMONG CHILDREN FROM DIVORCED PARENTS

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Research Highlights

This study examines the factors that can enhance student's academic resilience from positive psychological perspective. The findings of the study show that protective factors such as relationships, high expectations and significant involvement are the dimensions that can improve the resilience of students who have divorced parents. Distance is not a barrier to parents who do not stay with their children if the communication mediums such as phones and the internet are used to show care, convey parents' expectations and build strong bonding with the children. The problem of divorce may never be totally dismissed from our society. However, the least we can do is to provide a conducive and functional environment which can make students from the divorced parents more resilient.

Research Objectives

The main objective of this study is to examine the dimensions of protective factors and internal strength which are predictors of academic resilience among students of divorced parents. .

Methodology

The current study uses a mixed-method approach which combines quantitative and qualitative methods. The sample for survey consists of 575 form four students from 19 secondary school in Kedah, one of the states in Malaysia. To gather information via the qualitative methods, 5 students were selected based on the marital status of their parents (divorced). The respondents completed the Resilience Youth Development Module (RYDM) questionnaire which comprise the instrument items that measure the variables protective factors and internal strength. The Resilience Scale (RS) was the instrument used to measure resilience.

Results

The results of the analysis revealed that all variables as a whole is at a high level (protective factors – mean = 2.89 , s.d.= 0.30 ; internal strength – mean = 2.86 , s.d. = 0.33 ; resilience – mean = 2.71 , s.d. = 0.45). The t-test results showed no significant differences by gender, race and marital status of parents for all three variables of interest in this study. Pearson correlation analysis showed a strong positive relationship between protective factors, internal strength and resilience. Multiple regression analysis found that protective factors and internal strength variables are the predictors of resilience, with protective factors is a more influential predictor compared to internal strength.

Data from the interview also supported the quantitative data when the participants indicated that protective factors play a much more important role to increase resilience against internal strength. Most of the participants appreciated the fact that they built a close relationships with their family members even when they live far away. They also have a closer relationship among their siblings, friends and teachers at school.

Discussion

In order for students to have strong resilience, the people surrounding them need to build protective factors such as strong relationship between the students with their family members, friends and teachers in school. This becomes more important for the students who come from a family with divorced parents. This study provides empirical evidence to support how protective factors and internal strength are predictors of academic resilience among students.





Further exploration of this subject among students from divorced parents confirms the fact that these are the kind of support they need, which can help build resilience among them.

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