

## ACADEMIC STEADFASTNESS AMONG OUTSTANDING SCHOOL STUDENTS

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### Abstract

The current research aims to identify

1. Academic resilience of the research sample
2. The significance of the statistical differences in academic resilience according to the variables of gender and school stage.

In order to achieve the objectives of the research, the researcher translated the scale (Chisholm et al, 2018) to measure academic resilience, and after verifying the validity, stability and suitability of the tool to the current research, it was applied to the basic research sample of (300) male and female students from the distinguished schools in Baghdad Al-Karkh (the first). The second, third) were chosen by the stratified random method, and after processing the data statistically using the arithmetic mean, standard deviation, t-test for two independent samples, Pearson correlation coefficient, Cronbach equation and analysis of multiple variances, the researcher reached the following results

- 1- Distinguished school students enjoy high academic steadfastness.
- 2- There are no statistically significant differences in academic resilience according to the gender variable (male, female), while there are statistically significant differences in academic resilience according to the stage variable (second intermediate, fifth preparatory) and in favor of the fifth preparatory.
- 3- There are statistically significant differences in academic resilience in the interaction between gender and school stage, and the source of the differences is (female second average with female fifth preparatory) in favor of a fifth preparatory female.

### Research Problem

Distinguished students constitute an important part of society and constitute an important element of human energies with their high intelligence, special talents, and abilities in innovation, direction and leadership. They are also more capable of opening new horizons to overcome the current problems facing their societies. (Yasin, 1981: 151).

Most students face challenges and study problems, as students face many difficulties and challenges in the field of education, which can weaken their performance and academic achievement. A study ( HoligerFelming , 1984 ) that the exposure of outstanding students to difficulties affects his self-image and makes him less tolerant of psychological and academic obstacles, and thus academic resilience decreases and his capabilities begin to decline, and they almost become ordinary students. (Marzouk, 2019: 17).

The study ( Reis et.al.2005 ) indicated that distinguished students with weak academic resilience faced many behavioral and disciplinary problems, poor time management, confused unrealistic ambition, and poor self-efficacy, which caused their poor academic achievement, as well as many family problems in their families ( Reis et. al., 2005, 110-120 ).

The researcher conducted an exploratory questionnaire supplement (1) on a sample of distinguished school students and their parents. The sample included (80) individuals, (36) students and (44) parents, and 47% of the students indicated that they had encountered situations during school that they felt In it, failure will be their companion and they will not be able to achieve success and excellence, and the reasons for this feeling are (failure in the exam, the language, the lack of clarity in the type of questions, the exam time is not enough, the teachers' style, the incorrect method of teaching, the confusion of the ministry with its decisions).

### The Study Significance

Academic endurance is a concept that describes the student's ability to improve academic performance after going through difficult experiences and events, and enables him to overcome or adapt and adapt to bear these circumstances. It is the process and results that form part of the life story of an academically successful individual despite the obstacles that prevent most others who have the same The background of success (Morales and Trotman,

2004: 8) . The importance of academic resilience is highlighted in providing opportunities for students to learn effective ways to overcome their negative behaviors, and build positive habits that enable them to persevere in learning in difficult times, face challenges, and achieve their aspirations and academic goals, due to their firm belief that successful learning is necessarily the outcome of effort and perseverance to learn, and not just relying on their own abilities and preparations, the student's ability to regulate his emotions in those situations enables him to withstand challenges ( Khalaf, 2014: 202 ) Building academic resilience can be done by focusing on the changeable factors that may affect the success of the individual, as each individual has a specific way of responding to adversity and setbacks that they are going through. Improving academic resilience from inclusion in goal-oriented and self-regulating behavior and social competence, problem-solving skills, independence, sense of purpose, motivation, positive use of the situation, family expectations and support, educational environment, classroom leadership, sense of belonging to the school. It takes place through three areas: the family, schools and communities, where these places provide support for individuals and meet their development needs in terms of safety, love, belonging and respect ( Eric J, 2011: 25 ). (Bulbul 2019) indicated the need to enhance the academic resilience of university students by developing a strategy To attract students and encourage them to participate and integrate in activities and provide them with all kinds of support and motivation, students must be drawn to the importance of mental alertness and its positive role in raising students' efficiency, enhancing their academic resilience levels, improving mental skills, psychological state and feeling happy (Bulbul, 2019: 2516).

### **Research Objectives**

The current research aims to identify

1-Academic resilience of the research sample.

2-The significance of the statistical differences in academic resilience according to the variables of gender and school stage.

The limits of the research The current research is limited to students of outstanding schools in the schools of Baghdad Governorate, Karkh Education (first, second, third) for the academic year 2020/2021.

define terms

#### **First: Academic Resilience known by:**

1- ( Brooks&Gohdstien , 2004 ): It is an individual's ability to achieve academically despite the presence of risk factors that usually lead to impeding academic performance or result in low academic performance. Brooks &Gohdstien , 2004: 195 ).

2- (Chisholm et al, 2019 ): It is the ability to overcome acute or chronic predicament or adversity that could pose a clear threat to the student's educational and academic development. ( Chisholm et al, 2019 ,1373 ).

**Theoretical definition:** The researcher adopted a definition ( Chisholm et. al, 2019 ) because it adopted its scale for the current research.

**Procedural definition:** The total score obtained by the student on the academic resilience scale used in the current research.

## **THEORETICAL FRAMEWORK**

### **ACADEMIC ENDURANCE**

Introduction The reasons behind some students achieving high levels even when they face difficult situations and pressures have attracted great attention from researchers and teachers. The theory of resilience attempts to explain academic achievements among students who face negative psychological and environmental situations. There is no single definition of resilience. However, there are many different definitions and descriptions of resilience that have been presented in the theoretical side of the research. Wolin and Wolin, 1993) described steadfast individuals as bold, invincible and indomitable. Resilience has been described as a protective mechanism that alters an individual's response to danger ( Rutter 1981, 1987) or as a control tool despite negative life events. Rutter (1987) defined resilience as the positive role of individual differences in people's responses to stress and adversity. Waxman (1992) believes that attending a school that is considered as a "in danger" school is considered a stressful situation, arguing that it is the educational resilience that must be provided for some young people to succeed. In another definition ( Wang, Haertel , and Walberg (1994) , academic resilience is the increased probability of success in school and other life achievements despite the difficult circumstances arising from early experiences and conditions. Wang ,Haertel , and) Walberg, 1994; 46 )

Resilience is not a fixed trait for individuals, and successful negotiations for the psychological dangers of a single point in an individual's life do not guarantee that this individual will react negatively to other pressures when attitudes change. And as stated by Rutter 19981 that if conditions change, steadfastness changes. And speculate

certain risk factors about the negative outcomes faced by students. Poverty, for example, has been identified as a specific predictor of crime, and physical abuse in childhood has been identified as a predictor of emotional delays and physical problems ( Gordon& Song, 1994 ). Rutter, 1981; 317 )

Bland, Sowa and Callahan 1994 discuss the need to understand how resilience motivates success in students. He described students who are resilient at risk as having a set of personal traits, tendencies, and beliefs that enhance their academic success, regardless of their background and current circumstances. Resilient students have a strong sense of self-efficacy and believe they are successful because they chose to. They also have a psychological support system in and outside the school, which provides them with the necessary encouragement. They use their time positively to provide themselves with a sense of support, success, and awareness. Ford found that resilient youth who face certain social pressures have an inner point of success and a positive sense of power. Ford also identified the limits of the development of resilience among resilient distinguished students, including peer pressure and societal-psychological complications, the relationship with teachers and counsellors, experiences of discrimination and the relationship with peers. ( Reis, 2005; 112 ) .

Preventive factors contributing to the development of academic resilience among outstanding students

There are many protective factors that contribute to the development of resilience for outstanding students, including self-belief, personal qualities (sensitivity, independence, determination to succeed, appreciation of cultural diversity, internal will), supportive systems (honorary classes, family support, adult supporters), participation in Special programs, extra-curricular activities, rich classroom programs, advanced challenge classes, the development of strong self-belief is clear to all the distinguished students and it is evident in their understanding of who they are and what they want to achieve in life and the direction they must take to realize their goals. This positive sense of the developed self, despite the urban environment that surrounds them with negative conditions such as economic conflict, poverty, the large spread of drugs, gangs, and societal violence, in addition to family and peer problems. Common personal traits demonstrated by participants' accomplishments, as well as resilience, determination, motivation, and inner will include positive use of problem solving, independence, realistic ambition, a high sense of others and the surrounding world, and an appreciation of cultural diversity ( Reis et. al, 2005; 116 ) .

Also, protective factors involved in the support networks that exist within the school to develop student achievement include other achievers' peers, family members, supportive teachers from previous years, and other adults. The peer support system includes friends who want to succeed academically and want to work towards the success of their goal, and various teachers, coaches, advisors, and administrators. This network is essential to the academic success of many high achievers.

All outstanding students participate in activities during and after school hours. Everyone participates in more than one sport and participates in many school clubs and events such as jazz and foreign language clubs, service groups and academic competitions. These extra-curricular activities have a significant impact on these young people, as they can be considered very influential in developing their resilience, their positive use of their extra time, and their ability to excel academically. Many are productively busy every day for long hours after school, which gives them less time to fall prey to urban problems that burden their peers such as drugs and gangs. Another major factor contributing to academic success that students believe in is their enrollment in honors classes. High achievers believe that honor classes provide them with opportunities to work hard and join groups that aim to work and learn.

It seems that these students have families who raised them on different roads and at different levels. Some of the participants had very supportive families compared to the families of other participants that gave them lower levels emotionally and financially ( Reis et. al, 2005; 117).

A viewpoint (Chisholm et. al, 2019).

Academic resilience is defined as the ability to overcome adversities and predicaments that are acute or chronic, which can pose a clear threat to the educational and academic development of the student. Distinguished students who have great academic resilience are better than those students whose resilience is less in managing academic stress. The concept of resilience is important in health professions education when resilience strategies were taught as a way to manage stress so that students become good practitioners, therapists, and learn how to avoid challenges in the learning environment. Negative Student Outcomes When outstanding students face difficult situations, they try to overcome them based on their self-efficacy and self-learning. To self-regulate, persevere, seek adaptive help, and respond emotionally. Chisholm et.) al,2019; 1373-1374 ) .

### **Literature Review**

The researcher did not find any previous foreign or Arab study that studied the research variable among the academically superior.

Search procedures : This chapter includes the procedures adopted by the researcher to achieve the objectives of the research, which are the research methodology, the identification of the research community and its sample, and the steps that were followed in preparing the research tools (academic resilience scale).

**The following is a detailed account of those procedures: -**

Research Methodology: The research method is determined according to its problem and objectives that it seeks to achieve. It is the approach that describes the phenomenon of phenomena to reach the causes of this phenomenon and the factors that control it and draw conclusions for generalization (Alyan, 2001: 46-47). and mathematics (Daoud and Abdel Rahman, 1990: 163).

Research community: It is a group of clearly known statistical units from which it is intended to obtain data (Al-Azzawi, 2008: 161) (2488) students distributed (1102) males (44%) and (1386) females (56), amounting to (1336) male and female students in the second intermediate grade, which constitutes (54%) and (1152) male and female students in Fifth grade of middle school, constituting (46%), (1102) of males (44%) and (1,386) and (56%):

The basic research sample: It is a partial group of the original study community chosen by the researcher in different ways so that it is accurately representative of the study community (Al-Omrani, 2012: 93). %) of the research community, distributed as (132) males (44%), while the number of females was (168) with a percentage of (56%) and the number of students of the second was an average (162) and (54%), (66) males, with a percentage of ( 22%) and females (96) at a rate of (32%), while the fifth preparatory students (138) at a rate of (46%), (66) males at a rate of (22%) and females (72) at a rate of (24%).

**Research tools:** The current research required the provision of tools to measure the research variables (academic resilience). The researcher relied on the academic resilience scale prepared by Chisholm et.al, 2018 ) after translating it, and the following is a description of the steps for preparing the scale:

First: The Academic Resilience Scale: The researcher relied on the Academic Resilience Scale (Chisholm et al, 2018) in the current research because it is one of the relatively modern standards and more consistent with the theory on which the research was based.

**Description of the Academic Resilience Scale in its English version :** The scale consists of (16) supplementary items (8), where (7) negative items are (1,2,3,4,5,14,15) and (9) positive items, which are (6 (7,8,9,10,11,12,13,16), noting that the alternatives to the scale are (applies to me to a very large extent, applies to me to a large extent. applies to me to a moderate degree, applies to me to a small degree, does not apply to me at all) and that The weights of the positive clauses (1,2,3,4,5) and the negative clauses (5,4,3,2,1). (Chisholm et al., 2018 ) formulated a hypothetical situation that expresses a situation that students may go through during their studies, According to this situation, the items of the scale are answered.

**Steps for translating the Academic Resilience Scale:**

- A- The researcher translated the scale, Appendix (6), and presented the translation to English language specialists, Appendix (7), to verify the integrity of the translation. Matching the translation, then presenting the items in Arabic-to-Arabic language specialists to indicate the extent of the correctness of the Arabic language and making the appropriate linguistic adjustments.
- B- The researcher prepared instructions for answering the items, as well as preparing a five-point scale to answer the items (it applies to me to a very large extent, applies to me to a large degree. It applies to me to a moderate degree, applies to me to a small degree, does not apply to me at all) and the weights were given (1,2 ,3,4,5) for the positive items and the weights (5,4,3,2,1) for the negative items.

**Validity of the Academic Resilience Scale Items:**

For the purpose of verifying the validity of the items of the scale, they were presented to a group of arbitrators in educational and psychological sciences (Appendix (8) with the presentation of definitions, instructions and the method of correcting the items in Appendix (9), and after collecting the opinions of the arbitrators, the percentage of agreement between the arbitrators was calculated using the chi-square and table ( 1 ) illustrates this

Table (1 )Chi-square to show the percentage of agreement between the opinions of arbitrators in educational and psychological sciences in the validity of the items of the psychological empowerment scale

No	Items	Experts	Agreements	Objections	Kai-Square	Sig.
1	1	20	19	1	16,2	Valid
2	2-3-4-5-6-7-8-9-10-11-	20	20	–	20	Valid

	12-13-14-15-16					
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We note from Table ( 2 ) that the chi-square values calculated for the items of the academic resilience measurement tool were higher than the tabular value of the chi-square, which indicates the validity of all items in measuring what they were designed to measure.

Clarity of the scale and its items:

For the purpose of identifying the clarity of the scale’s instructions, its items and its alternatives, and detecting and avoiding the difficulties facing the respondents and the time it takes to answer the academic resilience scale, the researcher applied the scale to a sample of (40) male and female (20) male (20) female students who were chosen randomly, and after By doing this procedure, it was found that the items of the scale, its instructions and its alternatives were clear and that the average time taken for their answers was (10) minutes.

Statistical analysis of the items of the Academic Resilience Scale: The process of statistical analysis of the items of the scale is one of the most important stages of construction, as it is used to make the decision to keep the item, delete it, or modify it, and to reveal individual differences among students (Kafha, 2010: 147). For the purpose of conducting the statistical analysis of the scale items, the scale was applied to the statistical analysis sample of (400) male and female students, who were chosen by the proportional random stratified method from the second intermediate and fifth preparatory classes, as the number of males reached (176) and at a rate of (44%), while the number of females reached (224) at a rate of (56) and the number of students of the second average was (216) and at a rate of (54%), (88) males and at a rate of (22%), and females (128) and at a rate of (32%). As for the fifth preparatory students (184) and at a rate of (46) %), (88) of males (22%) and females (96) (24%). Table (2) illustrates this: and their characteristics are shown in Table (2).

**Table (2) Numbers and characteristics of the statistical analysis sample for the research Measures**

Directorate	Gender	Males	Percentage	Females	Percentage	Total	Percentage
<b>Karkh 1</b>	Second Intermediate	40	%10	80	%20	120	%30
	5 <sup>th</sup> Preparatory	40	%10	56	%14	96	%24
<b>Karkh2</b>	Second Intermediate	36	%9	28	%7	64	%16
	5 <sup>th</sup> Preparatory	32	%8	24	%6	56	%14
<b>Karkh3</b>	Second Intermediate	12	%3	20	%5	32	%8
	5 <sup>th</sup> Preparatory	16	%4	16	%4	32	%8
<b>Total</b>			176	%44	224	%56	400
			40	%10	80	%20	120

Note that the application was carried out in the period from (2/28/2021 - 3/5/2021), after which the statistical analysis was performed.

1-Calculating the discriminative power of the items:

2-The main objective of item analysis is to keep the distinct items in the scale as well as to exclude items that do not distinguish between the examinees and to keep those that distinguish between individuals in the measured trait (Karajah, 1997: 124).

3-The discriminatory power was calculated using the two extreme groups method, for the purpose of verifying this, the researcher followed the following steps:

[1]. The researcher corrected all the answer forms and gave the total score for each of the forms that the students answered

[2]. The forms were arranged according to the total score obtained by each member of the sample of (400) male and female students in descending order from the highest score to the lowest score.

[3]. A percentage (27%) of the upper group (27%) of the lower group was chosen to represent the two peripheral groups. In light of determining this percentage, the number of members of the upper group was (108) male and female students, and the number of members of the lower group was (108) male and female students, and the limits of the scores were for the upper and lower groups. According to the academic resilience scale, they are (66-80) degrees of the upper limits, (16-55) degrees of the lower limits.

**Table (3)**  
**T-test for two independent samples to calculate the discriminatory strength of the items of the Academic Resilience Scale using the two peripheral groups**

Sig. Level (0.05)	T-Calculated Value	Minimum Group		Maximum Group		Item No.
		Std. Deviation	Mean	Std. Deviation	Mean	
Valid	12,81	1,17	2.55	0,85	4,33	1
Valid	9,67	1,44	2.46	0,91	4.05	2
Valid	11,50	1,16	1.94	1.07	3.69	3
Valid	12	1.15	2.44	0.98	4.19	4
Valid	10,50	1.38	2.52	0.9	4.19	5
Valid	9.18	1.16	3.36	0.7	4.56	6
Valid	12.05	1.31	3.17	0.49	4.79	7
Valid	10.07	1.22	3.1	0.84	4.54	8
Valid	5.32	1.42	2.65	1.29	3.63	9
Valid	12.22	1.24	2.87	0.69	4.54	10
Valid	12.57	1.15	2.63	0.92	4.41	11
Valid	11.19	1.26	3.03	0.7	4.58	12
Valid	7.17	1.17	2.93	1.13	4.05	13
Valid	8.54	1.38	3.5	0.57	4.73	14
Valid	5.74	1.11	4.23	0.34	4.87	15
Valid	8.20	1.05	4.09	0.23	4.94	16

From the observation of Table (3), it is clear that all items reached the level of statistical significance because their calculated T-values are higher than the tabular T-values of ( 1.96 ) at the level ( 0.05 ) and the degree of freedom ( 214 ) . Thus, all items were kept in the scale

**2. Relationship of the degree of the item with the total degree of the scale:** It is a method used in analyzing the vocabulary of the scale, which expresses the extent of the validity of the item, by finding the correlation coefficient between the degree of each item and the total degree in the scale, as the total score expresses what the scale actually measures, and therefore the quality of the scale increases if It included vocabulary that is highly correlated with the total score ( Lindquist, 1951: 268 ). The researchers resort to this method to find out whether each item of the scale goes in the same path as the scale as a whole. Therefore, this method is considered one of the most accurate methods adopted in calculating consistency. The internal criterion for the scale items (Esawy , 1985: 95) and ( Anstasi, 1976 ) indicates that the total score of the scale is the best internal criterion when the external criterion is not available ( Anstasi, 1976: 206 ), so the researcher used the Pearson correlation coefficient to extract the correlation between the score Each item and the total score of the scale for all members of the sample amounting to (400) male and female students, using the tabular value of (0.098), and it appeared that all correlation coefficients are statistically significant at the level of significance (0.05) and the degree of freedom (398), and Table ( 4 ) shows this :

**Table (4)**

**Statistical analysis of items for the Academic Resilience Scale using the item-to-total score relationship method**

item	Coefficient Factor	Value	item	Coefficient Factor	Value	item	Coefficient Factor	Value
1	0.56	Sig.	5	0.52	Sig.	9	0.26	Sig.
2	0.48	Sig.	6	0.53	Sig.	10	0.56	Sig.
3	0.50	Sig.	7	0.60	Sig.	11	0.61	Sig.
4	0.54	Sig.	8	0.55	Sig.	12	0.56	Sig.

From the observation of Table ( 4 ) and after comparing the calculated values of the correlation coefficient with the tabular value of ( 0.098 ) at the level ( 0.05 ) and the degree of freedom ( 398), it is clear that all the values are at the level of statistical significance, and this means that all items in the scale are kept .

**Psychometric properties of the Academic Resilience Scale: Validity:**

**Validity** is one of the psychometric characteristics that the researcher must make sure that it is provided in the scale he wants to use, and it is one of the basic criteria upon which the construction of psychological and educational scales is based.

**Face Validity:** it indicated that the best way to ascertain the validity of the items of the scale is for a number of experts to assess their validity in measuring the quality for which they were developed ( Eble, 1972:555 ) and Al-Assaf (1989: 430) indicates that it shows the extent that appears In which the scale is appropriate and appropriate for the individual who is measuring it, in which the items of the scale appear to be related to the trait to be measured. The apparent validity of the scale was achieved by presenting the items to a group of arbitrators in educational and psychological sciences with definitions, instructions and method of correction .

**Construction validity:** It is the ability of the tool or scale to verify the predictions of a theory that measures a specific concept based on a specific theoretical background or framework. (Solomon, 2010: 591)

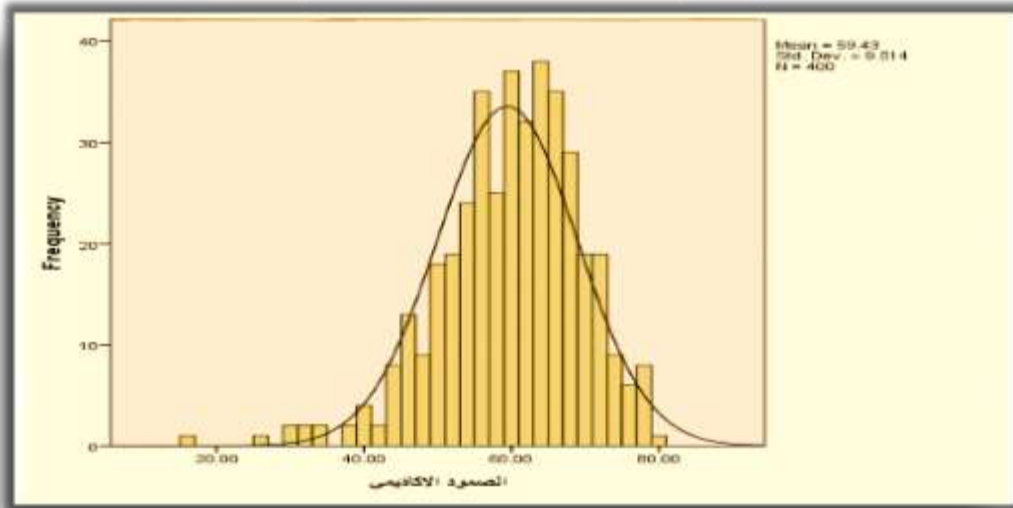
The following construction validity indicators were calculated:

1. **The discriminatory strength of the items:** The discriminatory strength of all the items was verified, and the results of the statistical analysis shown in Table (5) indicated that all the items were retained.
2. **The internal consistency of the scale:** This was verified by calculating the relationship of the item's degree to the total degree of the scale, as shown in Table (6). The results of the statistical analysis indicated that all items were retained.

Stability of the Academic Resilience Scale: Stability is defined as consistency in the results and their stability. The fixed scale is the scale that can be relied on ( Kerlinger, 1973: 425 ). To calculate the stability of the academic resilience scale, the researcher relied on the Facronbach equation, as it is one of the most common equations in calculating the reliability coefficient. Because it shows the strength of the correlation between the items of the scale, in addition to that it gives evidence of the accuracy of the scale and is called (the coefficient of internal consistency) (Awda and Al-Khalili, 1988:355) The researcher verified the stability of the scale by the Alpha Cronbach method, depending on the data of the total sample, and the stability coefficient reached In this way (0,80) , He (Esawy, 1985) indicates that the stability coefficient that ranges between ( 0.70 - 0.90 ) is a good indicator of the fixed scale (Esawy, 1985: 58).

Description of the scale in its final form, its correction and the calculation of the total score: The academic resilience scale in its final form consisted of appendix (11) of (16) items. The scale was corrected according to Likert's method in answering the alternatives to the Academic Resilience Scale. 2,3,4,5) in the case of positive items and (5,4,3,2,1) in the case of negative items, and the highest score obtained by the respondent on the academic resilience scale is (80), and this indicates that the individual has resilience High academic, and the lowest score obtained by the respondent on the academic resilience scale is (16), and this indicates that the individual has low academic resilience.

**Descriptive statistical characteristics of the Academic Resilience Scale:**



The researcher used the statistical bag for social sciences (SPSS) to extract the statistical characteristics of the academic resilience scale, and table (6) illustrates this.

Table ( 6 )  
**Descriptive statistical characteristics of the research sample on the academic resilience scale**

Value	Indicator	No.	Value	Indicator	No.
-0.72	Skewness	5	59.44	Mean	1
1.27	Kurtosis	6	60	Median	2
16	Minimum	7	59	Mode	3
80	Maximum	8	9.51	Std.Dev	4

From the observation of Table ( 6 ), it is clear that the scores on academic resilience were distributed in a moderate or close to moderation manner, which indicates the possibility of using parameter statistics in data analysis. As can be seen from the graph of the Academic Resilience Scale.

**PRESENTATION AND DISCUSSION OF RESULTS.**

1. Identifying the academic resilience of the research sample.

The results of data analysis indicated that the arithmetic mean with academic endurance is (53,58) degrees and with a standard deviation of (8.48) degrees.



**Table ( 7 ). T-test for the difference between the sample mean and the hypothetical mean of the Academic Resilience Scale**

Sig. Level	Freedom Degree	T-Calculated Value	T-Calculated Value	Mean	Std. Dev.	Mean	Sample Size
دال	299	1.96	11.40	48	8.48	53.58	300

From the observation of the calculated t-value of (11.40) and after comparing it with the tabular t-value of (1.96) with a degree of freedom (299) and a level of significance (0.05), we note that it has reached the level of statistical significance, which indicates that the research sample enjoys resilience Academic. This finding can be explained in light of parental involvement, parental support for autonomy, and self-regulation, which can be considered as important protective factors for individuals who face academic challenges and risks leading to a higher level of academic resilience.

**2. The significance of the statistical differences in academic resilience according to the variables of gender and school stage.**

The results of the data analysis indicated that the arithmetic mean for males (53,47) and for females (53,67) and for students in the second stage average (52,49) and in the fifth preparatory (54,86). Binary analysis of variance was used to reveal the significance of differences in resilience Academically according to gender and stage variables, as shown in Table ( 8 )

**Table (8)  
 The results of the two-way analysis of variance to reveal the significance of the differences in academic resilience according to the variables of Gender and Stage**

Sig	F- Value	Mean	D.F.	S.of S.	S. of V.
0.05	0.08	5.635	1	5.635	Gender
0.05	6.03	420.630	1	420.630	Sage
0.05	6.45	449.608	1	449.608	Gener* Stage
----	----	69.742	296	20643.635	Error
----	----	----	300	882869	Total

From the observation of the calculated qui-values (0.08) and after comparing them with the tabular value (3,84) at the level of significance (0.05), it turns out that there are no statistically significant differences in academic resilience according to the gender variable, while there were differences according to a significant In the academic steadfastness according to the stage variable and in favor of the fifth preparatory, as the calculated categorical value reached (6.03), which is higher than the tabular categorical value (3,84) at the level of significance (0.05), as for the interaction between gender and the school stage, there was Differences For the purpose of tracking these differences, Scheffe'spost-comparisons test was used, and the table shows that ( 9 ).

**Table (9)  
 Evaluate The Differences Between The Media And ScheffeCritical Values To Know The Differences In Academic Resilience According To The Variables Of Gender And Stage**

Sig.	Freedom Degree Variance	Mean Difference	Mean	Number	Comaprison
0.05	4.94	0.38	53.65 53.27	69 63	Female Imterediate Student Female 5 <sup>th</sup>

					Preperatory Student
0.05	4.50	2.02	53.65 51.63	69 93	Female Imterediate Student 5 <sup>th</sup> Female Preperatory Student
0.05	4.73	2.55	53.65 56.20	69 75	Female Imterediate Student 5 <sup>th</sup> Female Preperatory Student
0.05	4.63	1.64	53.27 51.63	63 93	Female Imterediate Student 5 <sup>th</sup> Female Preperatory Student
0.05	4.84	2.93	53.27 56.20	63 75	Female Imterediate Student 5 <sup>th</sup> Female Preperatory Student
0.05 For the Female Students	4.40	4.57	51.63 56.20	93 75	Female Imterediate Student 5 <sup>th</sup> Female Preperatory Student

From observing the critical Scheffe values, it is clear that the source of the differences is a second-medium female with a fifth-higher female. The result indicates that the gender variable (male, female) does not constitute a point of difference between the students, due to the nature of the conditions experienced by both sexes that are similar in addition to the stimuli to which they are exposed and being in almost similar learning environments, and both are governed by similar culture and laws in society, which it makes them similar in thinking. The researcher explains the result of the differences in the academic stage by that the students of the distinguished schools are subject in the school to the regulations and laws, and they are exposed to academic challenges. These regulations, laws and academic challenges enhance the academic steadfastness of the fifth grade students. For every stage the student goes through, there are difficulties It requires students to have academic steadfastness. As for the interaction between gender and the school stage, there were differences, and the source of the differences was female, second average, with female fifth preparatory, in favor of female fifth, middle school. There is a difficult academic subject in front of them. They do not give up and defy the situation and try hard and repeat their attempts to reach the desired success. The females in the fifth middle school are trying to achieve themselves and prove themselves in society in order to gain respect and appreciation from others as they are entering a new stage in their lives (university stage), so they determine their goals and have them They have high expectations for their academic performance, self-esteem and self-confidence, and they have a positive attitude in solving the academic problems they encounter and dealing with them flexibly, thus succeeding under difficult stressful circumstances. They have the ability to quickly restore their psychological and emotional balance after exposure to difficult academic conditions.

In light of the results of the current research, the researcher makes the following recommendations:

- 1- Enhancing the academic resilience of students, especially in light of the current reality and the repercussions of the Corona pandemic on education.
- 2- Training students to practice steadfastness methods, face pressures, time management and other important matters to adapt to studying in distinguished schools.

**Suggestions In continuation of the current research,**

the researcher puts the following proposals:

Conducting the following studies:

1. A follow-up that deals with the development of academic resilience among distinguished school students.
2. Social relations and their relationship to academic resilience

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