REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE RELATIONSHIP BETWEEN PREPARATORY SCHOOL STUDENTS'
ACADEMIC RESILIENCE AND ENGLISH LANGUAGE ACHIEVEMENT

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MASTER OF ARTS

MERSİN / JUNE 2019

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REPUBLIC OF TURKEY

ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

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ACKNOWLEDGEMENTS

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ABSTRACT

THE RELATIONSHIP BETWEEN PREPARATORY SCHOOL STUDENTS' ACADEMIC RESILIENCE AND ENGLISH LANGUAGE ACHIEVEMENT

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June 2019, 115 pages

The present study aims to investigate preparatory school students' academic resilience levels and examine both family-based and education-related factors on their academic resilience in Turkish EFL context. Whether gender can be a factor on the students' academic resilience was also examined. Additionally, to figure out the correlation between students' academic resilience and their English language achievement is within the aims of this research. To achieve this, a quantitative research design was adopted and an academic resilience scale was administered to the preparatory school students who major in English Language Teaching Department and English Language Literature Department.

Findings of the study indicate that academic resilience levels of the preparatory school students are at medium level. The sub-categories of the questionnaire have shown that the students are highly perseverant while they are reflective, adaptive help-seeker and they avoid negative effect and emotional response at medium level in the face of academic adversity. Gender differences have been determined among students in terms of the third sub-category of the academic resilience and it has been posed that male students are less affected by negative events and give response less emotionally when they face difficulty in academic context. Regarding the family-based and education-related factors, the statistical findings have indicated that both family and education have important effect on promoting the students' academic resilience. On the other hand, it has been revealed that there is a positive but weak correlation between the students' academic resilience and their achievement in English.

Keywords: Academic Resilience, English Language Achievement, Education-Related Factors, Family-Based Factors, Preparatory School Students.

ÖZET

HAZIRLIK OKULU ÖĞRENCİLERİNİN AKADEMİK ESNEKLİĞİ VE İNGİLİZ DİLİ BAŞARISI ARASINDAKİ İLİŞKİ

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Haziran 2019, 115 Sayfa

Bu çalışma, hazırlık sınıfı öğrencilerinin akademik esneklik seviyelerini araştırmayı ve İngilizcenin yabancı bir dil olarak öğretildiği Türkiye bağlamında öğrencilerin akademik esneklikleri üzerindeki hem aile temelli hem de eğitim ile ilgili faktörleri incelemeyi amaçlamaktadır. Cinsiyetin öğrencilerin akademik esnekliği üzerinde bir faktör olup olmadığı da incelenmiştir. Ayrıca, öğrencilerin akademik esneklikleri ile İngilizce dil başarıları arasındaki ilişkiyi bulmak da bu araştırmanın amaçları arasındadır. Bunu gerçekleştirmek için, nicel bir araştırma yöntemi benimsenmiş ve İngiliz Dili Eğitimi Bölümü ve İngiliz Dili Edebiyatı Bölümü'nde okuyan hazırlık sınıfı öğrencilerine bir akademik esneklik ölçeği uygulanmıştır.

Çalışmanın bulguları, hazırlık sınıfı öğrencilerinin akademik esneklik seviyelerinin orta düzeyde olduğunu göstermektedir. Anketin alt kategorileri, öğrencilerin orta düzeyde yansıtıcı, uyarlayıcı yardım arayanlar iken oldukça sebatlı olduklarını ve akademik sıkıntılar karşısında orta düzeyde olumsuz etkilendiklerini ve duygusal tepkiden kaçındıklarını göstermiştir. Akademik esnekliğin üçüncü alt kategorisi açısından öğrenciler arasında cinsiyet farklılıkları tespit edilmiş ve erkek öğrencilerin olumsuz olaylardan daha az etkilendikleri ve akademik bağlamda zorluk yaşadıklarında duygusal olarak daha az tepki gösterdikleri ortaya konmuştur. Aile temelli ve eğitim ile ilgili faktörlerle ilgili olarak, istatistiksel bulgular hem ailenin hem de eğitimin öğrencilerin akademik esneklikleri üzerinde önemli bir etkisi olduğunu göstermiştir. Öte yandan, öğrencilerin akademik esneklikleri ile İngilizce dili başarıları arasında pozitif ama zayıf bir ilişki olduğu ortaya çıkmıştır.

Anahtar sözcükler: Akademik Esneklik, İngilizce Dili Başarısı, Eğitim ile İlgili Faktörler, Aile Temelli Faktörler, Hazırlık Okulu Öğrencileri.

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ABBREVIATIONS

EFL	**:** English as a Foreign Language
RQ	**:** Research Question
SPSS	**:** Statistical Package for Sciences

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CHAPTER I

1. INTRODUCTION

The present research study attempts to investigate the relationship between preparatory school students' academic resilience and achievement in learning English as a foreign language. In this first chapter, the study background, statement of the problem, the purpose of the study, the significance of the study, research questions, the limitations of the study, and operational definitions are presented.

1.1. Background of the Study

It is widely acknowledged that foreign language learning is a highly complex process that affects individuals psychically, cognitively and emotionally during their language journey. This challenging process causes learners to experience stress and face challenges while learning the foreign language and the reasons of stress may differ from one person to another. Nevertheless, even if they learn the language in the same context that causes almost similar stress, some students may be more vulnerable to the stress and negative life circumstances, which in turn may lead to more achievement in foreign language. Considering this point, an individual's ability to cope with stress, change or adversities successfully is defined as resilience. (Sarwar, Inamullah, Khan, & Anwar, 2010; Murthy, 2017).

Resilience as a psychological dimension has been recently explored by scholars in different fields. The word of resilience originates from the Latin word of 'resilire' which means to leap back (Windle, 2011). This concept of resilience was introduced to the literature by Luthar and colleagues and defined as a dynamic process which consists of a person's positive adaptation in the presence of any significant adversity (Luthar, Cicchetti, & Backer, 2000). On the other hand, some researchers described resilience as an outcome that is determined by a person's particular functional behavior in spite of risk or as a dynamic process in which positive adaptation appears in an adverse setting encompassing interaction of both risk and protective factors from the individual to the social (Olsson, Bond, Burns, Vella-Brodrick, & Sawyer, 2003).

Broadly speaking, resilience means the ability to accomplish a comeback in the presence of adverse or traumatic conditions. In a general sense, Fong (2011) explains the term of resilience as recovering from risk factors such as family difficulty, poverty,

parental death or divorce, substance abuse, mental illness, learning disability, medical risk or other disadvantaged situations. In the academic context, academic resilience is defined as a student's ability to cope with academic stress, academic setbacks and pressure efficiently (Martin, 2002; Martin & Marsh, 2003). From this perspective, Jowkar, Kojurı, Kohoulat and Hayat (2014) advocated that resilience has been regarded as a domain specific concept such as academic, behavioral, emotional and so on by some researchers, and the investigation of academic resilience has gained more attention among education researchers.

Since the introduction of the notion of resilience to the educational field, researchers have proposed different and various definitions of resilience and in recent years, academic resilience has become the focus of the new wave of research in the field of education. According to Fergus and Zimmerman (2005), resilience theory that is concerned with adolescents' exposure to risk focuses on positive factors rather than negative ones in order to comprehend how individuals overcome this risk. In other words, resilience theory focuses on the idea that when we question and learn how at-risk students become successful, we can better understand and help those who have the potential to be successful (Morales, 2014). Likewise, Knight (2007) noted that in 1970s, researchers aimed to fix and find solutions by paying attention to the individuals' weaknesses in the presence of adversity; however, recent research has been conducted with the aim of investigating the strengths sides of the individuals that make them immune to the negative situations. In this regard, Ahmed and Julius (2015) supported the idea that resilience is a concept based on individuals' strengths to prevent the risk factors which cause them psychologically harmed. They also suggested that resilience can be fostered in individuals by using protective factors such as having caring adults, creating opportunities for student involvement, and having high expectations.

Within this concern, in the face of adversity, resilience primarily requires protective factors to reduce the negative outcomes of the adverse situation and increase the possibility of the positive ones (Sacker & Schoon, 2007). Similarly, Rojas (2015) implicated that resilience is a construction built up by a person's behaviors and actions and can be learned unlike a kind of characteristic feature that a person has or does not have. With this in mind, the focus of researchers' interests has turned to identify the features, conditions and situations of the individuals that are resilient and non-resilient in the related literature. Accordingly, Cinkara (2017) touched upon that the investigation of the factors that affect the resilience is as significant as the study of the

nature of this concept. Also, Windle (2011) supported the same idea that it is prominent to increase the knowledge about factors contributing to the individuals' healthy development, perseverance and resilience in the face of risk, as well as, how resilience can be fostered to increase health and well-being of individuals. That is why; investigating the protective factors has been at the core of resilient based researches in education field, recently.

For an individual to be considered as resilient, the person should get a positive outcome in spite of the high risk exposure in his/her daily life; on the other hand, that person should be exposed to a risk factor in his/her academic life and should accomplish achievement in academic context, as well (Yavuz& Kutlu, 2016). Also, Abelev (2009) demonstrated the term social-psychological characteristics and defined broadly as personal qualities which are found within the individual. In addition, the researcher asserted that many researchers have examined the qualities of resilient children by underlying four social-psychological characteristics and these are social competence, problem solving, autonomy, and sense of purpose respectively. In this context, Borman and Overman, (2004) implicated that a resilient person has perseverance, strong will, and positive disposition. In academic context, resilient students are apt to possess supportive teacher or school environment at high level, high expectations from parents and other significant adults; for instance, teachers, high academic self-esteem, and high parent involvement or parental monitoring (Cunningham & Swanson, 2010).

In addition to the studies that examine the characteristics of the resilient students, several studies have focused on the resilient students' educational experiences which affect their academic progress and psychosocial development (Kanevsky, Corke, & Frangkiser, 2008). From an ecological perspective, students' relationships with teachers, friends, or significant others in the school environment has been interpreted as one of the significant protective factors for students' academic resilience and positive outcomes in their educational experiences. Furthermore, Cunningham and Swanson (2010) stressed the importance of teacher and school environment as protective factors on the development of students' academic resilience. In addition, resilience researchers have also examined students' academic success and persistence in spite of stressful events and conditions (Plunkett, Henry, Houltberg, Sands, & Abarca-Mortensen, 2008; Montero-Hernandez, Levin, & Diaz-Castillo, 2014). However, most of the research has been carried out for understanding the processes regarding resilience of racial and ethnic minority youths (Cunningham& Swanson, 2010). Similarly, Ellis (2010)

supported the same idea that many studies have been conducted related to educational resilience with a sample of participants who live as either a minority or rural status in poverty.

All in all, it can be inferred that there is a need for new international studies in order to better understand the contextual nature of resilience and to find out the ways to foster students' academic outcomes despite the adversity and risk exposure (Noltemeyer & Bush, 2013). As Foster (2013) implied, we live in a society that is changing constantly; therefore, being resilient is necessary for students to be successful in this ever-changing world. That is why; resilience-based research is needed in different contexts and cultures around the world with the purpose of identifying the features of resilient and non-resilient students, their personal, social and educational background differences regarding the resilience levels, or academic achievements of resilient and non-resilient students, and the factors that make them strong or weak in the face of adversity. In our context, as foreign language learning is a complex and challenging process, it is paramount to examine why some students can cope with the difficulties effectively and get higher language achievement when compared to other peers that are weaker and less successful in the face of academic risk. Also, how resilient students' personal, social or educational backgrounds affect their academic resilience and language achievement is also a concern for educators and researchers.

1.2. Statement of the Problem

Foreign language learning is a rather daunting task for students in that they are supposed to learn many language skills such as listening, speaking, reading and writing in different contexts in addition to the target language culture. In this regard, Gürsoy (2018) also reports that language learning is generally a challenge for students and they complain about how demanding it is. In particular, in Turkey where English is taught as a foreign language, students face many challenges and problems which affect not only their emotional and physical state but also their language achievement. In addition to these educational challenges and adversities of students in Turkey context, students' personal, social and educational backgrounds are also a critical point for their academic development. As stated earlier, the ability to adapt the adversity and overcome the negative situations with positive outcomes is referred as resilience, which is also an important factor on academic success. Therefore, resilient students can be defined as

persons that are in the ability to recover from adversity effectively. As Borman and Overman (2004) stressed, the concept of resilience causes an increase in students' competence, motivation and school engagement, which in turn indicates the features of successful students. For educators and researchers, to understand the nature of this multifaceted concept, resilience, and examine the characteristics and factors that impact students' academic achievement is a critical concern for efficient educational outcomes.

1.3. Purpose of the Study

Students enter university with different levels of English language competence and performance based on different factors related to their personal, social and educational backgrounds. Some students tend to bounce back and perform better in the presence of adversity while others are not able to cope with the negative issues effectively and show weak performance. For researchers, identifying the features of resilient students, examining the underlying reasons and the factors contributing or inhibiting their resilience, or investigating the relationship between academic resilience and achievement of students have become an important subject in education field, in recent years.

The purpose of this study is to find out learners' levels of academic resilience in the preparatory school in Turkish EFL context. Another aim of the current research is to determine whether students' parental and educational backgrounds are factors that contribute or inhibit their academic resilience. It is within the goals of the present study to find if there is a statistically important relation between academic resilience and academic achievement of the students. In addition, whether gender can be a factor on the students' academic resilience or not is also examined.

1.4. Significance of the Study

In many countries worldwide, many studies related to the investigation of resilience have been conducted; however, it is significant to better understand the resilience processes of the individuals in different cultures (Noltemeyer & Bush, 2013). The current study aims to make contributions to the education field by identifying the academic resilience levels of preparatory school students in Turkish EFL context and finding whether parental or educational background has an effect on resilience of the students. Moreover, with the goal of aiming to find whether there is a meaningful

relationship between the students' academic resilience levels and academic achievement, this educational research might lead educators and researchers to find new interventions in order to foster students' academic resilience with the belief that they will affect their achievement positively. From a political perspective, Yavuz and Kutlu (2016) implied that Turkish education system has been trying to increase students' academic success level and has been giving importance to academic materials, teacher education, students selection and placement exams, curriculum and textbooks renovation for a long time. However, students are generally neglected even if they are the core of education process.

There are several studies on the concept of resilience around the world and some in Turkey; however, there the following topics have been studied in Turkey in a limited number: the ones which examine the nature of academic resilience; the processes that students experience in learning English as a foreign language; the factors that act as contributors or inhibitors for students' academic resilience levels; and the relation of students' academic resilience to their academic achievement. Therefore, this study aims to contribute to the literature with the goal of investigating preparatory school students' academic resilience, questioning the effect of the parental and educational factors on students' resilience, and finding out whether there exists a meaningful relationship between the students' academic resilience levels and academic achievement in Turkish EFL context. In addition, whether gender can be a factor on the students' academic resilience or not is examined.

1.5. Research Questions

The research questions of the current study are as follows:

1. What are the academic resilience levels of the students in the preparatory school in Turkish EFL context?
2. Is gender a factor on students' academic resilience?
3. Do family-based factors have an effect on students' academic resilience?
4. Do education-related factors have an effect on students' academic resilience?
5. Is there a meaningful relationship between the students' academic resilience levels and academic achievement?

1.6. Limitations of the Study

This educational research is limited to the preparatory school students at university in Turkish EFL context. This is a quantitative case study and, therefore, from one state university preparatory school, 100 participants -47 of whom are ELT students and 53 of whom are ELL students- are included. Firstly, because of the type of the study and the total number of the participants is the limitation of this study. On the other hand, only the questionnaire is used for the data collection tool. For that reason, there is a need for the future researchers to examine students' perceptions of academic resilience levels and underlying reasons of their perceptions by using qualitative methods, such as interview, observation, and so on. Also, as the resilience is a multifaceted concept and it is tied to time, longitudinal studies may be conducted to better understand students' nature of academic resilience.

1.7. Operational Definitions

Resilience is defined as a dynamic process that a person shows positive adaptation in the context of significance adversity (Luthar, Cicchetti, & Backer, 2000).

Academic Resilience has been defined as students' ability to cope with academic stress, setbacks and pressure efficiently (Martin, 2002; Martin & Marsh, 2003).

Academic Achievement: Rivkin, Hanushek and Kain (2005) define "*academic achievement*s' cumulative function of current and prior family, community, and school experiences" (p. 422).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, several topics will be presented related to the purpose of the study. In that, it mainly covers the concept of resilience. Then, the researcher gives information about the concept of resilience, the concept of academic resilience with the explanation of both the risk and protective factors. Following these, the characteristics of resilient and non-resilient individuals are defined. Finally, studies on academic resilience and academic achievement are given in detail.

2.2. Resilience

For many years, researchers and educators have tried to explore resilience in different contexts and cultures. Moreover, many researches have been applied to explain the nature of the term of resilience and a variety of definitions have been proposed in the literature. For some researchers, resilience has been accepted as a trait while for others it has been seen as a dynamic process. That is why; it has taken a long time to negotiate on the meaning of this term. As Stephens (2013) advocated, resilience has gained great attention of researchers in the literature; however, the term has not been clearly explained and it has generally caused ambiguity and confusion. Nevertheless, the concept of resilience has been a great concern for both researchers and educators, particularly in recent years. There have been many researches regarding this concept, but still it is needed to explore the term of resilience because it may change from context to context and culture to culture. Also, in the literature the number of researches regarding the exploration of resilience among the learners in the field of English as a Foreign Language is limited.

2.2.1. The Concept of Resilience

Within the literature, resilience has been defined in many different ways. The word of resilience originates from the Latin word of 'resilire' which refers to leap back. (Windle, 2011). According to the Oxford English Dictionary (2018, online), resilience is "the capacity to recover quickly from difficulties; toughness". Wayman (2002), for

instance, explained resilience as a multifaceted and complex concept that helps a person access to success in spite of difficult and risk conditions. Wilks and Spivey (2010) accepted resilience as "a product of survival, as well as an indication of hardiness and of present and future internal strength" (p. 278). Likewise, Rajendran and Videka (2006) defined resilience as a person's competence in the face of prominent stressors. Broadly speaking, resilience means the ability to accomplish a comeback in the presence of adverse or traumatic conditions.

Resilience as a multifaceted concept appears with a person's ability to thrive in spite of adversity (Seccombe, 2002; Wayman, 2002), and resiliency research originates from the fields of psychiatry and developmental psychology (Seccombe, 2002; Madera, 2009). As Lundholm and Plummer (2010) stressed, the concept of resilience entered the academic lexicon in the 1970s in the fields of ecology and psychology. Resiliency and resilience were defined by questioning personal strengths in the presence of adversity at first; but then it has been accepted as a process of individuals' coping with risk or change, which in turn leads to get better understanding the qualities of resilient individuals or protective factors (Richardson, 2002). Nevertheless, resilience has still been accepted as a trait that a person has or does not have by many researchers (Fallon, 2010). For that reason, it is critical to understand the construct of resilience in detail. In this regard, Yavuz and Kutlu (2016) described the construct of resilience in that a person firstly needs to be exposed to a risk and secondly that person needs to show a positive adaptation to that exposure. In other words, resilience requires a risk exposure and at the same time a positive comeback from that adversity situation. From this perspective, researches on resilience have been carried out to identify the characteristics of resilient individuals and to explore the factors that promote or hinder their ability to adapt to change or adversity effectively.

Howe, Smajdor and Stöckl (2012) explained the concept of resilience from two different perspectives. From a psychological perspective, the researchers pointed that many of the resilience researches come from child psychology, and in this respect they explain resilient individuals as some children, families and adults who are less damaged by the adversity in the health care from others. From a sociological perspective, Howe et al. (2012) defined resilience as a concept that can be promoted or undermined by factors at individual, social and environmental level. Likewise, Khanlou and Wray (2014) considered resilience as a process and a global concept with specific dimensions. In this regard, according to the researchers, resilience is tied to time given that it

develops over time and depends on the interactions among systems by showing differences across individuals and settings. Then, they stressed that resilience is a dynamic process and even the same person can show differences regarding resilience level based on the challenges and the support available. As global and specific, resilience can appear in individuals' lives as a global process, or it may be experienced in domain based; for instance, academic resilience, social resilience and so on.

2.3. Academic Resilience

As a complex and multifaceted concept, resilience is also domain-specific according to many researchers. Jowkar et al. (2014), for example, advocated that resilience is a domain specific concept such as academic, emotional, behavioral and so on and the investigation of academic resilience has gained more attention among education researchers. Since, it is a complex, idiosyncratic, multidimensional, and understudied concept (Morales, 2008).

Academic resilience can be explained as the process and results that are the experiences of a person who has become academically successful although there exist some obstacles preventing the majority of others from succeeding even if they are coming from the same background (Morales & Trotman, 2004). Also, Fallon (2010) expressed that academic resilience refers the ability of the students to cope with setbacks, challenges, risks and pressure effectively in the school context. In this sense, educators can understand the reasons of why some students are successful while others are not even if they come from equally disadvantaged family and neighborhood backgrounds (Poulou, 2007). In other words, academic resilience can be defined as achievement in academic context despite difficulty and adversity.

Within the related literature, academic achievement of children coming from adverse environments, for instance, poverty, urbanicity and ethnic minority groups, has been a concern for researchers (Cefai, 2004). Similarly, Murray Nettles, Mucherah and Jones (2000) emphasized that resilience researchers mostly study on academically, socially and emotionally competent children and youth despite adversity and stress.

As Madera (2009) mentioned, the concept of academic resilience has developed from the field of developmental psychopathology; furthermore, the researcher noted that academic resilience researches have evolved in two branches. The first branch of the studies is based on the identification of academically resilient students and their

characters and personal traits. On the other hand, the second branch of the studies aims to enhance an effective learning environment for the risk group of students. For the reason that, the focus of resilience researches shifted to explore factors that develop resilience of students (Clauss-Ehlers, Yang, & Chen, 2006), thus there has been a paradigm shift in the perspective of resilience based researches from risk and disadvantage to enhancement of the competence and development of strength as Cefai (2004) asserted. Similarly, Knight (2007) supported the same idea that instead of focusing on the weaknesses of individuals against the adversity and trying to find out solutions, resilience researchers have changed their purposes as to learn the strengths of individuals and explore what makes these individuals immune to the negative life events.

2.3.1. Academic Resilience Factors

Resilience includes individuals' behaviors and actions, thus it can be learned and fostered in any person by the means of the combination of two resilience factors: risk factors and protective factors (Rojas Flórez, 2015). Risk factors can be defined as negative factors in the student's environment which cause an increase in the possibility of a negative outcome (Fallon, 2010). In academic life, individuals' reasons for failure or inefficient adaptation in the face of adversity can vary and these reasons can be defined as risk factors of academic resilience (Yavuz & Kutlu, 2016). On the other hand, protective factors are the elements such as the quality of a person, context or their interaction, which leads positive adaptation despite risk (Rojas Flórez, 2015). Furthermore, Poulou (2007) urged that protective factors have a buffer role against the negative effects of adversity reducing the connection between risk factors and outcomes.

It is well known that the presence of both risk and protective factors are critical for the nature of resilience in that these factors may increase the possibility of a positive outcome or reduce that of a negative one (Perez, Espinoza, Ramos, Coronado, & Cortes, 2009). In this regard, Perez et. al. (2009) addressed that resilience theory is based on strengths rather than weaknesses and understanding the positive adaptation despite the risk exposure.

In their review of the literature on adolescent resilience, Olsson et al. (2003) stressed that resilience can be promoted if young people are provided with the resources

within themselves, in their family and social contexts. Thus, the researchers categorized protective factors of a person's capacity to cope with the adversity at three levels: individual, family and community-level.

Wayman, (2002) categorized academic resilience protective factors into two parts: personal factors and external factors. According to the researcher, personal factors are the individuals' attributes and attitudes towards the adverse situation. To illustrate, an internal locus of control, optimism, and a strong sense of self-efficacy (Fallon, 2010). On the other hand, external factors are the individuals' environmental support and protection against the adversity. For instance; a supportive teacher, caring grandparents, a community that fosters a secure identity and so on can be accepted as external protective factors (Poulou, 2007). Likewise, Seccombe (2002) claimed that most of the resilience research has focused on three factors: personality traits, family protective factors, and community strengths. Ebersohn and Ferreira (2012) also implied the importance of the resources to increase the academic resilience of individuals and pointed these resources as protective factors: individual strengths (person-based), household income, employment (family-based), infrastructure and expertise (school-based), institutions, services, beliefs (community-based) and policies and structures (society-based).

From an ecosystemic perspective, Khanlou and Wray (2014) considered resilience promoting (protective) factors and challenging (risk) factors at three levels: individual, family and environmental. Also, the researcher paid attention to the nature and dynamic of these factors interacting with each other. From a social perspective, Malecki and Demaray (2006) explained the support types that individuals possess. That is, being cared by others as emotional support, feedbacks as appraisal support, time or money as instrumental support, information or advice as information support. At all, they urged the significance of social support as a stabilizing factor for students in the presence of adverse or challenging situations.

McMahon (2007), in the study of resilience factors and processes, advocated that resilience appears not only in individuals but also in relationships among people and it enhances students' opportunities and success in school settings. In this regard, the researcher emphasized the importance of personal and interpersonal factors promoting the process of a person's ability to overcome adversity. Within this concern, personal attributes can be illustrated such as flexibility and adaptability; an internal locus of control; and a sense of humor, social competence, problem-solving skills, learner

autonomy, a sense of purpose and a strong sense of self-efficacy. On the other hand, the researcher implied the significance of the interpersonal factors such as support from family members, friends, teachers, and social and community organizations as the emergence of resilience.

SeffetullahKuldas, Hashim and Ismail (2015), similarly, defined resilience theory as the investigation of protective factors enhancing one's resilience and academic achievement instead of just examining the ways to reduce risk factors. In other words, the researchers also stressed the importance of examining protective factors in order to get deeper understanding why some individuals experience positive adaptation and outcome in the face of adversity and high risk exposure so that the resilience of the individuals can be promoted. In this respect, they took into account the two assets for academic resilience: internal and external assets which are also accepted as internal and external protective factors in the related literature. As these two assets interact within themselves and with each other, a person's ability to cope with the adversity requires both the interaction and combination of these two assets. To illustrate, SeffetullahKuldas et al. (2015) proposed the situation that some persons have a warm and close relationship with their parents or significant others such as teachers; however, they may not be aware of themselves, their thoughts and feelings. As understood, for individuals to be efficiently resilient, their personal and external protective factors are needed to be hand in hand.

Yavuz and Kutlu (2016) investigated the factors which affect economically disadvantaged high school students' academic resilience and divided protective factors into two categories as internal and external paying attention to the nature of the interactions between individuals and environment. Furthermore, the researchers advocated that most of the resilience researches within the literature have focused on the protective factors and, therefore, they gave importance to the examination of the protective factors with the aim of fostering academic resilience and achievement in students. From this perspective, they implied the lack of studies on investigating school attachment, perceived social support, cognitive flexibility and gender as protective factors in Turkey context.

2.4. The Studies Related to Academic Resilience

The concept of academic resilience has been studied for many years and it has evolved in two branches. The first branch of the studies focused on the identification of the resilient students and their features that make them immune to negative life events. The second branch, on the other hand, concentrated on the effective learning environment of children who tend to fail in school (Madera, 2009). In other words, in terms of the academic resilience researchers have tried to know firstly who resilient students are and how they perform efficiently in the face of adversity so that they would understand the process of resilience in these students with the knowledge of their characteristics. After a while, researchers' attention has turned to find out the factors fostering students' resilience and the learning environment as well.

In this context, Perez et al. (2009) examined the undocumented immigrant Latino students' academic resilience. The researchers hypothesized that students who are exposed to high risk but supported highly by both personal and environmental protective factors would be more successful than the other students who are supported less by these protective factors even if the exposure of the risk factors such as societal rejection, low education levels of parents, and high employment hours during school. The results of the study indicated that undocumented immigrant Latino students with high levels of supportive parents, friends, and participation in school activities were more successful than the students with similar risk factors but lower levels of personal and environmental protective factors.

In Martin and Marsh' s (2003) research, with 400 Australian high school students were studied and it was found that academic resilience could be predicted by students' self-belief, control, low anxiety, and persistence. In this regard, the researchers explained four Cs: confidence (self-belief), control, composure (low anxiety), and commitment (persistence) as the factors underpinning the academic resilience. According to the cluster analysis, it was implied that students with high level of self-belief, control, persistence and low level of anxiety were more academically resilient. Along with, it was claimed that students' ability to cope with setback, stress, and pressure at school can be fostered by improving their self-belief, control, and persistence and reducing their anxiety.

Considering the interaction between individuals and their environment and the promoting effect of the social factor on persons' academic resilience, Plunkett et

al. (2008) investigated Mexican-origin ninth grade students' academic support by significant others and educational resilience. Within this concern, the researchers examined these students' perceptions of academic support by significant others such as mothers, fathers, educators, and peers regarding their academic success. For this reason, they gathered data by using self-report and school records of 216 Mexican-origin adolescents living in intact families. According to the results of the study, it was concluded that academic support from significant others indicated variation in academic motivation and in turn academic outcomes. The teachers' academic support was defined as the most significant predictor while the friends' support was found least important in terms of academic motivation and outcome. As for the support from the family, it was revealed that the opposite-sex parent revealed the most variation in academic motivation.

Like many researchers who examined the protective factors of resilient individuals, Floyd (1996) also conducted a research with the purpose of identifying internal and external factors contributing to the development of resilience in students. For this purpose, the researcher studied with 20 African American 12th-graders (10 female, 10 male) from impoverished backgrounds. The results of the interview conducted with the students at-risk but achieving urban California high school seniors suggested that the academic success of these students could be attributed to three protective factors: a supportive family; interactions with and the involvement of committed educators and other significant adults and two key personality traits - perseverance and optimism.

In a qualitative study, Abelev (2009) interviewed with 48 educationally resilient African American adults at-risk setting and identified what are the protective factors, how and why they facilitate resilient outcomes. According to the results, the students growing up in poverty were found as resilient and successful. Then, the factors promoting were explained in three categories: high-performing schools, financial assistance and customized education plan. In other words, these students enrolled in better schools where education financed by scholarships or mentors instead of their neighborhood low performing school. Moreover, these students were taught with the customized education plans developed by middle-class mentors. At all, it is so obvious that a person's social, environmental and educational context may act a buffer role on that person's academic resilience and achievement.

Apart from the other studies, Cunningham and Swanson (2010) investigated the factors in school context fostering academic resilience among African American high school students. The researchers hypothesized that the individuals' academic self-esteem would be positively correlated with those individuals' future outcomes in both academic and general. Furthermore, they thought that school-based social support could contribute students' academic achievements. Within this concern, they studied with 206 African American adolescents residing in an urban city. The results of the research revealed that academic resilience was associated with students' school support, academic self-esteem and mother's work history.

In a qualitative study, Ellis (2010) explored the internal and external protective factors that reduce the barriers to academic achievement experienced by students coming from poverty, minority status, and rural residence. As for the participants, the researchers worked on four gifted African-American high school students living in poverty and gathered data from the participants, their mothers, a middle school teacher, and high school teacher by interviewing. The analysis of the qualitative data indicated that relationships, school environments, high academic expectations and college and career goals, personal traits, and coping strategies were found as protective factors among these resilient African-American high school students.

From a different field, Ríos-Risquez, García-Izquierdo, Sabuco-Tebar, Carrillo-Garcia and Martinez-Roche (2016) conducted a descriptive and cross-sectional research with 113 nursing students during their final academic year. Their aim was to explore the correlation between resilience, academic burnout and psychological health with nursing students. In trying to reach their goal, they used questionnaire the Connor–Davidson Resilience Scale developed by Connor and Davidson (2003). The data collected from the questionnaire revealed that there was a statistically significant relationship between resilience and both emotional exhaustion and psychological health, as well as there is a significant correlation between all three dimensions of burnout and psychological health. In addition, academic resilience was found related with lower levels of psychological discomfort and academic burnout.

Foster (2013), in Doctoral dissertation, paid attention to the identification of the protective factors; therefore, the researcher aimed to examine the factors reported by the students and teachers as promoting these students' academic success at school in a rural district. Additionally, within the aim of this study, the external protective factors such as family, school and community were explored for the students living in poverty but

demonstrating academic resilience. The results of the observations and in-depth, semi structured interviews with six students indicated that connections, expectations, experiences and instruction emerged as protective factors supporting school success in rural students living in poverty.

In addition to the studies mentioned above, Boon (2008) conducted a research with 1127 year 8-10 students aged 12-15, in three North Queensland urban high schools in Australia. With the aim of examining the issues related to Indigenous and non-Indigenous students who were in tendency to leave school before getting adequate qualifications, the researcher separated the students into two groups regarding their English and mathematics grades. Thus, the students with grades "C" and above were determined as not at-risk group while the others with grades below "C" were classified as at-risk one. By applying a path-analytic model, the researcher wanted to evaluate the effect of socio-demographic, structural family and behavioral factors on students' low academic performance. From this aspect, the findings of the study revealed that suspensions, one index of behavioral adjustment to school, were a stronger predictor of the low performance of both Indigenous and non-Indigenous students than socioeconomic or family factors.

From an ecological perspective of learning, Borrero, Lee and Padilla (2013) investigated the story of success of English language learners' (ELLs) at a low-income school called as Bay Academy. In their research, the researchers tried to explore the teaching practices of Bay Academy, which made it a place where students felt themselves belonged and successful. In other words, the Academy was successful at fostering students' academic resilience. According to the results of the study, the successes of this school were attributed to the college culture, society- and family-involvement, and structural components encompassing the leadership team and innovative programming. That is, the school provided the students with strategies including the students', their families, and the community's cultural and environmental needs and strengths at large. As understood from the contributions of this study to the literature, students' academic resilience can be enhanced by providing them with a supportive and welcoming school environment.

Cheung, Sit, Soh, Ieong and Mak (2014) tried to predict academic resilience related to engagement in reading lesson and demographic variables by comparing Shanghai, Hong Kong, Korea, and Singapore from the Pisa perspective. In this respect, the researchers paid attention to the ESCS (Economic, Social, and Cultural Status)

disadvantaged students who were resilient despite being in negative conditions. The results indicated that family structure, expected education, kindergarten attendance, and reading engagement as the predictors of resilient students.

With the goal of contributing to the literature on the neuropsychological factors influencing positive social-academic performance among at-risk Hispanic-American students, Acevedo (2010) examined to what extent cognitive flexibility and planning skills could be predictors of students' academic outcomes. For this reason, the researcher studied with a sample of 207 first-, second-, and third-grade elementary school age Hispanic-American students identified according to their high-, medium-, or low-resilience characteristics in preschool. According to the findings of the study, the high resilience group performed significantly higher in terms of cognitive flexibility and academic achievement than the medium and low group.

In their causal research, Moon, Kwon and Chung (2015) aimed to investigate the factors affecting the adjustment of college students to college life. A sample of 185 female nursing students was the participants of the study. As the study was a causal research design, academic resilience and depression were determined as independent variables and college life adjustment as the dependent variable by the researchers. Based on the statistical analysis, it was found that adjustment was positively correlated with academic resilience and self-efficacy while negatively correlated with depression. Moreover, the most positive effect on college life adjustment was attributed to the academic resilience.

In Turkey context, Çelik, Çetin and Tutkun (2015) examined the relations among resilience, hope, self-esteem, locus of control and academic achievement. They conducted a cross-sectional research with a sample of 1,169 male junior soccer players selected via nationwide sports selection program. The results of the study indicated that personal factors, familial resilience, and society were determined as protective factors for fostering hope, self-esteem and academic achievement among pre-adolescent children.

RojasFlorez (2015), similarly, gave importance to the identification of how and which risk and protective factors affect academic outcomes. Thus, the researcher examined how family-based and person-based environmental factors promote academic resilience and conducted an exploratory research with a sample of six public school students coming from a low-income and marginalized area where poverty and violence are common. The results revealed that protective factors such as family guidance and

support, and opportunities for meaningful family involvement could promote academic resilience of students at risk similar to the individual characteristics such as optimism, perseverance, or motivation.

Sacker and Schoon (2007), on the other hand, emphasized in exploring the factors and processes affecting the possibility to return to school after leaving at the minimum leaving age. Within this concern, the researchers investigated protective factors that motivate students to continue and which resources could be predictors of the students returning or gaining further education after leaving school. As a result, they found that personal, familial and educational factors could support the students coming from socially disadvantaged family backgrounds to go on their education.

In their action research, Kourkoutas, Eleftherakis, Vitalaki and Hart (2015) aimed to enhance teachers and parents get an in-depth insight of children at risk. Also, they wanted both teachers and parents to foster strengths of students by adopting a more positive attitude. Then with a solution based approach, the researchers provided teachers and parents with new tools for coping with the children's problems and enabled them to improve mindful skills and insights into these problems. According to the results of the action research project, it was implied that for teachers and parents who were in the face of adversity such as educating children with special difficulties, the positive cooperation among parents, teachers and school was critical. In other words, even though there are difficulties related to educational context within which parents, teachers and school are hand in hand, problems can be efficiently solved, which indicates the importance of the interaction and cooperation among the parental, social and educational factors in order to foster resilience in students.

Wasonga, Christman and Kilmer (2003) investigated protective factors that predict resilience and academic achievement in urban students. In this respect, the researchers applied questionnaire to the sample of 480 high school students. The results of the study revealed that ethnicity, gender and age were effective on the protective factors; furthermore, it was implied that students should be provided with care, support and opportunities improving their social skills by parents, peers, schools and community.

Similarly, in a qualitative research, Dass-Brailsford (2005) tried to answer the question how a group of black youth in South Africa experiencing poverty was successful and resilient. To collect data, ethnographic interviewing, case studies and observation were applied. Based on the findings of the study, it was revealed that

academically successful black students in South Africa possessed strong initiative, motivation, goal orientation and agency. Moreover, a supportive family atmosphere, relationships with teachers, role models and community members were determined as protective factors.

Anghel (2015) also examined risk factors affecting adolescents' psychological and educational resilience. In this regard, the researcher worked on 251 urban Romanian adolescents from ninth through twelfth grade. According to the findings of the study, high risk adolescents were less psychologically and educationally resilient with average grades and high number of absences than low risk ones.

In an adaptive mastery-based learning environment, Foshee (2013) attempted to explore the influence of college students' affective attributes and skills, such as academic competence and academic resilience on their academic achievement. The findings pointed out the importance of students' affective attributes and academic resilience for their academic achievement.

Apart from these studies above, Culpepper (2004), examined women's perceptions of the underlying reasons that made them successful doctoral students and what kind of strategies they employed to cope with stress and succeed in the academic context. According to the results of the study, academic resilience of these women was attributed to having strong academic confidence and self-discipline in addition to seeing themselves as role-models and being motivated by a personal or career goal.

Jowkar et al. (2014) investigated the relationship between achievement goal orientations and academic resilience. A sample of 606 students (307 girls and 297 boys) was selected for the purpose of the study. The analysis of the data taken from the questionnaire revealed that mastery-approach goal orientation was a positive predictor of academic resilience in that these students appraise the adversity situations as an opportunity to learn new things or from mistakes. In addition, it was interesting that performance approach was also found as a predictor for academic resilience unlike the results of many researches within the literature. That is, performance goals could influence students positively and be adaptive when competence was valued. At all, achievement goal orientation was accepted as a critical element in students' academic achievement.

Within concern of the related literature above, it can be proposed that little attention has been directed to the academic resilience of Turkish youth. In other words, relatively little is known about the protective factors or processes of the daily lives of

Turkish youth, and the characteristics of resilient and non-resilient Turkish youth learning English as a foreign language. As stated in the literature review of related studies in academic resilience, it can be alerted that the number of studies regarding students' academic resilience in the field of learning a foreign language is limited. Most of the resilience studies have been conducted in different cultures, fields and contexts; however, Turkish students' resilience has not been investigated nor the factors that promote or hinders their resilience processes and, in turn, academic achievement. That is why; it is significant to study the nature of this concept in addition to examine the parental and educational background differences and the factors promoting resilience of students in Turkey EFL context.

In this respect, the current study firstly attempts to explore learners' levels of academic resilience in the preparatory school in Turkish EFL context. Secondly, it aims to determine whether students' parental and educational backgrounds are factors that contribute or inhibit their academic resilience. Along with, it is within the goals of the present study to find if there is a statistically important relation between academic resilience and academic achievement of the students.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents detailed information about the research design, participants, research setting, instruments and data collection procedures of the study. Then, it describes the research design and procedure of the study. Finally, it gives information about data analysis and trustworthiness.

3.2. Research Design

The purpose of this study is to find out Turkish preparatory school students' academic resilience levels along with examining the effect of gender, family-based and education-related factors on it as well as investigating the relationship between this concept and the students' academic achievement. Within this concern, a quantitative case study design was chosen for the aim of the current study. Bryman (2016) defines quantitative study in broad terms as "entailing the collection of numerical data, as exhibiting a view of the relationship between theory and research as deductive and a predilection for a natural science approach (and of positivism in particular), and as having an objectivist conception of social reality". According to Zainal (2007) case study method gives a researcher the opportunity to examine the collected data in detail and in a particular context. That is why quantitative case study design is suitable for the aim of this study in that the data taken from the current research can enhance our understanding of the nature of academic resilience and the factors related to family and education that contribute to this concept in learning English within the context of the study.

3.3. Participants

The population of this study is all preparatory school students at Aksaray University in Turkey. Convenience sampling method is chosen for the present study. According to Bryan (2012), a convenience sample is a group of participant that is easily available to the researcher. The participants in this present study consist of 88 preparatory school students, 38 of whom are the students of English Language Teaching

department and 50 of whom are from English Language Literature Department. A consent form to participate in this study was distributed to students and the participants' willingness was taken into account.

Table 1 indicates the characteristics of the participants in the current study. It consists of number, mean and standard deviation of the participants in terms of gender, age, education status and department.

Table 1.

Student Characteristics

Gender	Male	36
	Female	52
Age	17-20	82
	21-24	4
	24-above	2
Education	1st University	84
	2nd University	4
Department	English Language Literature	50
	English Language Teaching	38

N = Number of participants

As indicated in Table 1, the current study was conducted with a sample of 88 preparatory school students. 36 of the participants were male and 52 of them were female. The mean and standard deviation values were also given in the table, respectively ($M = 1.59$). Based on the responses regarding the age, it can be stated that 82 of the participants were between 17 and 20 ages. 4 of them were between 21 and 24, and the rest 2 participants were above 24, along with the mean ($M = 1.09$). In terms of the education status, participants were asked if their first or second university and the results indicate that 84 of the participants were enrolled in their 1st university while the rest 4 were in their 2nd university ($M = 1.04$). The table also presents that the 50 of the participants were from English Language Literature Department while 38 of them were from English Language Teaching Department ($M = 1.43$).

3.4. Research Setting

The study was carried out at the School of Foreign Languages, at Aksaray University in Turkey. The School of Foreign Languages has the department of preparation classes which started in 2011-2012 Academic Year. This department has two levels: B and C which are also sub-grouped according to the students' proficiency exam marks from the highest to the lowest: B1, B2, C1, C2, C3, and C4, respectively. In B level, 18 hours are spared for reading, writing and grammar (6 hours for each one). To teach listening and speaking, 7 hours are spared while, in C level, 21 hours are spared for reading, writing and grammar (7 hours for each one). As for listening and speaking, 9 hours are spared.

3.5. Data Collection Instrument

For the present study, a questionnaire was used and the data was obtained through the questionnaire. The data for the present study was collected using a two-part questionnaire (see Appendix 1), which was presented in Turkish. The underlying reason for using Turkish version of the questionnaire was to be able to get more reliable data from the participants in any case of not understanding the items clearly when given English version.

The questionnaire of the current study included two parts. Part A, which was developed by the researcher, consisted of demographic information, mainly about the participants' parental and educational background information. Part B was for the investigation of academic resilience and the researcher used the Academic Resilience Scale-30 (ARS-30) for the purpose of the study.

In the first part of the questionnaire, some questions linked to family-based and education-related factors were listed by the researcher in the lights of the related literature of academic resilience and administered to the participants in order to investigate the effect of these aforementioned factors on students' academic resilience in learning English. In the questionnaire, these questions were presented randomly to the participants without any categorization; however, then, the researcher categorized them under both family-based and education-related factors regarding the research questions of the study in the analysis process of the data taken from the respondents.

Table 2 indicates the family-based and education-related factors the effect of which was investigated in the present study.

Table 2.

Family-Based Factors and Education-Related Factors

Family-Based Factors	Education-Related Factors
place being raised	the request of changing major
marital status of parents	the request of changing university
the highest education level of mother	interest in English
the highest education level of father	perceived success in English
number of siblings	the amount of time spent for English outside
having a chronic disease in family	number of school days missed over
satisfaction with family relations	having positive relationship with friends
family support in achieving goals	having positive relationship with instructor
family support in coping with stress	preference of task types
comparison of success with other children/siblings	type of the hardest skills in English
the way of parent encouragement to study	

In the second part of the questionnaire, the Academic Resilience Scale-30 (ARS-30) was administered to the participants. The scale consists of three factors regarding academic resilience: Factor 1, *perseverance*; Factor 2, *reflecting and adaptive-help-seeking*, and Factor 3, *negative affect and emotional response*. This scale was developed by Cassidy (2016) in order to measure university students' academic resilience. It was originally developed in English. The scale measures university students' responses to a hypothetical academic adversity presented in a case vignette. The researcher studied with a sample of 532 British undergraduate university students by using both an original vignette and an alternative vignette which was a modified version of the original one to assess discriminant validity. For this purpose, 321 participants in a sub-group completed the ARS-30 questionnaire by reading the original vignette version, and the rest ($N = 211$) gave responses to the alternative vignette version one. The researcher randomly assigned the participants to the sub-groups exposed to either the alternative or original vignette. Responses to the 30 scale items were made by participants, along a 5-point Likert scale from likely (1) to unlikely (5). The participants were wanted to visualize themselves as the student presented in the vignette and thus experiencing academic adverse situation. The reliability (Cronbach Alpha) of the scale for Factor 1 was 0.83; it was 0.78 Factor 2 and it was 0.80 for Factor 3. The researcher found the Cronbach

Alpha as 0.90 for the total of the scale (summation of the 30 items), which means that it is a reliable and valid scale for measuring academic resilience of university students.

In the present study, the original vignette version of the ARS-30 in which students were wanted to visualize themselves as the student presented in the vignette and thus experiencing academic adverse situation was employed. Then, students scored the items in the related questionnaire ranging from (1) "Strongly disagree", (2) "Disagree", (3) "Neutral", (4) "Agree" to (5) "Strongly agree". A total score was given by summing a student's response to all items and higher scores indicated higher levels of resilience. However, in this study, to better understand the participants' academic resilience levels, it was accepted by the researcher that academic resilience levels of the students as low if their mean is between 1-3; as medium if their mean level is between 3-4 and as high if their mean level is between 4-5.

Table 3 represents the possible theoretical total scores of the ARS-30 range from 30 to 150. Possible scores on the perseverance factor range from 14 to 70. Possible scores regarding the reflecting and adaptive help-seeking factor range from 9 to 45. Possible scores on the negative affect and emotional response factor range from 5 to 35. Higher scores on the ARS-30 and its factors indicate greater academic resilience.

Table 3.

Number of Items and Theoretical Score Ranges by Factor Academic Resilience Scale (ARS-30)

	Number of Items	Score Range
Factor1	14	14-70
Factor 2	9	9-45
Factor 3	7	7-35
ARS-30	30	30-150

3.6. Data Collection Procedure

The data was collected during 2018-2019 Academic Year at Aksaray University. Before starting to collect data, the researcher got the ethical permission in order to conduct the current study. Then, the participants were given a consent form for the questionnaire and they were given information about the questionnaire and the purpose of the study.

After that, the participants were asked to answer the questionnaire during their regular class session by taking permission from their lecturers as well. Since the questionnaire included a vignette which required the participants to imagine themselves in that particular adversity and answer the items accordingly, the researcher did not want to give a time limit for filling the questionnaire.

3.7. Data Analysis

Data analysis of the present quantitative case study is composed of only the quantitative analysis. The data obtained from the Academic Resilience Scale-30 (ARS-30) were computer coded and the Statistical Package for Social Sciences (SPSS) 23.0 was used to process the collected data. The analysis of the amount of data gathered from the participants was analyzed in the lights of the research questions. To do this, descriptive analysis was employed for the first research question aiming to investigate academic resilience, along with means and standard deviations of the responses of the participants to each item in ARS-30. For the rest of the research questions, inferential statistics such as Independent Sample t-test, Analysis of Variance and Pearson Product Moment Correlation (r) were employed. In the analysis of the second research question, Independent Sample t-test was done to explore gender factor on academic resilience. For the third and fourth research questions regarding family-based and education-related factors on academic resilience, both Independent Sample t-test and Analysis of Variance were employed. Lastly, Pearson Product Moment Correlation ® analysis was made for the fifth research question to find out the relationship between academic resilience and academic achievement in English. The detail of the sample descriptive statistics was also given.

3.8. Trustworthiness

As for the validity and trustworthiness, the questionnaire was gone through some procedures. First, in order to avoid misinterpretation or ambiguity of the survey items in English, the questionnaire was translated into Turkish. Back translations were made. After checking the validity and trustworthiness, Turkish version of the questionnaire was established and applied to the participant.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This section presents the process of the study, its construction and the analysis acquired from the statistical analysis of the questionnaire. It includes information about students' level of academic resilience, to what extent family and education have an effect on their academic resilience levels, correlations between students' academic resilience and their English language achievement and relations between these variables with each other. In addition, whether gender can be a factor on the students' academic resilience or not is also examined. Within this concern, the results of the descriptive statistics are presented and explained regarding to the research questions which are listed below:

1. What are the academic resilience levels of the students in the preparatory school in Turkish EFL context?
2. Is gender a factor on students' academic resilience?
3. Do family-based factors have an effect on students' academic resilience?
4. Do education-related factors have an effect on students' academic resilience?
5. Is there a meaningful relationship between the students' academic resilience levels and academic achievement?

4.2. The Results of the Study

4.2.1. Academic Resilience Levels of Turkish EFL Preparatory School Students

The first research question of the study aims to explore the academic resilience levels of the students in the preparatory school in Turkish EFL context. To do this, Cassidy's (2016) Academic Resilience Scale-30 (ARS-30) was administered to the participants. Based on the participants' responses to the items in the questionnaire, a total score was given by summing a student's response to all items and higher scores implied higher levels of resilience. The items were grouped under three sub-categories as in Cassidy's (2016) way. Items; 1,2,3,4,5,8,9,10,11,13,15,16,17, and 30 stand for Factor 1 "perseverance". The second group items; 18, 20, 21, 22, 24, 25, 26, 27, and 29

stand for Factor 2 "reflecting and adaptive help seeking". Finally, the third group items; 6, 7, 12, 14, 19, 23, and 28 are accepted under the title of Factor 3 "negative affect and emotional response". Ten negatively-worded items 1, 3, 5, 6, 7, 12, 14, 15, 19 and 28 were reversed so that higher scores for these items indicated a more adaptive or resilient response. In order to reverse the scores of these negative items, a response of 5 was scored as 1 (and vice versa); a response of 4 was scored as 2 (and vice versa); and a response of 3 remained unchanged as the neutral value.

Table 4 indicates the results of the second part of the questionnaire. It includes mean score, standard deviation and total group mean scores for academic resilience items of sub-categories in academic resilience scale (ARS-30), along with the global academic resilience score, depending on a sample of preparatory school students' (n = 88) responses. In the table, each statement's mean and standard deviation values are given. In addition, group mean values are given for each sub-category. For each item, a higher score (range 1-5) represents students' greater agreement with each statement. The global ARS-30 score gives the summation of students' responses to the 30 items, which means that a higher global score (theoretical range 30-150) reflects greater academic resilience.

Table 4.

Mean Score, Standard Deviation and Total Group Mean Scores for Academic Resilience Items of Sub-Categories Academic Resilience Scale (ARS-30)

Sub-Categories	Item Description	M	SD	Group Mean
Factor 1	(1) I would not accept the tutors' feedback	4.61	0.70	
Perseverance	(2) I would use the feedback to improve my work	4.44	0.80	
	(3) I would just give up	4.28	0.97	
	(4) I would use the situation to motivate myself	3.56	1.15	
	(5) I would probably change my career plans.	4.14	1.05	
	(8) I would see the situation as a challenge.	3.64	1.07	
	(9) I would do my best to stop thinking negative thoughts.	3.80	1.07	
	(10) I would see the situation as temporary.	4.00	0.81	
	(11) I would work harder.	4.11	1.02	
	(13) I would try to think of new solutions	4.23	0.77	
	(15) I would blame the tutor	4.14	0.98	
	(16) I would keep trying	4.23	0.77	
	(17) I would not change my long-term goals and ambitions	4.17	0.96	
	(30) I would look forward to showing that I can improve my grades	4.36	0.92	**4.12**
Factor 2	(18) I would use my past successes to help motivate myself.	3.83	1.08	
Reflecting and Adaptive Help Seeking	(20) I would start to monitor and evaluate my achievements and effort	4.03	0.88	
	(21) I would seek help from my tutors	3.95	0.99	
	(22) I would give myself encouragement	4.02	0.90	
	(24) I would try different ways to study	4.11	0.83	
	(25) I would set my own goals for achievement	4.26	0.75	
	(26) I would seek encouragement from my family and friends	3.55	1.17	
	(27) I would try to think more about my strengths and weaknesses to help me work better	4.32	0.70	
	(29) I would start to self-impose rewards and punishments depending on my performance	2.98	1.23	**3.89**
Factor 3	(6) I would probably get annoyed.	2.24	1.21	
Negative Affect and Emotional Response	(7) I would begin to think my chances of success at university were poor	3.29	1.32	
	(12) I would probably get depressed.	3.51	1.29	
	(14) I would be very disappointed	2.49	1.31	
	(19) I would begin to think my chances of getting the job I want were poor	3.65	1.18	
	(23) I would stop myself from panicking	3.78	1.04	
	(28) I would feel like everything was ruined and was going wrong	3.45	1.37	**3.20**
Total		**3.83**	**1.02**	

The first sub-category exemplifies perseverance. The total group mean value is $M = 4.12$ (4: Agree, 5: Strongly Agree). This indicates that the participants, in the present study, are highly perseverant in the face of any academic adversity. Based on the statistical findings from Table 4 above, it can be stated that Item 1 has the highest mean score ($M = 4.61$, $SD = 0.70$), and secondly Item 2 has a closer mean score ($M = 4.44$, $SD = 0.80$). In the third place follows Item 30 with a slightly lower mean score ($M = 4.36$, $SD = 0.92$). This means that students highly agree to accept the tutors' feedback and use it to improve them; moreover, they highly tend to show that they can improve their grades. Additionally, the mean scores of the following items are indicated as Item 3 ($M = 4.28$, $SD = 0.97$), Item 16 ($M = 4.23$, $SD = 0.77$) and Item 13 ($M = 4.23$, $SD = 0.77$), which means that the students are highly in tendency not to give up, keep trying and try to think of new solutions in the face of academic adversity. On the other hand, Item 5 ($M = 4.14$, $SD = 1.05$) and Item 17 ($M = 4.17$, $SD = 0.96$) indicate that the students highly agree not to change their career plans, long term goals and ambitions. Also, according to the mean scores of Item 10 ($M = 4.00$, $SD = 0.81$), Item 11 ($M = 4.11$, $SD = 1.02$) and Item 15 ($M = 4.14$, $SD = 0.98$), the students are highly in tendency not to blame the tutor and to work harder by seeing the situation temporary. Although these students are found highly perseverant based on the group mean score, some items have lower mean scores than 4.00 under this sub-category of the academic resilience scale. Item 9 ($M = 3.80$, $SD = 1.07$) and Item 8 ($M = 3.64$, $SD = 1.07$), indicating that the students moderately stop thinking negative thoughts and moderately see the situation as a challenge. Item 4 has the lowest mean score ($M = 3.56$, $SD = 1.15$) among the items under the first sub-category; however, it has the highest standard deviation ($SD = 1.15$), indicating that some students can show differences in using the situation to motivate themselves. In the lights of these findings, it can be concluded that the participants mostly agree with the statements presented in Factor 1 'perseverance' including working hard and trying instead of giving up; sticking to plans and achieving goals; accepting and utilizing feedback; imaginative problem solving and accepting any adversity as an opportunity to overcome challenges.

The second sub-category is about 'reflecting and adaptive help-seeking', with the total mean value result $M = 3.89$ (3: Neutral, 4: Agree). That is to say, the participants have the tendency to reflect and seek help at a medium level when they are exposed to any academic adversity. According to the results of the second sub-category, Item 27 has the highest mean score ($M = 4.32$, $SD = 0.70$). In the second place, Item 25

has a closer mean score (*M* = 4.26, *SD* = 0.75). Thirdly, Item 24 has a slightly lower mean score (*M* = 4.11, *SD* = 0.83). Then, Item 20 (*M* = 4.03, *SD* = 0.88) and Item 22 (*M* = 4.02, *SD* = 0.90) follow along with higher mean scores above the group mean score of this sub-category similar to the aforementioned items above. All of these indicate that the students highly agree to think more about their strengths and weaknesses, to set their own goals for achievement, to try different ways to study, to monitor and evaluate their achievements and effort, and they highly agree to give themselves encouragement. In Item 18 (*M* = 3.83, *SD* = 1.08), Item 21 (*M* = 3.95, *SD* = 0.99), and Item 26 (*M* = 3.55, *SD* = 1.17), they moderately agree to use past successes to motivate themselves, to seek help from their tutors and encouragement from their family and friends. On the other hand, Item 29 has the lowest mean score (*M* = 2.98); but the highest standard deviation (*SD* = 1.23). This indicates that students can show differences in the tendency to self-impose rewards and punishments depending on their performance. Based on these statistical findings, it can be concluded that students moderately agree with the statements including reflecting on one's strengths and weakness, changing approaches for studying, seeking help and support, monitoring one's effort and achievements, and administering rewards and punishments.

The third sub-category is related to 'negative affect and emotional response'. Its total mean value is M = 3.20 (3: Neutral, 4: Agree). This indicates that students avoid showing negative affect and emotional response at a medium level when they face any adversity in academic context. According to the results of the third sub-category, Item 23 has the highest mean score (*M* = 3.78, *SD* = 1.04), and secondly Item 19 has a closer mean score (*M* = 3.65, *SD* = 1.18). Thirdly, Item 12 follows with a slightly lower mean score (*M* = 3.51, *SD* = 1.29), which means that students moderately agree to stop them from panicking, get depressed and they moderately agree to think their chances of getting the job they want were poor when they face any adversity in academic context. After that, Item 28 (*M* = 3.45, *SD* = 1.37) and Item 7 (*M* = 3.29, *SD* = 1.21) indicate that the students moderately feel like everything was ruined and going wrong and think their chances of success at university were poor. Under this sub-category 'negative affect and emotional response', these aforementioned items have higher mean scores above the group mean score of this sub-category (*M* = 3.20). However, Item 14 (*M* = 2.49, *SD* = 1.31) demonstrates that students agree with the statement at low level that they would be very disappointed which means that some students can be disappointed easily while some cannot. Moreover, Item 6 has the lowest mean score under this sub-category (*M* = 2.24, *SD* = 1.21), indicating that some students can show differences in getting annoyed

easily in the face of adversity. In the lights of these findings, it can be concluded that students moderately agree with the idea including anxiety, avoiding from negative emotional responses, showing optimism and hopelessness. The total mean of global ARS-30 score is also indicated in Table 4 ($M = 3.83$, $SD = 1.02$), which means that students have a medium level of academic resilience in the current study.

Table 5 presents the statistical findings regarding the total mean scores and standard deviation scores by factor, along with the theoretical score ranges of each factor. According to the score range of Factor 1 'perseverance' presented in Table 5 (Score range = 14-70), it can be stated that the total mean score and standard deviation of the participants in this sub-category was higher than the midpoint of the score range ($M = 57.37 >$ midpoint $= 42$, $SD = 8.40$) which means that students are highly perseverant. When the score range of Factor 2 'reflecting and adaptive help-seeking' (Score range = 9-45) is analyzed, it can be stated that the mean scores are slightly higher than the midpoint ($M = 34.92 >$ midpoint$=27$, $SD = 4.74$), indicating that students are reflective and adaptive help seeker at a medium level. Similarly, based on the score range of Factor 3 'negative affect and emotional response' (Score range = 7-35), the mean and standard deviation scores of this sub-category are slightly higher than the midpoint of score range ($M = 22.14 >$ midpoint $= 21$, $SD = 6.16$). This indicates that students avoid negative affect and emotional response in the face of adversity at a medium level. In the lights of the global ARS-30 score of the students in this current study, it can be concluded that students have a medium level of academic resilience in the related context along with the mean score which is slightly higher than the midpoint of global ARS-30 score range ($M = 114.44 >$ midpoint $= 90$, $SD = 15.82$) is (Score range = 30-150).

Table 5.

Total Mean Scores and Standard Deviation Scores for Subcategories of Academic Resilience Scale (ARS-30)

Factor	m	s.d.
Perseverance	57.37	8.40
Reflecting and adaptive help seeking	34.92	4.74
Negative affect and emotional response	22.14	6.16
Global ARS-30	**114.44**	**15.82**

4.2.2. Gender Factor on Academic Resilience of Turkish EFL Preparatory School Students

      With the purpose of exploring whether gender is a factor on academic resilience of Turkish EFL students in university context, the statistical findings were assessed by using both descriptive and İndependent sample t-test analysis. Based on the results presented in Table 6, it can be concluded that for Factor 1 'perseverance' and Factor 2 'reflecting and adaptive help-seeking' there are no significant differences between male and female students in terms of academic resilience ($p = .888$; $p = .437$, respectively). However, in Factor 3, the mean scores of male and female were found as M = 24.50 and M = 20.51, respectively. Therefore, it can be concluded that there are significantly differences between male and female students in terms of negative affect and emotional response ($p = .002$). That is to say, male students are less affected by the negative results and give response less emotionally in the face of any academic adversity so that they are more resilient emotionally than females. However, female students are less resilient emotionally because they are affected more by the negative results of any academic adversity by showing emotional response more.

Table 6.

Mean, Standard Deviation and Independent Sample t-test Scores Regarding Gender Factor on Academic Resilience

	Gender	N	m	s.d.	t	p
Factor 1 (Perseverance)	male	36	57.52	8.27		
	female	52	57.26	8.57	.141	.888
Factor 2 (Reflecting and adaptive help seeking)	male	36	34.44	5.31		
	female	52	35.25	4.32	-782	.437
Factor 3 (Negative affect and emotional response)	male	36	24.50	5.88		
	female	52	20.51	5.87	3.123	**.002**

4.2.3. Family-Based Factors on Academic Resilience of Turkish EFL Preparatory School Students

The third research question of the current study investigates the possible family factors on academic resilience of Turkish EFL students in university context. For this purpose, the participants were administered 11 questions regarding family in the first part of the questionnaire. According to the responses taken from the students, the possible relations between family factors and students' academic resilience were explored statistically by employing Independent samples t-tests and Analysis of Variance (ANOVA) in SPSS 23.0 (*α-priori* significance level was .05).

4.2.3.1. The Place Being Raised as a Family-Based Factor

With this family-based question of the study, it was aimed to investigate whether the place the students were raised do have any effect on their academic resilience or not. According to the statistical findings presented in Table 7; under Factor 1, 'province' has the highest mean score ($M = 57.67$, $SD = 8.16$) and 'village' has the lowest mean score ($M = 56.25$, $SD = 3.19$). As for Factor 2, similarly 'province' has the highest mean score ($M = 35.24$, $SD = 4.18$) and 'village' has the lowest mean score ($M = 33.00$, $SD = 5.42$). However, under Factor 3, 'district' has the highest mean score ($M = 22.34$, $SD = 7.39$) and 'province' has the lowest mean score ($M = 22.11$, $SD = 5.86$). When the p values of each factor are taken into consideration ($p = .871$, $p = .425$, $p = .988$, respectively), it can be stated that that there is no difference among students based on their raised places. To illustrate, it is not true to say that a student from a village is more or less resilient than the other student from district or province, or the vice versa in the current study. That is, the place being raised is not a statistically important factor on academic resilience of the students.

Table 7.

Mean Standard Deviation and ANOVAs Scores Regarding the Place Being Raised on Academic Resilience

		N	m	s.d.	f	p
Factor 1	Province	53	57.67	8.16		
(Perseverance)	District	26	56.92	10.13		
	Village	8	56.25	3.19		
	Total	87	57.32	8.44	.138	.871
Factor 2 (Reflecting	Province	53	35.24	4.18		
and adaptive help	District	26	34.53	5.42		
seeking)	Village	8	33.00	5.42		
	Total	87	34.82	4.68	.865	.425
Factor 3 (Negative	Province	53	22.11	5.86		
affect and emotional	District	26	22.34	7.39		
response)	Village	8	22.12	4.51		
	Total	87	22.18	6.19	.012	.988

4.2.3.2. The Marital Status of Parents as a Family-Based Factor

As a question of the family-based factor on the academic resilience levels of the participants, the marital status of parents could have any effect on academic resilience or not was investigated and the results were presented in Table 8. According to the statistical findings, 79 students' parents are married while 7 of them are divorced. As for Factor 1, the mean score of 'married' (M = 57.58, SD = 7.70) is higher than that of 'divorced' (M = 55.55, SD = 13.62). Similarly, 'married' has higher mean score (M = 35.11, SD = 4.74) than 'divorced' (M = 33.22, SD = 4.60) under Factor 2. When the mean scores of Factor 3 are taken into consideration, it can be indicated that 'married' has higher mean score (M = 22.30, SD = 6.03) than 'divorced' (M = 20.77, SD = 7.51). Based on the p values of Factor 1, 2 and 3respectively (p = .672, p = .259, p = .485), it can be inferred that the marital status of parents, whether they are married or divorced, does not have any significant influence on academic resilience. In other words, it cannot

be stated that students whose parents are divorced are more/less resilient than the other students whose parents are married.

Table 8.

Mean, Standard Deviation and Independent Sample t-test Scores Regarding the Marital Status on Academic Resilience

	The marital status of parents	N	m	s.d.	t	p
Factor 1 (Perseverance)	Married	79	57.58	7.70		
	Divorced	9	55.55	13.62	.438	.672
Factor 2 (Reflecting and adaptive help seeking)	Married	79	35.11	4.74		
	Divorced	9	33.22	4.60	1.136	.259
Factor 3 (Negative affect and emotional response)	Married	79	22.30	6.03		
	Divorced	9	20.77	7.51	.701	.485

4.2.3.3. The Highest Education Level of Mother as a Family-Based Factor

Table 9 demonstrates mean, standard deviation scores and p values of ANOVAs results. According to the results; while 7 students' mothers are illiterate, 40 of them are primary, 12 of them are secondary, 20 of them are high school and 9 of them are university graduate. Under Factor 1, 'university' has the highest mean score ($M = 58.22$, $SD = 8.71$) and 'illiterate' has the lowest mean score ($M = 54.14$, $SD = 11.06$). As for Factor 2, the highest mean score is indicated for 'university' ($M = 35.55$, $SD = 3.08$) while the lowest mean score is stated for 'high school' ($M = 34.25$, $SD = 4.78$). Under Factor 3, 'secondary' has the highest mean score ($M = 22.58$, $SD = 4.60$) and

'university' has the lowest mean score (M = 21.77, SD = 5.78). However, the highest education levels of mothers as a family-based factor has significance values for Factor 1, 2 and 3, respectively (p = .870, p = .962, p = .998). This indicates that students' academic resilience does not show any differences no matter how their mothers' highest education levels are illiterate, primary, secondary, high school or university.

Table 9.

Mean Standard Deviation and ANOVA Scores Regarding the Highest Education Level of Mother on Academic Resilience

The highest education level of mother		N	m	s.d.	f	p
Factor 1 (Perseverance)	Illiterate	7	54.14	11.06		
	Primary	40	57.75	7.28		
	Secondary	12	57.91	8.06		
	High School	20	57.05	10.08		
	University	9	58.22	8.71		
	Total	88	57.37	8.40	.311	.870
Factor 2 (Reflecting and adaptive help seeking)	Illiterate	7	35.28	4.30		
	Primary	40	35.00	5.57		
	Secondary	12	35.08	3.11		
	High School	20	34.25	4.78		
	University	9	35.55	3.08		
	Total	88	34.92	4.74	.151	.962
Factor 3 (Negative affect and emotional response)	Illiterate	7	21.85	7.40		
	Primary	40	22.25	5.74		
	Secondary	12	22.58	4.60		
	High School	20	21.95	7.90		
	University	9	21.77	5.78		
	Total	88	22.14	6.16	.033	.998

4.2.3.4. The Highest Education Level of Father as a Family-Based Factor

As seen in Table 10; 2 students' fathers are illiterate while 22 of them are primary, 17 of them are secondary, 25 of them are high school and 22 of them are university graduate. According to the results, Under Factor 1, 'high school' has the highest mean score (M = 59.76, SD = 8.41) and 'illiterate' has the lowest mean score (M = 51.50, SD = 0.70). As for Factor 2, the highest mean score is indicated for 'primary' (M = 36.36, SD = 4.12) while the lowest mean score is stated for 'secondary' (M =

33.00, *SD* = 6.51). Under Factor 3, 'illiterate' has the highest mean score (*M* = 27.00, *SD* = 11.31) and 'primary' has the lowest mean score (*M* = 21.3, *SD* = 4.94). The statistical findings of the responses given to the family-based question regarding the highest education level of father present that students' academic resilience does not show any differences for each factor no matter how their fathers' highest education levels are illiterate, primary, secondary, high school or university. The significance values of Factor 1, 2 and 3 are as follows, respectively: p = .306, .183, .721.

Table 10.

Mean Standard Deviation and ANOVA Scores Regarding the Highest Education Level of Father on Academic Resilience

The highest education level of father		N	m	s.d.	f	p
Factor 1 (Perseverance)	Illiterate	2	51.50	.707		
	Primary	22	58.09	6.91		
	Secondary	17	55.00	9.48		
	High School	25	59.76	8.41		
	University	22	56.31	8.89		
	Total	88	57.37	8.40	1.226	.306
Factor 2 (Reflecting and adaptive help seeking)	Illiterate	2	34.00	2.82		
	Primary	22	36.36	4.12		
	Secondary	17	33.00	6.51		
	High School	25	35.72	3.36		
	University	22	34.13	4.88		
	Total	88	34.92	4.74	1.596	.183
Factor 3 (Negative affect and emotional response)	Illiterate	2	27.00	11.31		
	Primary	22	21.31	4.94		
	Secondary	17	21.52	6.79		
	High School	25	22.84	6.58		
	University	22	22.22	6.21		
	Total	88	22.14	6.16	.520	.721

4.2.3.5. The Number of Siblings as a Family-Based Factor

In the current study, with this family-based question stated above was aimed to find out whether the number of siblings can have any positive or negative effect on the participants' academic resilience. Based on the statistical findings presented in Table 11, it can be indicated that '0-2' has the highest mean score (*M* = 58.36, *SD* = 8.26) and

'5-10' has the lowest mean score (M = 52.50, SD = 12.45) under Factor 1. Similarly, regarding Factor 2, '0-2' has the highest mean score (M = 35.49, SD = 4.17) and '5-10' has the lowest mean score (M = 33.50, SD = 6.43). Then, for Factor 3, '2-5' has the highest mean score (M = 23.28, SD = 6.51) and '0-2' has the lowest mean score (M = 21.56, SD = 5.72). However, the number of siblings as a family-based factor does not have any effect on each factor of academic resilience according to the results of the current study (p = .167, p = .332, p = .506). In other words, it can be concluded that having 0-2, 2-5, or 5-10 siblings is not a factor to determine whether a student is more or less resilient than others within the context of this study.

Table 11.

Mean Standard Deviation and ANOVA Scores Regarding the Number of Siblings on Academic Resilience

The number of siblings		N	m	s.d.	f	p
	0-2	55	58.36	8.26		
Factor 1	2-5	25	56.76	6.82		
(Perseverance)	5-10	8	52.50	12.45		
	Total	88	57.37	8.40	1.826	.167
Factor 2 (Reflecting	0-2	55	35.49	4.17		
and adaptive help	2-5	25	34.12	5.30		
seeking)	5-10	8	33.50	6.43		
	Total	88	34.92	4.74	1.116	.332
Factor 3 (Negative	0-2	55	21.56	5.72		
affect and emotional	2-5	25	23.28	6.51		
response)	5-10	8	22.62	8.15		
	Total	88	22.14	6.16	.687	.506

4.2.3.6. Having a Chronic Disease in Family as a Family-Based Factor

Table 12 presents the mean, standard deviation and Independent sample t-test results of the family-based question aiming to explore whether having a chronic disease in family have any effect on academic resilience of the participants or not. According to the results presented in the table, under Factor 1 the mean score of 'no' (M = 57.96, SD = 7.19) is higher than that of 'yes' (M = 56.23, SD = 10.54). As for Factor 2, 'yes' has higher mean score (M = 35.23, SD = 4.15) than 'no' (M = 35.09, SD = 4.67). Then, the

mean score of 'no' (*M* = 22.76, *SD* = 6.13) is higher than that of 'yes' (*M* = 19.71, *SD* = 5.87) under Factor 3. When the p values are taken into consideration, having a chronic disease in the family is a significant factor on the 'negative affect and emotional response' aspect of academic resilient (*p* = .048); however, it does not have any significant effect on 'perseverance' (*p* = .489) and 'reflecting and adaptive help-seeking' (*p* = .899) aspects of academic resilience. In the light of the findings, it can be concluded that the students who have a chronic disease in their family are more affected negatively and they respond more emotionally in the face of academic adversity than the others, along with the mean scores respectively (*M* = 19.71, *SD* = 5.87; *M* = 22.76, *SD* = 6.13).

Table 12.

Mean, Standard Deviation and Independent Sample t-tests Scores Regarding Having a Chronic Disease in Family on Academic Resilience

	Having a chronic disease in family	N	m	s.d.	t	p
Factor 1 (Perseverance)	Yes	21	56.23	10.54		
	No	65	57.96	7.19	.701	.489
Factor 2 (Reflecting and adaptive help seeking)	Yes	21	35.23	4.15		
	No	65	35.09	4.67	.127	.899
Factor 3 (Negative affect and emotional response)	Yes	21	19.71	5.87		
	No	65	22.76	6.13	.934	**.048**

4.2.3.7. Satisfaction with Family Relations as a Family-Based Factor

As one of the family-based questions, the question aims to explore whether the satisfaction with the family relations does have any effect or not on academic resilience. The statistical findings are presented in Table 13. As for Factor 1, 'to some extent' has the highest mean score (*M* = 59.66, *SD* = 6.57) and 'no' has the lowest mean score (*M* = 50.80, *SD* = 3.89). On the other hand, under Factor 2, 'yes' has the highest mean score (*M* = 35.28, *SD* = 5.06) and 'no' has the lowest mean score (*M* = 29.80, *SD* = 5.06). Then, regarding Factor 3, it is indicated that 'to some extent' has the highest mean score

(*M* = 22.77, *SD* = 6.37) and 'no' has the lowest mean score (*M* = 20.00, *SD* = 5.29). According to the p values of each factor presented in the table, it can be concluded that students' academic resilience shows differences among students regarding Factor 2 (*p* = .042). In other words, the satisfaction of students with their family relations is a significant factor on their reflecting and adaptive help-seeking features regarding academic resilience. It is apparent that the students who are satisfied with the family relations tend to reflect more and adapt to help-seeking. However, there is no difference indicated in terms of Factor 1 (*p* = .153) and Factor 3 (*p* = .706) of the academic resilience among the participants.

Table 13.

Mean Standard Deviation and ANOVA Scores Regarding the Satisfaction with the Family Relations on Academic Resilience

	Satisfaction with family relations	N	m	s.d.	f	p
Factor 1	Yes	74	57.54	8.66		
(Perseverance)	No	5	50.80	3.89		
	To some extent	9	59.66	6.57		
	Total	88	57.37	8.40	1.918	.153
Factor 2	Yes	74	35.28	4.65		
(Reflecting and	No	5	29.80	5.06		
adaptive help	To some extent	9	34.77	3.99		
seeking)	Total	88	34.92	4.74	3.302	**.042**
Factor 3	Yes	74	22.21	6.24		
(Negative affect	No	5	20.00	5.29		
and emotional	To some extent	9	22.77	6.37		
response)	Total	88	22.14	6.16	.349	.706

4.2.3.8. Family Support in Achieving Goals as a Family-Based Factor

In order to find out whether the family support in achieving goals does have any effect on academic resilience of the participants or not, the responses of the students to this family-based question were analyzed statistically. Table 14 presents the scores of mean, standard deviation and ANOVAs results regarding the family support in achieving goals. According to the results, under Factor 1 'yes' has the highest mean

score (M = 57.94, SD = 8.08) and 'no' has the lowest mean score (M = 47.50, SD = 24.74). Similarly, as for Factor 2, 'yes' has the highest mean score (M = 35.47, SD = 4.43) and 'no' has the lowest mean score (M = 30.50, SD = 7.77). Then, under Factor 3, the highest mean score is for 'yes' (M = 22.42, SD = 6.26) and the lowest mean score is for 'no' (M = 15.00, SD = 5.65). Based on the findings, it can be concluded that significant differences exist among the students in terms of Factor 2, along with the significance value, .020. Then it is possible to state that students who are supported by their parents in achieving their goals are more reflective and adaptive help-seekers when they face any adversity in academic context.

Table 14.

Mean Standard Deviation and ANOVA Scores Regarding the Family Support in Achieving Goals on Academic Resilience

	Family support in achieving goals	N	m	s.d.	f	p
Factor 1 (Perseverance)	Yes	76	57.94	8.08		
	No	2	47.50	24.74		
	To some extent	10	55.00	6.25		
	Total	88	57.37	8.40	2.000	.142
Factor 2 (Reflecting and adaptive help seeking)	Yes	76	35.47	4.43		
	No	2	30.50	7.77		
	To some extent	10	31.60	5.23		
	Total	88	34.92	4.74	4.112	**.020**
Factor 3 (Negative affect and emotional response)	Yes	76	22.42	6.26		
	No	2	15.00	5.65		
	To some extent	10	21.50	4.99		
	Total	88	22.14	6.16	1.490	.231

4.2.3.9. Family Support in Coping with Stress as a Family-Based Factor

As a family-based factor, with this question it was aimed to explore whether the family support in coping with stress can have any significant effect on academic

resilience of the students or not. Keeping this in mind, the students' responses were analyzed statistically and the findings are presented in the Table 15. The statistical findings reveal that as for Factor 1, 'yes' has the highest mean score ($M = 57.68$, $SD = 9.18$) and 'no' has the lowest mean score ($M = 55.83$, $SD = 5.30$). Similarly regarding Factor 2, it can be stated that 'yes' has the highest mean score ($M = 33.36$, $SD = 4.79$) and 'no' has the lowest mean score ($M = 31.66$, $SD = 5.60$). However, under Factor 3, the highest mean score is for 'no' ($M = 23.16$, $SD = 5.30$) and the lowest mean score is for 'to some extent' ($M = 20.26$, $SD = 5.18$). According to the p values of each factor, it can be stated that no significant differences are found regarding the students' perseverance ($p = .837$), reflecting and adaptive help-seeking ($p = .170$), or negative affect and emotional response ($p = .319$). This indicates that family support in coping with stress does not have any significant effect on students' academic resilience.

Table 15.

Mean Standard Deviation and ANOVA Scores Regarding the Family Support in Coping with Stress on Academic Resilience

	Family support in coping with stress	N	m	s.d.	f	p
Factor 1 (Perseverance)	Yes	63	57.68	9.18		
	No	6	55.83	5.30		
	To some extent	19	56.84	6.44		
	Total	88	57.37	8.40	.178	.837
Factor 2 (Reflecting and adaptive help seeking)	Yes	63	35.36	4.79		
	No	6	31.66	5.60		
	To some extent	19	34.47	4.04		
	Total	88	34.92	4.74	1.807	.170
Factor 3 (Negative affect and emotional response)	Yes	63	22.61	6.47		
	No	6	23.16	5.30		
	To some extent	19	20.26	5.18		
	Total	88	22.14	6.16	1.157	.319

4.2.3.10. Comparison of Success with Other Children/Siblings as a Family-Based Factor

Table 16 indicates the findings of whether the comparison of success with other children/siblings does have any effect on students' academic resilience or not. The findings indicate that for Factor 1 'no' has the highest mean score ($M = 57.60$, $SD =$

8.39) and 'yes' has the lowest mean score (M = 56.75, SD = 5.06). Under Factor 2, 'to some extent' has the highest mean score (M = 35.87, SD = 4.14) and 'yes' has the lowest mean score (M = 33.50, SD = 3.77). As for Factor 3, 'no' has the highest mean score (M = 22.53, SD = 6.17) and 'yes' has the lowest mean score (M = 18.25, SD = 3.99). Also, the p values for Factor 1, 2 and 3, respectively (p = .948, p = .514, p = .181) are indicated in the table. Based on the findings, it can be inferred that students do not show any differences in terms of academic resilience and it factors. That is to say, parents' comparison of success of their children with that of other children or siblings does not show any significant effect on academic resilience in the current study.

Table 16.

Mean Standard Deviation and ANOVA Scores Regarding the Comparison of Success with Other Children/Siblings on Academic Resilience

	Comparison of success with other children/siblings	N	m	s.d.	f	p
Factor 1 (Perseverance)	Yes	8	56.75	5.06		
	No	63	57.60	8.39		
	To some extent	16	57.06	10.24		
	Total	87	57.42	8.44	.053	.948
Factor 2 (Reflecting and adaptive help seeking)	Yes	8	33.50	3.77		
	No	63	34.92	5.00		
	To some extent	16	35.87	4.14		
	Total	87	34.96	4.75	.672	.514
Factor 3 (Negative affect and emotional response)	Yes	8	18.25	3.99		
	No	63	22.53	6.17		
	To some extent	16	22.31	6.75		
	Total	87	22.10	6.18	1.746	.181

4.2.3.11. The Way of Parent Encouragement to Study as a Family-Based Factor

With this question related to family factor, the purpose was to explore whether the way of parent encouragement of their children to study can be a factor or not on the academic resilience. Therefore, the participants were asked whether their parents encourage them with money, spending time, showing interest or taking resource books. According to the statistical findings presented in Table 17, it can be concluded that

parents' encouragement with money and showing interest do not have any effect on the academic resilience of the participants in this study. However, parents' spending time with their children and taking resource books to them for encouragement are significantly important factors on the students' academic resilience. As stated in the table, spending time with children indicates significance for each Factor of the academic resilience. Along with the significance values for Factor 1, Factor 2 and Factor 3 respectively ($p = .036$, $p = .041$, $p = .020$), it can be concluded that students who are encouraged by parents' spending time with them are more perseverant, more reflective and adaptive help-seeker in the face of adversity; moreover, these students are less affected by negative effects of any academic adversity so that they respond less emotionally against the adversity, which makes them more resilient academically. As for parents' taking resource books to encourage their children to study has also important effect on academic resilience of the participants. It indicates significant differences among students in terms of Factor 1 'perseverance' ($p = .031$) and Factor 2 'reflecting and adaptive help-seeking' ($p = .001$) except for Factor 3 'negative affect and emotional response' ($p = .106$). In other words, the students in this study are more perseverant, more reflective and adaptive help-seeker than the others in the presence of any academic adversity when they are encouraged with resource books by their parents.

Table 17.

Mean, Standard Deviation and Independent Sample t-test Scores Regarding Parent Encouragement

			N	m	s.d.	t	p
Factor 1 Perseverance	**Support with money**	Yes	7	58.57	11.90		
		No	81	57.27	8.13	.391	.697
	Spending time	Yes	21	60.71	9.12		
		No	67	56.32	7.95	2,128	**,036**
	Showing interest	Yes	55	58.01	8.71		
		No	33	56.30	7.87	.926	.357
	Buying resource books	Yes	35	59.74	7.68		
		No	53	55.81	8.56	2.194	**.031**
			N	m	s.d.	t	p
Factor 2 Reflecting and Adaptive Help Seeking	**Support with money**	Yes	7	36.71	8.51		
		No	81	34.76	4.32	.599	.570
	Spending time	Yes	21	36.76	5.22		
		No	67	34.34	4.46	2,078	**,041**
	Showing interest	Yes	55	35.25	4.72		
		No	33	34.36	4.79	.852	.397
	Buying resource books	Yes	35	37.02	4.94		
		No	53	33.52	4.07	3.617	**.001**
			N	m	s.d.	t	p
Factor 3 Negative Affect and Emotional Response	**Support with money**	Yes	7	25.00	5.59		
		No	81	21.90	6.18	1.280	.204
	Spending time	Yes	21	24.85	6.56		
		No	67	21.29	5.83	2,368	**,020**
	Showing interest	Yes	55	22.50	6.18		
		No	33	21.54	6.18	.708	.481
	Buying resource books	Yes	35	23.45	6.34		
		No	53	21.28	5.94	1.634	.106

4.2.4. Education-Related Factors on Academic Resilience of Turkish EFL Preparatory School Students

The fourth research question of the current study investigates the possible education-related factors on academic resilience of Turkish EFL preparatory school students in university context. For this purpose, the participants were administered some questions regarding education in the first part of the questionnaire. According to the responses taken from the students, whether these education-related factors have any effect on students' academic resilience or not were explored statistically by employing Independent samples t-tests and Analysis of Variance (ANOVA) in SPSS 23.0 (*α-priori* significance level was .05).

4.2.4.1. Request of Changing Major as an Education-Related Factor

With this education-related question of the study, it was aimed to investigate whether students' request to change their major does have any effect on their academic resilience or not. The results are presented in Table 18 including the mean, standard deviation and independent sample t-test scores. According to the statistical findings, it can be indicated that the mean score of 'no' ($M = 58.19$, $SD = 8.68$) is higher than that of 'yes' ($M = 55.75$, $SD = 5.83$) under Factor 1. Similarly, as for Factor 2, 'no' has a higher mean score ($M = 35.51$, $SD = 4.64$) than 'yes' ($M = 33.60$, $SD = 3.96$). Lastly regarding Factor 3, the mean score of 'no' is higher ($M = 22.68$, $SD = 6.55$) than that of 'yes' ($M = 20.30$, $SD = 4.47$). As understood from the significance values of Factor 1, 2 and 3 indicated in the table respectively ($p = .242$, $p = .099$, $p = .070$), students do not show any differences in terms of their academic resilience levels. Thus, it can be concluded that students' request to change their major or not is not a significant education-related factor on determining their resilience levels in academic context.

Table 18.

Mean, Standard Deviation and Independent Sample t-test Scores Regarding the Request of Changing Major on Academic Resilience

	Request of Changing Major	N	m	s.d.	t	p
Factor 1 (Perseverance)	Yes	20	55.75	5.83		
	No	66	58.19	8.68	-1.179	.242
Factor 2 (Reflecting and adaptive help seeking)	Yes	20	33.60	3.96		
	No	66	35.51	4.64	-1.666	.099
Factor 3 (Negative affect and emotional response)	Yes	20	20.30	4.47		
	No	66	22.68	6.55	-1.854	.070

4.2.4.2. Request of Changing University as an Education-Related Factor

In order to investigate whether students' request to change university does have any effect on their academic resilience, this education-related question was administered to the participants in the current study. Based on the statistical findings presented in Table 19, it can be stated that 54 of the students want to change the university while 30 of them do not. When the mean scores of the students are taken into consideration, it can be indicated that for each factor the mean scores of the students' who do not want to change are higher than the others. Under Factor 1, 'no' has a higher mean score (*M* = 58.70, *SD* = 8.28) than 'yes' (*M* = 56.87, *SD* = 8.15). Similarly, as for Factor 2 'no' has a higher mean score (*M* = 35.30, *SD* = 4.63) than 'yes' (*M* = 34.98, *SD* = 4.62). Then, as for Factor 3, the mean score of 'no' is higher (*M* = 24.33, *SD* = 6.29) than that of 'yes' (*M* = 20.92, *SD* = 5.96). In the lights of the p values of each factor, it can be stated that request of changing the university has a significant effect on Factor 3 'negative effect and emotional response' aspect of academic resilience (*p* = .016); however, no significant difference was found among the students in terms of Factor 1 'perseverance' (*p* = .330) and Factor 2 'reflecting and adaptive help-seeking' (*p* = .763). In other words, the students who want to change their university are more affected by the negative results of the academic adversity and give more emotional response in the face

of challenges in academic context. However, the students who do not want to change their university are less affected by the negative sides of any academic risk while respond less emotionally in the presence of adversity.

Table 19.

Mean, Standard Deviation and Independent Sample t-test Scores Regarding the Request of Changing University on Academic Resilience

	Request of Changing University	N	m	s.d.	t	p
Factor 1 (Perseverance)	Yes	54	56.87	8.15		
	No	30	58.70	8.28	-.980	.330
Factor 2 (Reflecting and adaptive help seeking)	Yes	54	34.98	4.62		
	No	30	35.30	4.63	-.302	.763
Factor 3 (Negative affect and emotional response)	Yes	54	20.92	5.96		
	No	30	24.33	6.29	-2.459	**.016**

4.2.4.3. The Interest in English as an Education-Related Factor

With this education-related question, it was aimed to investigate whether students' interest in English my have any effect on their academic resilience, and the results are statistically presented in Table 20. In the light of the findings, it can be inferred that almost 85 of the participants stated that they liked English while 2 of the rest indicated their interest in English as 'to some extent' only 1 participant gave a 'no' response. It can be also concluded that students' academic resilience did not show any differences among the students for Factor 1, 2 and 3, respectively (p = .742, p = .968, p = .775); so that the interest in English has not any effect on academic resilience. In other words, students who like English are not more/less resilient than the others who like to some extent or do not like English in the current study.

Table 20.

Mean Standard Deviation and ANOVA Scores Regarding the Interest in English on Academic Resilience

	Do you like English?	N	m	s.d.	f	p
Factor 1 (Perseverance)	Yes	85	57.47	8.52		
	No	1	51.00	.		
	To some extent	2	56.50	2.12		
	Total	88	57.37	8.40	.299	.742
Factor 2 (Reflecting and adaptive help seeking)	Yes	85	34.91	4.82		
	No	1	36.00	.		
	To some extent	2	34.50	.707		
	Total	88	34.92	4.74	.033	.968
Factor 3 (Negative affect and emotional response)	Yes	85	22.23	6.24		
	No	1	19.00	.		
	To some extent	2	20.00	4.24		
	Total	88	22.14	6.16	.256	.775

4.2.4.4. Perceived Success in English as an Education-Related Factor

With the aim of investigating whether the participants' perceived success in English can have any influence on their academic resilience or not, this education-related question was administered to the students so that the results were statistically analyzed and the findings are presented in Table 21. According to the findings, statistically significant differences are indicated among students in terms of Factor 1 ($p = .024$) and Factor 3 ($p = .018$). It is clear that students' perceived success in English has an important effect on the 'perseverance' and 'negative effect and emotional response' aspects of academic resilience. That is to say, students who perceived themselves successful in English are more perseverant and they are less affected by the negative results of the academic adversity so that they respond less emotionally in the face of any adversity in academic context.

Table 21.

Mean, Standard Deviation and ANOVA Scores Regarding Perceived Success in English on Academic Resilience

	Perceived success in English	N	m	s.d.	f	p
Factor 1 (Perseverance)	Yes	53	59.22	7.80		
	No	2	54.50	4.94		
	To some extent	32	54.21	8.73		
	Total	87	57.27	8.40	3.901	**.024**
Factor 2 (Reflecting and adaptive help seeking)	Yes	53	35.47	4.65		
	No	2	35.50	.707		
	To some extent	32	33.78	4.87		
	Total	87	34.85	4.72	1.306	.276
Factor 3 (Negative affect and emotional response)	Yes	53	23.71	5.47		
	No	2	20.00	1.41		
	To some extent	32	19.93	6.69		
	Total	87	22.24	6.13	4.209	**.018**

4.2.4.5. The Amount of Time Spent for English Outside as an Education-Related Factor

Whether the amount of time spent for English outside can have any effect on academic resilience or not was explored with this education-related question. Table 22 indicates the mean, standard deviation and ANOVA scores of the participants' responses. As understood from the table, no statistically significant difference among students was found regarding each factor of academic resilience, respectively (p = .652, p = .870, p = .504). This demonstrates that the amount of time that students spend for English outside does not have any effect on their academic resilience.

Table 22.

Mean, Standard Deviation and ANOVA Scores Regarding the Amount of Time Spent for English on Academic Resilience

	The amount of time spent for English outside	N	m	s.d.	f	p
Factor 1 (Perseverance)	None	3	52.66	16.16		
	15min	4	55.25	4.99		
	30min	19	56.63	7.71		
	45min	5	60.00	6.70		
	1hr	18	59.88	9.61		
	more than 1hr	36	57.08	8.29		
	Total	85	57.50	8.50	.664	.652
Factor 2 (Reflecting and adaptive help seeking)	None	3	35.00	5.56		
	15min	4	35.00	4.76		
	30min	19	34.21	3.76		
	45min	5	33.60	8.29		
	1hr	18	36.11	4.45		
	more than 1hr	36	35.02	5.05		
	Total	85	34.98	4.80	.366	.870
Factor 3 (Negative affect and emotional response)	None	3	16.00	5.29		
	15min	4	21.25	2.87		
	30min	19	21.52	5.64		
	45min	5	21.40	5.41		
	1hr	18	23.72	7.76		
	more than 1hr	36	22.30	6.14		
	Total	85	22.10	6.26	.872	.504

4.2.4.6. The Number of School Days Missed Over as an Education-Related Factor

The number of school days missed over by the participants was investigated with the purpose of finding whether it has any effect on their academic resilience or not. However, according to the statistical findings presented in Table 23, there is no statistically significant difference among students in terms of each factor, respectively ($p = .459$, $p = .209$, $p = .579$). Thus, it can be concluded that the number of school days that students missed over does not have any effect on academic resilience of the participants in this present study.

Table 23.

Mean, Standard Deviation and ANOVA Scores Regarding the Number of School Days Missed Over on Academic Resilience

	The number of school days missed over	N	m	s.d.	f	p
Factor 1 (Perseverance)	None	8	57.62	5.75		
	1 or 2 days	24	56.95	7.76		
	3 or 4 days	24	55.08	9.55		
	5 or 10 days	16	59.75	9.61		
	more than 10 days	15	58.33	7.03		
	Total	87	57.37	8.40	.916	.459
Factor 2 (Reflecting and adaptive help seeking)	None	8	36.50	3.89		
	1 or 2 days	24	35.16	3.14		
	3 or 4 days	24	33.16	4.94		
	5 or 10 days	16	36.43	6.08		
	more than 10 days	15	34.60	5.03		
	Total	87	34.92	4.74	1.502	.209
Factor 3 (Negative affect and emotional response)	None	8	21.50	5.92		
	1 or 2 days	24	22.04	6.44		
	3 or 4 days	24	20.83	5.46		
	5 or 10 days	16	24.12	6.84		
	more than 10 days	15	22.26	6.40		
	Total	87	22.14	6.16	.722	.579

4.2.4.7. Having Positive Relationship with Friends as an Education-Related Factor

With this education-related question, it was aimed to find out whether having positive relationship with friends can have any effect on students' academic resilience. Table 24 presents the statistical findings of the responses. It includes mean, standard deviation and ANOVA scores. As seen from the table, the participants' responses are

indicated either 'yes' or 'to some extent', which means that there is not any participant who does not have positive relationship with their friends in the current study. Furthermore, having positive relationship with friends has a significant effect on each factor of the academic resilience. The significance values are as follows for Factor 1 (*p* = .004), Factor 2 (*p* = .001) and Factor 3 (*p* = .040). As for Factor 1, it can be stated that the students having positive relationship with friends are more perseverant than the others. On the other hand, in terms of Factor 2 these students are determined as more reflective and adaptive help-seeker than the others who have positive relationship with friends to some extent. Regarding Factor 3, it is so apparent that the students having positive relationship with friends are less affected by negative results of academic adversity and they tend to respond less emotionally when they face any challenges in academic context.

Table 24.

Mean, Standard Deviation and ANOVA Scores Regarding Having Positive Relationship with Friends on Academic Resilience

	Having positive relationship with friends	N	m	s.d.	f	p
Factor 1 (Perseverance)	Yes	81	58.12	7.95		
	To some extent	7	48.71	9.26		
	Total	88	57.37	8.40	8.794	**.004**
Factor 2 (Reflecting and adaptive help seeking)	Yes	81	35.40	4.47		
	To some extent	7	29.28	4.30		
	Total	88	34.92	4.74	12.108	**.001**
Factor 3 (Negative affect and emotional response)	Yes	81	22.54	6.07		
	To some extent	7	17.57	5.71		
	Total	88	22.14	6.16	4.348	**.040**

4.2.4.8. Having Positive Relationship with Instructor as an Education-Related Factor

Whether having positive relationship with instructor can have any effect on academic resilience or not was investigated. The participants' responses were found either 'yes' or 'to some extent', which means that there is not any participant who does

not have positive relationship with their instructors in this study. According to the mean, standard deviation and significance values of the statistical findings presented in Table 25, having positive relationship with instructors has a significant effect on Factor 1 (p = .000) and Factor 2 (p = .024) of the academic resilience, except for Factor 3 (p = .298). This indicates that students who have positive relationship with instructors are more perseverant, reflective and adaptive help-seeker; however, they do not show any differences in negative affect and emotional response aspect of academic resilience. In other words, this education-related factor does not have any effect on students' negative affect and emotional response; therefore, it cannot be stated that students having positive relationship with instructor are more/less affected by negative results of academic adversity and more/less emotionally they respond against that adversity.

Table 25.

Mean, Standard Deviation and ANOVA Scores Regarding Having Positive Relationship with Instructor on Academic Resilience

	Having positive relationship with instructor	N	m	s.d.	f	p
Factor 1	Yes	79	58.44	7.59		
(Perseverance)	To some extent	9	48.00	9.78		
	Total	88	57.37	8.40	14.386	**.000**
	Yes	79	35.30	4.48		
Factor 2 (Reflecting and adaptive help seeking)	To some extent	9	31.55	5.87		
	Total	88	34.92	4.74	5.297	**.024**
Factor 3 (Negative affect and emotional response	Yes	79	22.37	6.11		
	To some extent	9	20.11	6.64		
	Total	88	22.14	6.16	1.094	.298

4.2.4.9. Preference of Task Types as an Education-Related Factor

With this education-related question, it was aimed to find out whether students' choice of task types such as individual, pair or group works does have any effect on their academic resilience and the findings are presented in Table 26. The significance values are as follows for 'individual works' (p = .940, p = .864, p = .866), for 'pair works' (p = .254, p = .377, p = .205), for 'group works' (p = .235, p = .691, p = .864), and for 'all' types (p = .946, p = .618, p = .399). Based on the findings, it can be

concluded that there is no significant difference among the students' academic resilience in terms of their task preferences in the academic context.

Table 26.

Mean, Standard Deviation and ANOVA Scores Regarding Preference of Task Types on Academic Resilience

			N	m	s.d.	t	p
Factor 1 Perseverance	**Individual works**	Yes	40	57.30	7.96		
		No	48	57.43	8.84	-.076	.940
	Pair works	Yes	8	54.12	10.76		
		No	80	57.70	8.14	-1.149	.254
	Group works	Yes	23	59.17	7.84		
		No	65	56.73	8.56	1.197	.235
	All	Yes	23	57.47	8.98		
		No	65	57.33	8.26	.068	.946
			N	m	s.d.	t	p
Factor 2 Reflecting and Adaptive Help Seeking	**Individual works**	Yes	40	34.82	5.01		
		No	48	35.00	4.55	-.171	.864
	Pair works	Yes	8	33.50	4.07		
		No	80	35.06	4.80	-.887	.377
	Group works	Yes	23	35.26	3.89		
		No	65	34.80	5.02	.399	.691
	All	Yes	23	35.34	5.19		
		No	65	34.76	4.60	.501	.618
			N	m	s.d.	t	p
Factor 3 Negative Affect and Emotional Response	**Individual works**	Yes	40	22.02	6.04		
		No	48	22.25	6.32	-.169	.866
	Pair works	Yes	8	19.50	8.01		
		No	80	22.41	5.95	.86	.205
	Group works	Yes	23	21.95	5.88		
		No	65	22.21	6.30	-.172	.864
	All	Yes	23	23.08	6.06		
		No	65	21.81	6.21	.848	.399

4.2.4.10. Type of the Hardest Skills in English as an Education-Related Factor

In this part, the students were asked in which skills they had difficulty more and the responses were statistically analyzed. Table 27 reveals the mean, standard deviation and significance values of the type of the hardest skills in terms of academic resilience factors. Based on the findings, 'speaking' was the hardest skill for almost half of the students ($N = 43$). Secondly, 'writing' followed along with the number of the students ($N = 34$). In the third place, 'listening' was chosen as the hardest skill by the students ($N = 27$). Lastly, 'reading' was preferred as the hardest skill by some of the students ($N = 11$). According to these results, it can be concluded that the students had difficulty more in productive skills (speaking and writing) than receptive ones (listening and reading). When ANOVA scores regarding the type of the hardest skills in English as an educated-related factor and academic resilience are taken into consideration, it is apparent that there exist significance differences among the students regarding the skill of 'reading' ($p = .000$) as for Factor 2 'reflecting and adaptive help-seeking'. The mean scores of the students in 'reading skill' are for 'Yes' ($M = 30.27$, $SD = 6.03$) and for 'No' ($M = 35.52$, $SD = 4.16$), respectively. That is to say, the students who do not choose the reading skill as the hardest one are more reflective and adaptive help-seeker, which may them more resilient than the others who have difficulty in reading skill.

Table 27.

Mean, Standard Deviation and ANOVA Scores Regarding the Type of the Hardest Skills
on Academic Resilience

			N	m	s.d.	t	p
Factor 1 Perseverance	**Listening**	Yes	27	59.07	7.56		
		No	60	56.53	8.74	1.304	.196
	Reading	Yes	11	53.09	7.16		
		No	76	57.93	8.47	-1.802	.075
	Writing	Yes	34	56.70	9.01		
		No	53	57.71	8.11	-.543	.589
	Speaking	Yes	43	57.51	9.16		
		No	44	57.13	7.77	.206	.837
			N	**m**	**s.d.**	**t**	**p**
Factor 2 Reflecting and Adaptive Help Seeking	**Listening**	Yes	27	35.74	5.32	1.163	.248
		No	60	34.46	4.43		
	Reading	Yes	11	30.27	6.03	-3.679	**.000**
		No	76	35.52	4.16		
	Writing	Yes	34	34.26	4.84	-.941	.349
		No	53	35.24	4.67		
	Speaking	Yes	43	34.65	5.29	-.408	.684
		No	44	35.06	4.16		
			N	**m**	**s.d.**	**t**	**p**
Factor 3 Negative Affect and Emotional Response	**Listening**	Yes	27	21.85	6.15		
		No	60	22.35	6.24	-.346	.730
	Reading	Yes	11	21.36	5.27		
		No	76	22.31	6.32	-.475	.636
	Writing	Yes	34	22.79	6.10		
		No	53	21.81	6.26	.721	.473
	Speaking	Yes	43	22.18	6.48		
		No	44	22.20	5.95	-.014	.989

4.2.5. Is there a meaningful relationship between the students' academic resilience levels and academic achievement?

One of the purposes of this study was at exploring whether there is any significant relationship between the students' academic resilience and their academic achievement in learning English. Therefore, the correlation was analyzed between these two variables by using Pearson Correlation Analysis in SPSS 23.0 software. For this reason, the students' two exam marks were taken from the School of Foreign Languages and the data were computed. The mean of these two exams were used as students' academic achievement score in English. The students' marks were delivered in district four skills: reading, writing, grammar and listening and speaking. Therefore, at first to what extent the students' exam marks for each skill correlate to the academic resilience were analyzed. Then, the mean of the students' exam marks taken from district four skills were used as global academic achievement score to analyze the correlation between their academic resilience and academic achievement in English. The statistical findings are presented as below:

Table 28 indicates the extent of correlation between students' academic achievement at skills based (reading, writing, grammar, listening and speaking) and their academic resilience along with the factors namely; 'perseverance', 'reflecting and adaptive help-seeking', and 'negative affect and emotional response'. In this study, the significance of value (r- value) is assumed to be .05.

Table 28.

Correlations between the Factors of Academic Resilience and Achievement in Skills

		Factor 1	Factor 2	Factor 3	Global ARS score	Reading	Writing	Grammar	Listening& Speaking
Factor 1	R	1	,694**	,514**	,939**	,150	**,229***	,180	**,215***
	Sig. (2-tailed)		,000	,000	,000	,162	**,032**	,093	**,045**
Factor 2	R	,694**	1	,182	,739**	,078	,052	,020	,113
	Sig. (2-tailed)	,000		,090	,000	,473	,630	,856	,295
Factor 3	R	,514**	,182	1	,717**	,086	,079	,109	,204
	Sig. (2-tailed)	,000	,090		,000	,424	,466	,314	,056
Global ARS-30 Score	R	,939**	,739**	,717**	1	,137	,168	,144	**,227***
	Sig. (2-tailed)	,000	,000	,000		,204	,118	,181	**,033**
Reading	R	,150	,078	,086	,137	1	,516**	,679**	,296**
	Sig. (2-tailed)	,162	,473	,424	,204		,000	,000	,005
Writing	R	,229*	,052	,079	,168	,516**	1	,689**	,530**
	Sig. (2-tailed)	,032	,630	,466	,118	,000		,000	,000
Grammar	R	,180	,020	,109	,144	,679**	,689**	1	,393**
	Sig. (2-tailed)	,093	,856	,314	,181	,000	,000		,000
Listening& Speaking	R	,215*	,113	,204	,227*	,296**	,530**	,393**	1
	Sig. (2-tailed)	,045	,295	,056	,033	,005	,000	,000	

*. Correlation is significant at the 0.05 level (2-tailed).

In the light of the findings, it can be concluded that there was a statistically significant but weak correlation between listening and speaking skills and Factor 1

'perseverance' of academic resilience ($r = .215$; $p < .05$). This means that the increase in students' perseverance affects positively the students' success in listening and speaking skills. Moreover, the results reveal that students achieve more in listening and speaking skills, they become more perseverant in the face of any academic adversity. Similarly, there was also a statistically significant but weak correlation between students' global ARS score and their listening and speaking skills ($r = .227$; $p < .05$), indicating that students' success in listening and speaking skills affect positively their global ARS score; their academic resilience levels. Additionally, a statistically significant but weak correlation was found between writing skill and Factor 1 'perseverance' of academic resilience ($r = .229$; $p < .05$), indicating that the higher perseverant students become, the higher achievement they get in writing skill. In other words, when students achieve more in writing skill, they become more perseverant in the face of any academic adversity. Table 29 indicates the results of the correlation analysis of the students' academic achievement and their academic resilience, along with its factors. In this study, the significance of value (r- value) is assumed to be .05.

Table 29.

Correlations between Academic Achievement and Academic Resilience

		Academic achievement	Factor 1	Factor 2	Factor 3	Global ARS-30 Score
Academic achievement	R	1	**,243**[*]	,087	,152	**,214**[*]
	Sig. (2-tailed)		**,023**	,419	,158	**,045**
Factor 1	R	**,243**[*]	1	,694[**]	,514[**]	,939[**]
	Sig. (2-tailed)	**,023**		,000	,000	,000
Factor 2	R	,087	,694[**]	1	,182	,739[**]
	Sig. (2-tailed)	,419	,000		,090	,000
Factor 3	R	,152	,514[**]	,182	1	,717[**]
	Sig. (2-tailed)	,158	,000	,090		,000
Global ARS-30 Score	R	**,214**[*]	,939[**]	,739[**]	,717[**]	1
	Sig. (2-tailed)	**,045**	,000	,000	,000	

*. Correlation is significant at the 0.05 level (2-tailed).

As seen in Table 29, there was a statistically significantly but weak positive correlation between students' academic resilience and their academic achievement in learning English (r = .214; p < .05). This means that the higher the students become academically resilient, the more success they get in English. Furthermore, these findings also indicate that the students become more successful, they get more resilient academically. Based on the correlation level between the academic achievement and the factors of academic resilience, it can be inferred that there existed a statistically significant but weak positive correlation between students' academic achievement in English and Factor 1 'perseverance' (r = .243; p < .05). In other words, when the students get more success in English, they become more perseverant as well. The results also reveal that the students' perseverance increases, their success does as well. Regarding the correlation results of the factors of academic resilience, it can be stated that Factor 1 'perseverance' is highly correlated with Factor 2 'reflecting and adaptive help-seeking' and Factor 3 'negative affect and emotional response', respectively (r = .694; r = .514; p < .05). This indicates that the higher perseverant students become, the more reflective and adaptive help-seeker they are; furthermore, the more they avoid negative affect and emotional response in the face of academic adversity. On the other hand, the findings reveal that there is also a statistically significant and high correlation between global ARS score and its each factor, respectively (r = .939; r = .739; r = .717; p < .05).

CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Introduction

In this research, the aim was to explore the levels of Turkish university EFL learners' academic resilience and whether students' parental and educational backgrounds can have any effect on their academic resilience. Also, investigating the extent of relation between academic resilience and academic achievement of the students is one of the goals of this study. In addition, whether gender can be a factor on the students' academic resilience was also examined. Within this concern, a quantitative research method (questionnaire) to collect data was employed regarding the issues researched. This chapter presents conclusion and discussion of the findings of the study and also includes suggestions for further studies.

5.2. Overview of the Study

This research intends to examine Turkish preparatory school students' academic resilience in EFL context. It is also aimed at investigating whether family-based and education-related factors have an effect on students' academic resilience. Another purpose of this present study is to find out the correlation between students' academic resilience and their academic achievement in English. Gender factor is also investigated on academic resilience. Within the aims of the research questions of the research, a quantitative case study design was employed. The participants of the study were 88 preparatory school students who enrolled in English Language Teaching Department and English Language Literature Department. The research was conducted during 2018-2019 academic years. To collect the data, a two-part questionnaire was used. The first part of the questionnaire was developed by the researcher to investigate the students' background information, family-based and education-related factors that can have an effect on their academic resilience. In the second part of the questionnaire, Academic Resilience Scale ARS-30 (a vignette scale) developed by Cassidy (2016) was administered to the students. After collecting the data, the data were analyzed statistically by means of SPSS 23.0. First, mean and standard deviation values were calculated as descriptive analysis in order to determine the students' academic resilience

levels. Second, Independent Sample t-test and Analysis of Variance were employed to investigate whether gender, family-based and education-related factors have an effect on students' academic resilience. Lastly, Pearson Product Moment Correlation (r) (0.05 level of significance) was used to examine if there were statistically significant relationship between students' academic resilience and academic achievement in English. As for the reliability, the Cronbach Alpha for the scale was found as 0.90 indicating that it was a reliable scale for measuring academic resilience of university students. The summary of the findings is presented below with expressions of the research questions.

5.3. RQ 1: What are the academic resilience levels of the students in the preparatory school in Turkish EFL context?

The purpose of the first research question of the study was to investigate the academic resilience levels of the university students ($N = 88$) in Turkish EFL context. To do this end, Cassidy's (2016) Academic Resilience Scale-30 ARS-30 was administered to the participants. The Academic Resilience Scale-30 (ARS-30) consists of three factors regarding academic resilience: Factor 1, *perseverance*; Factor 2, *reflecting and adaptive-help-seeking*, and Factor 3, *negative affect and emotional response*. The data taken from the questionnaire were analyzed descriptively namely numbers, means and standard deviations by using Statistical Program for Social Sciences (SPSS) 23.0. The global ARS-30 score regarding the students' academic resilience level was determined as 114.44, along with the total mean score for Factor 1, Factor 2, and Factor 3 ($M = 3.83$, $SD = 1.02$). These findings revealed that the students had a medium level of academic resilience.

The findings of the study showed similar results in terms of academic resilience score with the study of Cassidy (2016). Similar to her participants along with the global ARS-30 score (115.61), the students in this study also were moderately academic resilient. Moreover, the researcher found a positive correlation between academic resilience and academic self-efficacy. In this regard, the students of the present study might have moderate level of academic self-efficacy and, that is why; they might show academic resilience at medium level. Similarly, Riahi, Mohammadi, Norozi and Malekibatar (2015) also advocate that there is a positive relationship between resilience and self-efficacy. In another study, Mwangi, Ireri, Mwaniki and Wambugu (2018) investigated relationship among type of school, academic resilience and academic

achievement among secondary school students. According to the results of their study, the participants had moderate levels academic resilience. There also exist studies with discrete findings. To illustrate, Cinkara's (2017) study with the academic resilience of 209 Syrian students in Turkish EFL context indicated that the participants had a high level of academic resilience. In another research, unlike the findings of the present study, Coşkun, Garipağaoğlu and Tosun (2014) who conducted their study with university students in Turkish EFL context, found that students had high resilience level and the researchers proved that students' resilience increased, their perception of problem solving skills got better. When the results of the present study are taken into consideration with the aforementioned studies, it seems that students' academic resilience levels show differences from context to context and culture to culture. That might be because of the differences in individuals' self-efficacy beliefs, problem solving skills and so on. Supporting that, Gürsoy (2018) uses a metaphor as 'student immunity' which can be a significant indicator of a learner's resilience in the process of foreign language learning. Simply put, the researcher explains that the students with this immunity can know well how to deal with the adversities and take the necessary action to solve the problems instead of giving up because this immunity protects them from the negative effects of the academic adversities in the process of learning language. Moreover, the researcher stresses the importance of some characteristics that are contributing factors to the students' immunity such as *challenger, commitment and success, future concern*, *self-efficacy*, and *extreme self-confidence*. Within this concern, it can be concluded that academic resilience is a multifaceted concept which is related to some contributing factors aforementioned; that is why, the students' academic resilience levels can be relatively at medium level in the present study in Turkish EFL context.

5.4. RQ 2: Is gender a factor on students' academic resilience?

In order to find out whether gender is a factor on academic resilience of Turkish EFL students in university context, Independent sample t-test analysis was employed in SPSS 23.0. The findings indicated that there were no significant differences between male and female students for Factor 1 'perseverance' and Factor 2 'reflecting and adaptive help-seeking' in terms of academic resilience ($p = .888$, $p = .437$, respectively). However, in Factor 3 'negative affect and emotional response', gender differences were determined ($p = .002$) indicating that male students are less affected by the negative

results and give response less emotionally in the face of any academic adversity than females. The fact that gender is a factor on academic resilience is confirmed in the study of Wasonga et al. (2003). The researchers explored the protective factors contributing resilience and academic achievement of the urban students and the findings revealed that gender was effective on the resilience of the students. Similarly, Mwangi et al. (2018) found that academic resilience and achievement mean scores of boys were lower than that of girls. On contrast, Riahi et al. (2014) conducted a study investigating the relationship between high school students' academic self-efficacy and resilience and the results of the study showed that there was no significance difference between girl and boys in terms of resilience. Also, Cassidy (2016) did not find any significant differences in academic resilience of the students in terms of gender. In addition, Coşkun et al. (2014), in their study of relationship between university students' resilience and problem solving skills, did not indicate any significant difference in university students' resiliency level in terms of gender. However, the findings of the present study reveal that students show differences regarding 'negative affect and emotional response'. Supporting that, Erdogan, Ozdogan and Erdogan (2015) implied that male students show higher resilience in the face of adversity than female students. According to the researchers, the reason might be due to the effect of societal gender in Turkish society; that is, men are supposed to be more responsible than women in many areas. Another important thing the researchers indicated about the gender differences is that when compared to men, women are generally more emotional and they can be affected more in the face of difficulties. In the lights of these findings, the reason why male students are less affected by the negative results and give response less emotionally in the face of any academic adversity than females in the present study might be due to the effect of societal gender in Turkish society or the fact that women are generally more emotional as Erdogan et al. (2015) stressed.

5.5. RQ 3: Do family-based factors have an effect on students' academic resilience?

This study also focused on investigating family-based factors on Turkish EFL university students' academic resilience. Keeping this in mind, some questions related to the family were posed to the students in the first part of the questionnaire. The findings revealed that the place that students were brought up, the marital status and the highest education levels of fathers and mothers, the number of siblings, family support

in coping with stress and the comparison of success with other children/siblings did not have any significant effect on the students' academic resilience. However, family support in achieving goals, satisfaction with family relations, having a chronic disease in family and the way of parent encouragement to study demonstrated significant differences among students regarding the academic resilience and its factors: perseverance, reflecting and adaptive help-seeking, negative affect and emotional response. In this regard, it can be inferred that family has an important role on the formation of children's academic resilience; that is, as a contributor with its support or an inhibitor without its support for children in their academic life.

Regarding the place that students were brought up (province, district, village) and the marital status of parents (married or divorced), it can be concluded that there is not any statistically significant difference among the students in terms of academic resilience. This finding is consistent with the results of Lee (2009)'s study. That is, having two parents and living in a rural or urban area are little significant for individuals' resilience.

As for the highest education level of mother and father, it can be interpreted that it did not have any significant effect on students' academic resilience. Similarly, Garza, Bain and Kupczynski (2014) found that students' resilience, self-efficacy and persistence do not show any significant difference among students based on having parents with a college degree or not. However, Arastaman and Balci (2013) examined Turkish high school students' resilience and found that students' resilience is significantly correlated to fathers' educational level.

In this study, the number of siblings is not a significant factor on students' academic resilience. However, Ergüner-Tekinalp and Terzi (2016), in their study of investigating coping skill, social interest level, and psychological birth order as predictors of resilience in Turkey, advocated that since youngest children are generally pampered and protected by their older sibling or parents, they tend to be more resilient when they face any difficult or adverse situations.

In this sense, it can be inferred that although the number of the siblings does not have any significant effect on the students' academic resilience in the current study, the related literature says that psychological birth order is an important factor for resilience indicating that youngest children are more resilient than the oldest or middle ones. In another study, Prinyaphol and Chongruksa (2008) examined resilience of higher educational students and according to the researchers, students who are the only child

are found less resilient than others who are the first, middle or youngest ones. With this in mind, it can be stated that the number of siblings may not be a significant factor on academic resilience but being the only child seems to be critical for students' academic resilience.

As for family support in coping with stress, the findings of this study indicate that students' academic resilience did not show any significant differences. This situation might have stemmed from the fact that family support does not moderate the negative relationship between academic stress and resilience, instead friend support is significant to moderate the negative effect of academic stress with resilience (Wilks, 2008). Additionally, Ergüner-Tekinalp and Terzi (2016) stressed that personalities developed during early childhood and social interests shape individuals' approach to stress, coping strategies and perceptions of stressful events. Therefore, family support in coping with stress might not be a significant factor on the students' academic resilience in this study due to their personalities, their early childhood experiences or their social interest levels. Moreover, this might result from the students' mental toughness which is a combination of experiences, internal strengths, values, attitudes, feelings, and cognitions affecting the way a student follows to reach his goals (as cited in Hassim, 2016). The researcher advocated that students with higher mental toughness have the ability to deal with stress better than those with less mental toughness. In this sense, family support might not have any significant effect on the students' academic resilience due to their high level of mental toughness.

The comparison of success with other children or siblings did not have any significant effect on students' academic resilience based on the findings of this study. However, children being in competition with older and younger siblings might see the world as unconscionable so that they might not be able to cope with adversities efficiently which makes them less resilient than their siblings (Ergüner-Tekinalp & Terzi, 2016).

As for family support in achieving goals, the statistical findings revealed that the students who are supported by their parents are more reflective and adaptive help-seekers than the others who are not supported or are supported to some extent by their family, along with the mean scores respectively ($M = 35.47$ for 'Yes'; $M = 30.50$ for 'No' and $M = 31.60$ for 'To some extent'). As Olsson et al. (2003) reported that protective factors of a person's capacity to cope with the adversity are at three levels: individual level, family level and community-level. Regarding the family level, the

researchers implied that positive parent–child attachment, encouragement and assistance, or a close relationship with a caring adult can be given as protective factors on academic resilience. Similarly, in the present study, the results revealed that family support in achieving goals as a protective factor enhanced the students' academic resilience. Additionally, Rouse (2001) supported the importance of having a goal, the ability to achieve that goal and a facilitator environment for students to be motivated. In this regard, the researcher implied that the resilient students' self-concept, motivation and goal accomplishment can be enhanced thanks to such environmental facilitation. In another study, Neal (2017) explained when students do not have the potential of maintaining resilience independently long enough to access their goals in the process of education, the effort and care put forth by others are necessary to sustain resilience. That is why; the students whose parents support them in achieving goals might be more reflective and adaptive help-seeker in the current study.

The satisfaction with family relations was also determined as a significant factor contributing to the students' resilience in academic context. According to the findings, it can be concluded that students' satisfaction with their family relations positively affect their reflecting and help-seeking in the face of any academic adversity. In other words, the results of this study indicate that the students who are satisfied with the family relations tend to reflect more and adapt to help-seeking. The importance of the family and relations as protective factors related to the students' academic resilience is emphasized by other researchers in the field, as well. For instance, Floyd (1996) proposed three protective factors related to the academic resilience: a supportive family; interactions with and the involvement of committed educators and other significant adults and two important personality traits -perseverance and optimism. Similar to the present study, SeffetullahKuldas et al. (2015) also pointed out the fact that warm and close relationship with their parents or significant others such as teachers are external protective factors needed for individuals to be efficiently resilient. Supporting that, Olsson et al. (2003) implied the fact that parental encouragement and assistance, or a close relationship with a caring adult are closely associated with resilient students. Similarly, Neal (2017) implied that students' self-belief and the desire to enhance academic progress are related to positive interactions with an adult so that they can become more academically resilient. Within this concern, it can be interpreted that students can enhance their potential of reflecting and adaptive help-seeking thanks to positive relations with their family.

Having a chronic disease in the family was also determined as an important factor on students' academic resilience, in particular, by affecting the students in terms of Factor 3 (negative affect and emotional response). That is to say, the students having chronic disease in the family are affected easily in the face of negative effects of any academic adversity and they tend to response more emotionally than the others who do not have any chronic disease in the family. Therefore, this can be a risk factor on the academic resilience of the students. In this regard, West, Buettner, Stewart, Foster and Usher (2012) support the premise that resilience of a family is closely related to adverse situations appear in that family such as chronic pain. In other words, they stressed that when perceived impact of pain increases, family resilience decreases. From a similar perspective, Eiser (1997) highlighted that children with a chronic or life-threatening condition in a parent experience practical and emotional difficulties. In the lights of these findings, it can be concluded that the students with a chronic disease in the family might be affected by negative situations easily and might respond more emotionally in the presence of any academic adversity.

Last but not the least; the way of parents' encouragement was also investigated in terms of the students' academic resilience and the statistical findings demonstrated that parents' encouragement with money and showing interest do not have any effect on the academic resilience of the participants in this study while parents' spending time with their children and buying resource books to them for encouragement are significantly important factors on the students' academic resilience. That is why, the students encouraged by parents' spending time with them are more perseverant, more reflective and adaptive help-seeker, and less affected by negative effects of any academic adversity while responding less emotionally against the adversity, which in turn makes them more resilient academically. On the other hand, the students encouraged with resource books by their parents are determined as more perseverant, more reflective and adaptive help-seeker than the others in the presence of any academic adversity. In this regard, Malecki and Demaray (2006) explained the support types that individuals possess: being cared by others as emotional support, feedbacks as appraisal support, time or money as instrumental support, information or advice as information support by stressing that the significance of social support as a protective factor for students in the presence of adverse or challenging situations. As seen, in the present study, the students who were found more resilient were encouraged by parents'

spending time with them and buying resource books called as instrumental support by Malecki and Demaray (2006)

5.6. RQ 4: Do education-related factors have an effect on students' academic resilience?

One of the purposes of this study was to investigate the educational factors on Turkish EFL students' academic resilience in university context. For this reason, some questions related to education were asked to the participants in the first part of the questionnaire. Interest in English, the amount of time spent for English outside, the request of changing the major or not, the number of school days missed over and preference of task types did not have any significant effect on the students' academic resilience in learning English. However, the request of changing the university, perceived success in English, having positive relationship with friends and instructors, and type of the hardest skills in English indicated significant difference among the students regarding their academic resilience. There are other studies stressing out the significance of educational factors on the academic resilience. To illustrate, Olsson et al. (2003) advocated that at community level, school experiences such as supportive peers, positive teachers, and opportunities for success (academic or not) can be seen as protective factors of academic resilience. Wasonga et al. (2003) also implied that students should be provided with care, support and opportunities improving their social skills by parents, peers, schools and community to enhance resilience and academic achievement. As understood from the related studies in the field, it can be inferred that educational factors are also important in promoting the students' resilience and achievement in academic context.

As an education-related factor, interest in English did not reveal any significant effect on the students' academic resilience in the current study. In this sense, Mikkonen, Heikkilä, Ruohoniemi and Lindblom-Ylänne (2009) define interest as a kind of force indicating students' choice of study area in which they feel eager to participate and show great performance. On the other hand, Martin (2002) stresses the importance of motivation in students' interest in and enjoyment of school and study. However, the researcher reports that having desire to learn, study hard and achieve one's potential is insufficient for students to overcome the academic adversities, study pressure and stress. Supporting that, Mikkonen et al. (2009) also indicate that interest is solely not sufficient

to motivate student to study. That is why, although most of the students reported their interest in English, the lack of significant relationship between interest in English and academic resilience might have stemmed from the fact that interest is solely not enough to make students bounce back in the face of academic adversity.

The amount of time spent for English outside is also not a significant factor for academic resilience based on the findings of this study. This might have stemmed from the profile of resilient student which is described by Aydın (2017) that resilient students with sense of belonging to school environment at high level rarely study after school. Moreover, the researcher explains that school is the key factor for students in order to be able to achieve their academic goals; however, study time spent out of school does not demonstrate such relationship with being resilient. Therefore, in this study, the students might not show significant differences based on the amount of time spent for English outside due to their high sense of belonging to school. Also, the students' higher sense of belonging to school might be the result of the fact that they have positive relationships with teachers. In this sense, Lee (2012) pointed that perception of having positive relationships with teachers have a significant effect on students' sense of belonging to school.

The number of school days missed over also did not indicate any significant effect on the students' academic resilience. However, Arastaman and Balci (2013) stressed the negative but significant relationship between student resiliency and the absenteeism indicating that the higher absenteeism, the lower resilience or vice versa. In addition, Padron, Waxman and Huang (1999) advocated that resilient students missed fewer days of schools, skipped fewer classes and were late for class less than non-resilient ones. However, based on the findings of this study it can be concluded that the number of school days missed over did not show any significant differences in terms of academic resilience, and this might have resulted from the low absenteeism of the students.

As for the request of changing the university, it can be concluded that the students showed differences regarding Factor 3 (negative affect and emotional response) of the academic resilience. These students who want to change their university ($M = 20.92$) are more affected by the negative results of the academic adversity and give more emotional response in the face of challenges in academic context. However, the students who do not want to change their university ($M = 24.33$) are less affected by the negative sides of any academic risk while respond less

emotionally in the presence of adversity. Cabrera and Padilla (2004) reported that students showed higher academic resilience when they are connected with the resources which make them learn about the school's culture. Due to this fact that, the students who want to change their university in this study might not have been connected to the resources that would help them learn about the culture of their schools, or since they are first year students, they might be still in the process of social integration into the university culture (Müller& Louw, 2004). That is why, they might tend to be affected more by negative situations and respond them more emotionally.

Perceived success in English was also found as a factor on the students' academic resilience in terms of Factor 3 (negative effect and emotional response). That is, the students who perceived themselves successful in English are less affected by the negative results of the academic adversity and respond less emotionally in the face of any adversity in academic context. This result strongly supported the findings of the studies conducted by resilience researchers. To illustrate, Gizir and Aydin (2009) found that self-perceptions of students about their academic abilities were significant indicators of their academic resilience.

As for having positive relationship with friends, it can be inferred that the students having positive relationship with friends are determined as more reflective and adaptive help-seeker, less affected by negative results of academic adversity and they tend to think less emotionally when they face any challenges in academic context. On the other hand, similar results were recorded for the students in terms of having positive relationship with instructors. In other words, the students having positive relationship with instructors were found more reflective and adaptive help-seeker as well as less affected by negative results of academic adversity. Similar to the present study, Dass-Brailsford (2005) revealed that academically successful black students in South Africa possessed strong initiative, motivation, goal orientation and agency in addition to a supportive family atmosphere, relationships with educators, role models and community members which were determined as protective factors and affective on academic resilience of the students. Additionally, students' school experiences such as supportive peers, positive teacher influences, and opportunities for success are also positively related to resilience (Olsson et al., 2003).

Type of the hardest skills in English was posed to the students and based on the findings; it can be indicated that the students who do not choose the reading skill as the hardest one are more reflective and adaptive help-seeker than the others who have

difficulty in reading skill. This finding was consistent with the study of Waxman, Rivera and Powers (2012) that non-resilient and average students had more difficulty in reading classes than resilient students. Moreover, the researchers put forth that resilient students are more on task than non-resilient ones in reading classes. Additionally, Padron et al. (1999) indicated that "Resilient students have higher perceptions of Satisfaction, Teacher Support, Cohesion, Equity, and Self-esteem in Reading than average and non-resilient students". In this vein, Lee (2012) also added that students' perception of positive relationship with their teachers are a significant factor on their perseverance, levels of effort, sense of belonging to school and, particularly on their higher reading scores. In another study, Kamali and Fahim (2011) reported that students' resilience levels show significant differences based on their reading ability of texts with unfamiliar vocabulary items. In other words, the researchers explained that facing unknown words in a written text may result in an uncomfortable situation where low resilient students experience difficulty in the process of reading comprehension. In the lights of these findings, it can be interpreted for the students of this study that the ones who do not have difficulty in reading skill might be more reflective and adaptive help-seeker due to the premises aforementioned. Also, as Waxman et al. (2012) indicated that these students might be more on task; that is why, they might tend to reflect and adapt help-seeking more.

5.7. RQ 5: Is there a meaningful relationship between the students' academic resilience levels and academic achievement?

One of the purposes of this study was to find out whether there exists any statistically meaningful relationship between Turkish EFL university students' academic resilience and academic achievement. To do this end, the correlation between the students' academic resilience scores and academic achievement in English were analyzed statistically. The correlation analysis results presented in Table 28 and 29 in Chapter 4 revealed that there is a statistically significant but weak positive correlation between students' academic resilience and their academic achievement in learning English ($r = .243$; $p < .05$), which means that the higher the students become academically resilient, the more success they get in English and vice versa. The relationship between students' academic resilience and academic achievement is also emphasized by other researchers in the related literature. For instance, Culpepper (2004) conducted a research examining women's perceptions about the factors making them

successful and the strategies they employed to deal with difficulties and succeed in the academic context. According to the results of the study, the researcher indicated that support from significant others such as parents, peers and their major professors which are protective factors of academic resilience played an important role on the participants' academic success, which in turn shows the positive correlation between students' academic resilience and academic success. Within this concern, Perez et al. (2009) indicated that undocumented immigrant Latino students with high levels of person-based and society-based protective factors such as supportive parents, peers, and engagement in school activities were more successful than the students who have similar risk factors but lack of personal and environmental protective factors. In other words, it can be concluded from the results of Perez et. al. (2009)'s study that the higher academically resilient the students were, they became more successful by indicating the meaningful relationship between students' academic resilience and academic success. Similarly, Acevedo (2010) studied with a sample of 207 first-, second-, and third-grade elementary school age Hispanic-American students identified according to their high-, medium-, or low-resilience characteristics in pre-school and the findings of the study revealed that the high resilience group performed significantly higher in terms of cognitive flexibility and academic achievement than the medium and low group. In addition, Foshee (2013) explored the influence of college students' academic competence and academic resilience on their academic achievement and the findings pointed out the importance of students' affective attributes and academic resilience for their academic achievement. Simply put, students get more achievement when they are more resilient in the face of adversity in academic context so that this is the same for English language learning. As the findings of the present study revealed, the students were found academically resilient at medium level and their academic achievement in learning English positively correlated with their academic resilience level.

Moreover, the increase in students' perseverance affects positively the students' success in listening and speaking skills ($r = .215$; $p < .05$) and, in turn, the more successful students become in listening and speaking skills, the more perseverant they are in the face of any academic adversity. Similar results are demonstrated for the correlation between the students' global ARS-30 score and their listening and speaking skills ($r = .227$; $p < .05$), indicating that students' success in listening and speaking skills affect positively their global ARS score; their academic resilience levels in learning English. Additionally, a statistically significant but weak positive correlation

was found between writing skill and Factor 1 'perseverance' of academic resilience (r = .229; p < .05), indicating that the higher perseverant students become, the higher achievement they get in writing skill. On the other hand, Factor 1 is significantly and highly correlated with both Factor 2 and Factor 3, respectively (r = .694; r = .514; p < .05). All of these statistical findings imply the fact that perseverance aspect of academic resilience is significantly related to students' achievement in listening, speaking and writing skills, and global ARS score. This might have stemmed from the relationship between self-efficacy and academic resilience as mentioned before. In this regard, Prat-Sala and Redford (2012) explains that when people who have high levels of self-efficacy are compared to the ones with low levels tend to be more perseverant, more motivated to engage in class tasks, and less feel depressed in the presence of adversity or failure. Moreover, they are less affected by the negative results of the adverse conditions and they perceive these processes as challenging.

In the lights of the findings and the related literature above, it can be inferred that the students' levels of self-efficacy might have affected their perseverance positively which, in turn, might have increased their success in listening, speaking and writing skills, or vice versa. That is why; a statistically significant and positive correlations might have been determined between Factor 1 'perseverance' and the followings: listening and speaking, writing, and global ARS score.

Last but not the least, the statistical findings also indicate the high positive correlation between global ARS score and its each factor, respectively (r = .939; r = .739; r = .717; p < .05), indicating that the sub-categories of the academic resilience in the Academic Resilience Scale ARS-30 developed by Cassidy (2016), are closely related to academic resilience. Therefore, it can be concluded that students' academic resilience is interrelated with all of these three factors mentioned above. To illustrate, any increase in students' perseverance or reflecting and adaptive help-seeking also result in an increase in their academic resilience; or a decrease in negative affect and emotional response affects positively students' academic resilience. Based on the results of the current study, if we think that academic resilience as a 'tapestry', it is obvious that these three factors are the strands that are essential for the formation of that tapestry.

5.8. Implications of the Study

This study revealed that there is a meaningful relationship between the students' academic resilience and academic achievement in learning English at Turkish EFL university context. Considering the extent of this relationship between academic resilience and academic achievement in learning English, foreign language teachers should take into consideration this finding by focusing on the protective factors that contribute to the academic resilience of the students to increase their students' academic resilience and enhance their success in English in their teaching context because this concept is positively correlated with academic achievement in the field of education (Acevedo, 2010; Culpepper, 2004; Foshee, 2013; Perez et al., 2009). Therefore, protective factors at both family level and community level should be increased such as positive parent–child interaction, parental encouragement and support, or a close relationship with a caring adult; school experiences such as supportive peers, positive teachers, and opportunities for achievement (Olsson et al., 2003). As Anagnostaki, Pavlopoulos, Obradović, Masten and Motti-Stefanidi (2016) proposed, students who have higher self-efficacy, higher internal locus of control, and higher family encouragement, and the students with more educated and involved parents in their child's academic life were found to be successful more academically regardless of their immigrant or social status. In other words, academic resilience can be fostered by providing protective factors among students even though they are at risk social and educational context, which in turn leads more academic achievement among students. In this respect, parents and teachers especially play important roles so that they should do their best to enhance their children's and students' both academic resilience and academic success in learning English by providing them with necessary parental and educational support.

5.9. Suggestions for Further Studies

This present study was conducted by using a questionnaire that is based on self-report data gathering tools of quantitative methods. However, in addition to the questionnaire, qualitative methods such as interview or observation might be also used as for data collection tools within the purpose of the study. Moreover, a longitudinal study design can be also preferred to examine the academic resilience of students in the process of learning English. On the other hand, the results of this study were gathered

from the preparatory school of one state university and from one city of Turkey; that is why, to generalize the results through all EFL learners at university context in Turkey might not be acceptable. In this regard, academic resilience as a psychological concept should be explored at different levels of EFL learners at different context in Turkey with the help of using different data collection tools of qualitative and quantitative research designs.

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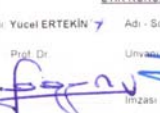
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7. APPENDICES

Appendix 1. Approval of The Ethics Committee

Appendix 2. Questionnaire (English Version)

Dear learner,

We would like to ask you to help us by answering the following questions concerning academic resilience. Your responses will be held in strict confidence and used only for the academic purpose of this study. This is not an exam paper so there is no "right" or "wrong" answer. We are interested in your personal opinion. Please give your answers sincerely and write your names on the questionnaire.

Thank you very much for your help.

Gülşah ÖZ

Part 1: Background Information

Please answer the questions in the spaces provided.

Name/Surname:
Gender: Male ( )   Female ( )
Age: 17-20 ( )   21-24 ( )   Above 24 ( )
Education Status: 1st University ( )   2nd University ( )
Department:

1. Where were you raised?   Province ( )   District ( )   Village ( )

2. What is the marital status of your parent? Married ( )   Divorced ( )

3. What is the highest education level of your mother?

Illiterate ( )   Primary ( )   Secondary ( )   High School ( )   University ( )

4. What is the highest education level of your father?

Illiterate ( )   Primary ( )   Secondary ( )   High School ( )   University ( )

5. How many siblings do you have? 0-2 ( )   2-5 ( )   5-10 ( )   above 10 ( )

6. Do you have a chronic disease in your family? Yes ( )   No ( )

7. Are you satisfied with your family relations?   Yes ( )   No ( )   To   some extent ( )

8. Does your family support you in achieving your goals? Yes ( )   No ( )   To   some extent ( )

9. Does your family provide the support you need to cope with stress?

Yes ( )   No ( )   To some extent ( )

10. Does your parent compare your success to the success of other children / siblings?

Yes ( )   No ( )   To some extent ( )

11. How does your parent encourage you to study?

With money ( )

Spending time with you ()

Showing interest in you ()

Taking you resource books ()

Other (specify) ……………………………

12. Do you want to change your major?

13. Do you want to change your university?

14. Do you like English?   Yes ( )   No ( )   To some extent ( )

15. Are you good at English?   Yes ( )   No ( )   To some extent ( )

16. How much time do you spend on studying English outside university each day?

None ( )   15min ( )   30min ( )   45min ( )   1hr ( )   more   than

1hr   ( )

17. How many days of school you missed over the past 4 weeks?

None ( )   1 or 2 days ( )   3 or 4 days ( )   5 or 10 days ( )   more than 10

days ( )

18. Do you have positive relationship with your friends?   Yes ( )   No ( )

29. Do you have positive relationship with your instructors?   Yes ( )   No ( )

20. Which classroom tasks do you often prefer?

Individual works ( )   Peer works ( )   Group works ( )   All ( )

21. Which one is your hardest skill? Listening ( )   Reading ( )   Writing ( )

Speaking ( )

Part 2: Academic Resilience Scale-30 (ARS-30)

Below are 30 sentences related to academic resilience, resilience and coping strategies, and 5 statements to determine the level of participation you have in this sentence across each sentence. You are asked to read the given scenario and point out the most appropriate item in this situation. Your answers will not be considered as a grade in any way. There is no right or wrong answer in these sentences. The important thing is that you give sincere and honest answers. Please do not leave the item unanswered even if some of them are again.

Select the option that best describes your view using the following evaluation scale.

(1) "Strongly disagree"

(2) "Disagree"

(3) "Neutral"

(4) "Agree"

(5) "Strongly agree"

When you complete the questionnaire, please deliver it to your teacher.

THANK YOU for your participation.

Gülşah ÖZ

Vignette

You have received your mark for a recent assignment and it is a 'fail.' The marks for two other recent assignments were also poorer than you would want as you are aiming to get as good a degree as you can because you have clear career goals in mind and don't want to disappoint your family. The feedback from the tutor for the assignment is quite critical, including reference to 'lack of understanding' and 'poor writing and expression,' but it also includes ways that the work could be improved. Similar comments were made by the tutors who marked your other two assignments.

Academic Resilience	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. I would not accept the tutors' feedback					
2. I would use the feedback to improve my work					
3. I would just give up					
4. I would use the situation to motivate myself.					
5. I would probably change my career plans.					
6. I would probably get annoyed.					
7. I would begin to think my chances of success at university were poor					
8. I would see the situation as a challenge.					
9. I would do my best to stop thinking negative thoughts.					
10. I would see the situation as temporary.					
11. I would work harder.					
12. I would probably get depressed.					
13. I would try to think of new solutions.,					
14. I would be very disappointed.					
15. I would blame the tutor.					
16. I would keep trying.					
17. I would not change my long-term goals and ambitions.					
18. I would use my past successes to help motivate myself.					
19. I would begin to think my chances of getting the job I want were poor.					
20. I would start to monitor and evaluate my achievements and effort.					
21. I would seek help from my tutors.					
22. I would give myself encouragement.					
23. I would stop myself from panicking.					
24. I would try different ways to study.					
25. I would set my own goals for achievement.					
26. I would seek encouragement from my family and friends.					
27. I would try to think more about my strengths and weaknesses to help me work better.					
28. I would feel like everything was ruined and was going wrong.					
29. I would start to self-impose rewards and punishments depending on my performance.					
30. I would look forward to showing that I can improve my grades.					

Appendix 3. Questionnaire (Turkish Version)

Sevgili öğrenen,

Akademik dayanıklılık ile ilgili aşağıdaki soruları cevaplayarak bize yardım etmeniz rica ediyoruz. Yanıtlarınız bir Yüksek Lisans tezi için kullanılacaktır. Bu bir sına kâğıdı değildir, dolayısıyla "doğru" ya da "yanlış" bir cevap yoktur. Kişisel görüşünüzl ilgileniyoruz. Lütfen cevaplarınızı içtenlikle belirtin ve adlarınızı ankete yazın.

Yardımınız için çok teşekkürler.

Arş. Gör. Gülşah Ö.

1.Bölüm: Kişisel Bilgiler

Lütfen verilen alanlardaki soruları cevaplayınız.

Adı/Soyadı:
Cinsiyet: Erkek ( )   Kadın ( )
Yaş: 17-20 ( )   21-24 ( )   24 ve üzeri ( )
Eğitim Durumu: 1. Üniversite ( )   2. Üniversite ( )
Bölümü:

1. Nerede büyüdünüz?   İl( )   İlçe ( )   Köy ( )

2. Ebeveyninizin medeni durumu nedir?   Evli ( )   Boşanmış ( )

3. Annenizin eğitim seviyesi nedir?

Okur-yazar değil ( )   İlkokul ( )   Ortaokul ( )   Lise ( )

        Üniversite ( )

4. Babanızın eğitim seviyesi nedir?

Okur-yazar değil ( )   İlkokul ( )   Ortaokul ( )   Lise ( )

Üniversite(   )

5. Kaç kardeşiniz var?   0-2 ( )   2-5 ( )   5-10 ( )   10dan fazla ( )

6. Ailenizde kronik hastalığı olan var mı?   Evet ( )   Hayır ( )

7. Aile ilişkilerinizden memnun musunuz? Evet ( )   Hayır ( )   Kısmen ( )

8. Aileniz amaçlarınıza ulaşmada sizi destekler mi? Evet ( ) Hayır ( )   Kısmen ( )

9. Aileniz stresten kurtulabilmeniz için size gereken desteği sağlar mı?

 Evet ( )   Hayır ( )   Kısmen ( )

10. Ebeveyniniz başarınızı diğer çocukların/ kardeşlerin başarısı ile kıyaslar mı?

Evet ( )   Hayır ( )   Kısmen ( )

11. Ebeveyniniz sizi ders çalışmanız konusunda nasıl teşvik eder?

Para ile ( )

Sizinle zaman geçirerek ( )

Size ilgi göstererek( )

Size kaynak kitaplar alarak( )

12. Bölümünüzü değiştirmek ister misiniz?

13. Üniversitenizi değiştirmek ister misiniz? Neden?

14. İngilizceyi seviyor musunuz?   Evet ( )   Hayır ( )   Kısmen ( )

15. İngilizcede iyi misiniz?   Evet ( )   Hayır ( )   Kısmen ( )

16. Her gün İngilizce eğitimi için okul dışında ne kadar zaman harcıyorsunuz?

Hiç ( )   15 dk. ( )   30 dk. ( )   45 dk. ( )   1saat ( )   1   saatten
fazla ( )

17. Son 4 haftada kaç gün devamsızlık yaptınız?

Hiç ( )   1 veya 2 gün ( )   3 veya 4 gün ( )   5 veya 10 gün ( )   10 günden
fazla ( )

18. Arkadaşlarınızla olumlu ilişkileriniz var mı?   Evet ( )   Hayır   (   )
     Kısmen ( )

19. Öğretmenlerinizle olumlu ilişkileriniz var mı?   Evet ( )   Hayır   (   )
     Kısmen ( )

20. Hangi sınıf görevlerini sıklıkla tercih edersiniz?

Bireysel çalışmalar ( )   Akran çalışmaları ( )   Grup çalışmaları ( )
     Tümü ( )

21. En zorlandığınız dil becerisi hangisi? Dinleme ( ) Okuma ( ) Yazma ( ) Konuşma ( )

2.Bölüm: Akademik Direnç Ölçme Anketi (ARS-30)

Aşağıda akademik direnç, esneklik (resilience) ve baş etme stratejileri ile ilgili 30 tane cümle ve her cümlenin karşısında bu cümlede anlatılanlara ne düzeyde katıldığınızı belirlemeye yönelik 5 ifade yer almaktadır. Sizden istenen, verilen senaryoyu okuyup bu durum karşısında size en çok uyan maddeye işaret koymanızdır. Vereceğiniz cevaplar hiçbir şekilde not olarak değerlendirilmeyecektir. Bu cümlelerde doğru ya da yanlış cevap diye bir şey yoktur. Bunun için önemli olan sizin samimi ve dürüst cevaplar vermenizdir. Bazıları tekrar bile olsa lütfen cevapsız madde bırakmayınız.

Aşağıdaki değerlendirme ölçeğini kullanarak sizin görüşünüzü en iyi açıklayan şıkkı seçiniz.

(1) "Kesinlikle katılmıyorum"

(2) "Katılmıyorum"

(3) "Tarafsızım"

(4) "Katılıyorum"

(5) "Kesinlikle katılıyorum"

Anketi doldurduğunuz zaman lütfen öğretmeninize teslim ediniz.

Katıldığınız için TEŞEKKÜR EDERİM

Gülşah ÖZ

Bu anketi doldurarak bu çalışmaya katılmayı kabul ediyorum.

SENARYO:

"En son teslim ettiğiniz ödevin notunun "başarısız" olduğunu öğrendiniz. Aklınızda net kariyer hedefleriniz olduğundan ve aynı zamanda ailenizi de hayal kırıklığına uğratmak istemediğinizden diğer iki dersinizden de elinizden gelen en iyi notu almayı amaçlamıştınız ancak onlar da beklediğinizden düşük geldi. Öğretmeninizden de ödevinizle ilgili hem "anlama eksikliği", "yetersiz yazım ve ifade" gibi oldukça kritik eleştiriler hem de aynı zamanda bunu geliştirebilmenin yollarıyla ilgili birkaç geribildirim (feedback) aldınız. Diğer iki dersinizin öğretmenlerinden de verdiğiniz ödevlerle ilgili benzer değerlendirmeler aldınız."

Akademik Esneklik	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Tarafsız (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
1. Öğretmenin benimle ilgili yaptığı geri bildirime kulak asmam.					
2.Öğretmenin verdiği geri bildirimi derslerimi ilerletmek için kullanırım.					
3. Çabalamaktan vazgeçerim.					
4. Bu durumu kendimi motive etmek için kullanırım.					
5. Muhtemelen kariyer planlarımı değiştiririm.					
6. Muhtemelen sinirim bozulur.					
7.Üniversitedeki başarı şansımın düşük olacağını düşünmeye başlarım					
8.Bu durumu bir meydan okuma (zoru başarma) olarak görürdüm.					
9.Negatif şeyler düşünmekten vazgeçmek için elimden geleni yaparım.					
10. Bu durumu geçici bir süreç olarak düşünürdüm.					
11. Daha fazla çalışırdım.					
12. Muhtemelen bunalıma girerdim.					
13. Yeni çözümler düşünmeye çalışırdım.					
14. Hayal kırıklığına uğrardım.					
15. Öğretmeni suçlardım.					
16. Denemekten vazgeçmezdim.					
17.Uzun dönemli hedef ve isteklerimi değiştirmezdim.					
18. Kendimi motive etmek için önceki başarılarımı kullanırdım.					
19. İstediğim meslekte iş bulabilme şansımın daha da azaldığını düşünmeye başlardım.					
20. Başarı ve çabalarımı takip edip değerlendirirdim					
21.Öğretmenlerimden destek talep ederdim					
22. Kendi kendimi cesaretlendirirdim.					
23. Panik olmamaya çalışırdım.					
24. Çalışmak için farklı yollar denerdim.					
25. Başarı için kendi hedeflerimi belirlerdim.					
26.Ailem ve arkadaşlarımdan bana cesaret vermelerini isterdim.					
27. Daha iyi çalışmama yardımcı olması açısından güçlü ve zayıf yönlerim üzerine daha çok düşünürdüm.					
28. Her şey mahvolmuş ve ters gidiyormuş hissine kapılırdım.					
29. Performansıma göre kendimi ödüllendirmeye veya cezalandırmaya başlardım.					
30. Notlarımı yükseltebildiğimi göstermeyi sabırsızlıkla beklerdim.					

Appendix 4. Consent form

Appendix 5. Request Letter for Permission

T.C.
AKSARAY ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı

Sayı : 35609705-100
Konu : Arş.Gör. Gülşah ÖZ

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Fakültemiz Arş.Gör. Gülşah ÖZ'ün Çağ Üniversitesi'nde tezli yüksek lisans öğrencisi olarak Aksaray Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıfı öğrencilerine ekteki anketi uygulayabilmesi için gerekli izinlerin verilmesi hususunda;

Gereğini rica ederim.

e-imzalıdır
Prof.Dr. Özgül KELEŞ
Dekan

Ek:
1- Arş.Gör. Gülşah ÖZ_Ek_Tarama_20181204162324.pdf
2- Arş.Gör. Gülşah ÖZ_Ustyazi

Aksaray Üniversitesi - Aksaray Üniversitesi Rektörlüğü
- Yabancı Diller Yüksekokulu
10.12.2018 14:15
Sayı: 19473914-100-E.00000349513

E0000349513

T.C.
AKSARAY ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 19473914-100
Konu : Arş.Gör. Gülşah ÖZ

EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi : 06.12.2018 tarihli ve 35609705-100/00000348433 sayılı yazı.

İlgi sayılı yazınıza istinaden Fakülteniz Arş.Gör. Gülşah ÖZ'ün anketi uygulayabilmesi için gerekli izin verilmiştir.

Gereğini bilgilerine arz ederim.

e-imzalıdır
Dr. Öğr. Üyesi Murat YILDIZ
Müdür

8. CURRICULUM VITAE

Name & Surname: Gülşah ÖZ
Birth Place and Year: Tarsus / 1988
E-mail: ozgulsah2013@gmail.com
Address: Merkez/Aksaray

EDUCATIONAL BACKGROUND

Bachelor's Degree: Çukurova University, Faculty of Education, English Language Teaching / 2007-2012
Master's Degree: Çağ University, Institute of Social Sciences, English Language Education / 2017-2019

ACADEMIC EXPERIENCE

Aydınlar Primary School, MEB / 2013-2015 (English Teacher)
Kanuni Anadolu Religious Vocational School, MEB / 2015-2017 (English Teacher)
Aksaray University, English Language Teaching Department/ Faculty of Education / 2017 -
Still Continuing (Research Assistant)