



Level of Resilience Among Academically Intelligent Students

Vignes Thurasingam^{a*}, Azlina Binti Bakar^b

^{a,b}*Sultan Idris Education University, 35900 Tanjong Malim Perak. Faculty of Education and Human Development*

^a*Email: vignes.viki@yahoo.com*

Abstract

Resilience is an important element and basic self-need in the latest educational infrastructure. A high level of resilience is able to produce students with high positive values and in turn will contribute to various aspects of effectiveness in academic achievement and life. Therefore, this study aims to identify the level of resilience among academically intelligent students. This study looks specifically at the level of resilience that covers contract aspects such as self-strength, self-management, emotions and optimism. This study is quantitative in the form of a study that focuses on a questionnaire instrument involving 217 respondents selected among academically intelligent students in clusters Secondary School. The study samples were purposively selected in five clusters Secondary schools consisting of outstanding students who obtained all A's in all the subjects taken.

Keywords: Resilience; Academic Intelligent Smart Student.

1. Introduction

In the context of education in Malaysia, the construction of the personal qualities of academically intelligent students is in line with the goals in the National Education Philosophy, which strives to produce students balanced in terms of physical, emotional, spiritual, intellectual and social. The development of holistic academic intelligent students' needs to be seen through the level of cognitive excellence and personal personality quality (KPM 2015). The quality of education and personality is translated through the appreciation of high resilience values that make students smart academically to contribute and serve the community and the country.

* Corresponding author.

Reference [1] defined academic resilience as “ the process and the results that are part of the life story of an individual who has been academically successful, despite obstacles that prevent the majority of others with the same background from succeeding. Academically intelligent students are individuals who are considered to have a group of exceptional cognitive abilities and can use that natural ability well. In other words, academically intelligent students are individuals with high abilities and abilities in the academic field. According to [2] these natural abilities and capabilities, when fully generated will make the individual excel in academics. According to the [3] view describes the main effort in the field of education is to prepare an individual to play an important role in a positive and effective direction in society. In this endeavor, resilience is an important element in the field of education that makes an agent to spread and maintain a culture that is in line with progress and development towards a high and current direction. In the context of this psychology, this resilience can carry deep meaning to mankind. According to psychologists [4] resilience can be linked to how an individual or student who experiences difficulties, challenges, difficulties and hardships can face all kinds of risks and constraints with a more resilient and confident heart and courage to make an individual or student struggle and empowered higher competitiveness in continuing his life better as well as making an individual better and more stable than before.

1.1 problem statement

The study of resilience is important because many in our society are of the view that academically intelligent students are intelligent students are more well behaved, highly motivated and have the potential to face various obstacles and obstacles in life. The reality is not what society thinks it is. Academically intelligent students are a very unique group and differ from each other even though they are in the same level of learning as other students. The differences between academically intelligent students and ordinary students are those that include in terms of academic achievement, behavior, behavior, way of thinking, interests and tendencies, and understanding. In the face of a brand new situation in school, academically intelligent students need high self-resilience to adapt to normal. This situation creates difficulties in the life of academically intelligent students because to start something new in life such as changing patterns for activities, communication patterns, communication patterns and relationships with peers. Many studies have been conducted to study resilience in the world of research but most are related to children, adults, recovery from trauma, extreme stress and so on. Yet in school-level studies and among students it is still declining. According to [5] intelligent students often experience psychological problems such as difficulty communicating, experiencing stress, depression, difficulty making friends and so on. In a study conducted by [6], he argued that academically intelligent students are the same group as ordinary students, what distinguishes between academic intelligent students and ordinary students is a low level of resilience, different thinking normal students as well as difficulty in accepting failure. A study conducted by [7] in high school and they found that although emotional intelligence among academically intelligent students is high but the level of resilience among academically intelligent students shows a moderate level compared to ordinary students [8] conducted a study among academic intelligent adult students who related the aspect of resilience to gender found that the level of resilience of female academic intelligent students showed a higher mean compared to male academic intelligent students.

1.2 purpose of the study

In general, this study aims to provide a kind picture of the level of resilience among academically intelligent students. A comparison of resilience between the sexes will also provide a new exposure in the context of the world of intelligent education in Malaysia. The mean comparison explained through this study will also allow us to see the gap in the level of resilience among academically intelligent students based on gender.

1.3 Research objective

- I. Identify the level of resilience among academically intelligent students.

1.4 research questions

- I. What is the level of resilience among academically intelligent students?

2. Operational definition

In this study there are several terms used and the researcher will be explained in terms of operational definitions to provide an appropriate and easy to understand meaning in the context of the study conducted. The terms used are as follows:

2.1 Resilience

According to [9] the terminology of resilience is resilience, generally refers to the ability to bounce back or awakening from a resistance, stress, or trauma and successfully face and adapt in oneself to difficult situations and difficulties. Resilience is seen as a multidimensional phenomenon and has different backgrounds. In the fields of education, social sciences, psychology as well as medicine, resilience is synonymous with the terms strength, resilience and successful resistance to stress, competence and high ego strength. According to [10] in the field of social sciences in particular, resilience or resilience has been associated with stress management, modification, adaptation and responsiveness in a positive direction [8].

2.2 Resilience Self-strength

According to the view [11] asserts that the resilience of self-strength is the ability and self-efficacy to organize activities that are able to increase resilience in the face of things in various situations. Self-strength focuses on how human beings face the difficulties and challenges they face in life. According to [12] self-resilience refers to the ability and high ability to deal with internal and external pressures.

2.3 Self-Management Resilience

According to [13], assert that self-management resilience is an ability and self-efficacy to be competitive with high emotional intelligence. Self-control means an individual who has confidence that can show energy and a high level of alertness and always has a positive mindset of life and himself.

2.4 Emotional Resilience

According to [5] emotional resilience is self-resilience which is the basis of an individual who can satisfy all their needs on their own and move fast in solving problems and not miss any opportunity. Emotional resilience is a level of preparation and self-motivation internally to deal with environmental changes.

2.5 Resilience is optimistic

According to [14] argues that optimistic resilience is a group of individuals who have high resilience and have a strong attitude in 3 elements that is involvement, mastery and challenge. Having these three elements will encourage the individual to face various challenges and disasters in life.

2.6 Academically Smart Students

In this study, academically intelligent students were selected as a sample in this study. The main purpose of this sample was chosen because the group of academically intelligent students is a very unique group. According to [15] is of the view that academically intelligent students have high abilities, capabilities and potential in the academic field. Academically intelligent students are a group of students who have achieved excellent results in the Lower Assessment Examination [16]

2.7 Academic achievement

Academic achievement is the performance of students in a public and school examination. In the context of education public and school examination results are often referred to as an important source of measurement of academic achievement. In this study the achievement of academically intelligent students is measured to determine based on the marks obtained by the study sample in public examinations and school examinations [17].

3. methodology

In short, this study is a quantitative method that will be used in this research. Quantitative research can produce results that are easy to understand in the form of accurate and reliable statistics because the data obtained will be encoded in a numeric form to facilitate statistical analysis. The sampling method used in this study is random sampling intended for use. The sample of this study consists of 217 form 4 students who obtained excellent results in public examinations (Lower Secondary Assessment) from five schools in a state in Malaysia. The study data were collected based on a questionnaire that has been adapted and used is from the Japanese version by Araki In the set of questionnaires which consists of five main parts namely part A, demographics, part B, general resilience questions and has 4 main dominances which are resilience of self-strength, resilience of self-management, emotional resilience and resilience of optimism.

4. Findings

Data Reliability Analysis Based on Table 1, the results of the reliability test (Cronbach Alpha) in the overall survey of this study showed high values. According to [18] and [19] stated that CA values and CR values must be

equal to or greater than 0.70 to achieve the reliability of internal consistency. In the researcher's study all the values in the instruments used in this study exceeded the value of 0.70 as suggested by (Hair Jr. and his colleagues 2017).

Table 1.1

NO	Instrumen	Dimensi	Composite Reliability (CR) (>0.70)	Cronbach Alpha (α) (CA) (>0.70)
1	Resilience	Resilience	.942	.845
		Self-Strength Resilience	.989	.989
		Self-Management Resilience	.982	.982
		Resilience Emotional	.978	.978
		Resilience optimistic	.969	.969

The following is an analysis of the study findings to see the level of resilience among academically intelligent students and further to answer the questions and objectives in the following study:

4.1 research questions

- I. What is the level of resilience among academically intelligent students by gender?

To answer the question of this study, researchers have used a mean comparison test that involves a comparison between two means only. Comparisons were made to calculate the overall mean and sub-group mean involving independent variables and dependent variables. The mean comparison test statistics are shown in table 1.2

Table 1.2: Mean differences for the level of resilience according to gender.

Gender	N	Mean overall	SP
Female	105	4.15	.752
Male	112	3.98	.604

Table 1.3: Level of Resilience by Gender and Sub-Contract

Gender	N	Resilience	Self strength	Self Management	Emotional	optimistic
Female	105	4.15	4.32	4.31	4.06	4.32
Male	112	3.98	4.13	4.10	3.86	4.11

Based on the table above 4.7.12 shows the level of resilience among academically intelligent students by gender. The results of the study showed that the mean for the gender of female students recorded an overall mean of 4.15 and the standard deviation was .752. While the mean resilience of male students recorded 3.98 followed by the standard deviation was .604. Overall, the mean for both male and female student gender levels was high.

Based on table 1.2 mean differences for the level of resilience according to gender. Based on the findings of the study shows that the mean for female students in general resilience recorded 3.75, the self-management construct deformed 4.31, the self-management and optimistic constructs each recorded the same mean value of 4.32 and for emotional contract recorded the mean 4.06. While for male students level general resilience recorded a mean of 3.59, self-strength contract 4.13, self-management construct recorded 4.10 and emotional contract recorded 3.86 followed by optimistic construct recorded 4.11. Overall, each breakdown of the resilience level showed a high mean level in this study.

5. Discussion

Overall, the results of the study on the level of resilience among academic intelligent students show a high level among most academic intelligent students by gender. The results of this study give the impression that academically intelligent students according to the gender of female students show a high level of resilience compared to academically intelligent male students. Of the four components studied, namely according to self-strength, self-management, emotions and optimism showed a high level of resilience according to both genders. Resilience is an element that greatly influences the life of an individual, let alone as a smart intelligent academic student who has unique characteristics and the skills and understanding of the student is deeper than the average student in school. Students with a high level of resilience are more courageous to face various challenges in life and stronger to face new environments and environments. Students who have a high level of resilience are smarter and smarter to solve the problems they face and do not easily break the foundation in the challenges and obstacles they face [20]. The findings of this study are supported by [11,21] According to some psychologists think that students with a high level of resilience will be easier and more courageous to face and solve the difficult moments experienced in life. Thus students with high resilience show that they are the bravest group to face the challenges in life. Therefore, with the existence of a positive environment such as at home and at school in terms of mental, physical and social support will be able to support the development of high resilience among academically intelligent students. A study conducted by [22] using a secondary data approach argues that, academically intelligent students are individuals who have high ability in mastering academic subjects, and high ability in showing excellent achievement in academic field both achievement test and ability test. Based on the results of the analysis that has been conducted, the results of this study prove that the level of resilience among academic intelligent students shows a high and positive level based on gender in the study conducted. The results of this study are not in line with the study conducted by [23] qualitative using a study sample of 60 dormitory primary school students in rural areas. The results of the study have proven that students who are away from their families and stay in dormitories for a long time cause a moderate level of resilience compared to students who live with their families.

6. Limitations of study

In conducting this study, the researcher faced difficulties in obtaining information resources related to academically intelligent students. The lack of information resources is due to the absence of this kind of study made and booked as a reference. A total of 217 study samples were selected among academically intelligent students based on the selected schools. In conducting this study, the researcher did not get to spend more time with academically intelligent students, because this study was conducted outside of teaching and learning hours. This is because the researchers only get to spend an hour to interact with counseling guidance teachers and a group of academically intelligent student.

7. Study conclusion

The formation of personal and national self-resilience is an important element in the formation of human capital that has high characteristics. Therefore, to achieve the level of a developed country, capital formation that has the following characteristics namely the ability to think critically and creatively, problem solving skills, innovate, ability and ability to create and pioneer new technologies, high resilience and ability to facing a dynamic global world environment needs to be produced since school. According to [24] the formation of planned human capital since school will produce a group of competent academically intelligent students, produce a workforce that has extensive knowledge and high skills. In the production of intelligent academic students with a high level of resilience will produce graduates or balanced human capital either in terms of skills, patriotic spirit, noble values and high discipline towards the formation of graduates with superior towering personality and holistic. Emphasis in the context of resilience in terms of all aspects will support the development of students as a whole to produce graduates who have high resilience and functionality that meet the needs in continuing life and market needs. Therefore, the process of cultivating national personal resilience formally and informally needs to be carefully planned, creative, and meet the needs of academically intelligent students' learning methods, so that the spirit and appreciation of genuine self-resilience can be nurtured naturally.

8. Recommendations

For future research proposals for future researchers is a further study can be done for example this study can be done in regular day schools and rural schools involving academic intelligent students who are in rural schools. It is a great way for researchers to introduce more intelligent academic students in the world of education. Further research can be done in detail by using a qualitative methodology method that uses open-ended questions to provide more in-depth feedback from selected respondents. Further, further research can be conducted in detail by emphasizing other aspects such as locus of internal and external control, motivation and family care as a whole and integrated in reproducing literature related to resilience.

References

- [1]. S. M. Reis and J. S. Renzulli, "Current research on the social and emotional development of gifted and talented students: Good news and future possibilities," *Psychol. Sch.*, vol. 41, no. 1, pp. 119–130, 2004,

doi: 10.1002/pits.10144.

- [2]. R. Wahab, H. Ismail, and S. Roslan, "TAHAP DAYA TINDAK DALAM KALANGAN MURID PINTAR CERDAS Latar Belakang Kajian Objektif Kajian Instrumen Kajian," vol. 9, pp. 6–11, 2015.
- [3]. E. C. Selby, E. J. Shaw, and J. C. Houtz, "The creative personality," *Gift. Child Q.*, vol. 49, no. 4, pp. 300–314, 2005, doi: 10.1177/001698620504900404.
- [4]. D. Y. Ford, "Nurturing resilience in gifted black youth," *Roeper Rev.*, vol. 17, no. 2, pp. 80–85, 1994, doi: 10.1080/02783199409553630.
- [5]. Retrieved from aarssenl@queensu.ca Aarssen, L. W., & Crimi, L. (2016). Legacy, leisure and the 'work hard—Play hard' hypothesis. *The Open Psychology Journal et al.*, "The impact of imagining partner loss and mortality salience on romantic relationship satisfaction.," 2000.
- [6]. F. Worrell, "Talented Students and Resilient At-Risk Students: Similarities and Differences," *Gift. Child.*, vol. 1, no. 2, p. 2, 2007.
- [7]. D. P. MacKinnon, A. J. Fairchild, and M. S. Fritz, "Mediation analysis," *Annu. Rev. Psychol.*, vol. 58, no. January, pp. 593–614, 2007, doi: 10.1146/annurev.psych.58.110405.085542.
- [8]. S. Iimura and K. Taku, "Gender Differences in Relationship Between Resilience and Big Five Personality Traits in Japanese Adolescents," *Psychol. Rep.*, vol. 121, no. 5, pp. 920–931, 2018, doi: 10.1177/0033294117741654.
- [9]. S. M. Southwick, G. A. Bonanno, A. S. Masten, C. Panter-Brick, and R. Yehuda, "Resilience definitions, theory, and challenges: Interdisciplinary perspectives," *Eur. J. Psychotraumatol.*, vol. 5, no. October, 2014, doi: 10.3402/ejpt.v5.25338.
- [10]. M. T. Amir and P. Standen, "Growth-focused resilience: development and validation of a new scale," *Manag. Res. Rev.*, vol. 42, no. 6, pp. 681–702, 2019, doi: 10.1108/MRR-04-2018-0151.
- [11]. D. Cicchetti and F. A. Rogosch, "The role of self-organization in the promotion of resilience in maltreated children," *Dev. Psychopathol.*, vol. 9, no. 4, pp. 797–815, 1997, doi: 10.1017/s0954579497001442.
- [12]. Irmohizam Ibrahim and Muhammad Hussin, "Tahap daya tahan dalam kalangan pelajar IPTA di Malaysia dan di luar negara," *J. Pers. Pelajar*, vol. 19, no. 1, pp. 75–85, 2016.
- [13]. M. Sarkar and D. Fletcher, "How Resilience Training Can Enhance Wellbeing and Performance," *Manag. Resil.*, no. June, pp. 227–237, 2018, doi: 10.4324/9781315648033-14.
- [14]. P. Prihastuti, "Profil Resiliensi Pendidik Berdasarkan Resilience Quetient Test," *J. Penelit. dan Eval. Pendidik.*, vol. 15, no. 2, pp. 199–214, 2013, doi: 10.21831/pep.v15i2.1102.
- [15]. Rorlinda Yusof, "Ciri- Ciri Kepimpinan Pelajar Pintar Dan Berbakat: Implikasi Ke Atas Kepimpinan Remaja Islam," *Int. J. Islam. Thought*, vol. 6, pp. 57–70, 2014, [Online]. Available: <http://journalarticle.ukm.my/8216/>.
- [16]. C. S. GIM and R. M. NOR, "Kecerdasan Emosi dan Hubungannya dengan Perilaku dan Prestasi Akademik Pelajar Sekolah Menengah di Bachok , Kelantan Secondary School Students in Bachok , Kelantan," *Akad.* 82(2), vol. 82, no. 2, pp. 109–118, 2012.
- [17]. A. A. Mohd Najib and A. Nor Shafrin, "Kemahiran Belajar Dan Hubungannya Dengan Pencapaian Akademik: Kajian di Daerah Kerian, Perak," *Pendidik dan Pendidik.*, 2008.
- [18]. G. Shmueli et al., "Predictive model assessment in PLS-SEM: guidelines for using PLSpredict," *Eur. J.*

- Mark., vol. 53, no. 11, pp. 2322–2347, 2019, doi: 10.1108/EJM-02-2019-0189.
- [19]. A. Leguina, “A primer on partial least squares structural equation modeling (PLS-SEM),” *Int. J. Res. Method Educ.*, 2015, doi: 10.1080/1743727x.2015.1005806.
- [20]. N. Syamila, “Kemahiran Adab Ke-21,” p. 12, 2015.
- [21]. A. Riadi, N. L. Atini, and R. A. Ferita, “Thinking Skills of Junior High School Students Related to Gender,” *Int. J. Trends Math. Educ. Res.*, vol. 2, no. 3, p. 112, 2019, doi: 10.33122/ijtmer.v2i3.66.
- [22]. J. Murdock-Smith, “Understanding the social and emotional needs of gifted children,” *Rivier Acad. J.*, vol. 9, no. August 2016, pp. 2–5, 2013, doi: 10.1016/j.atherosclerosis.2006.12.028.
- [23]. N. Raphael, A. Sari, and S. Surat, “Hubungan Daya Tahan Pelajar Sekolah Rendah Pedalaman Dengan Pencapaian Akademik (The Relationship between Resilience of Rural Primary Schools Students with Academic Achievement),” *J. Dunia Pendidik.*, vol. 2, no. 1, pp. 165–170, 2020.
- [24]. M. Nurul Haerani and E. Ahmad, “Pembangunan Modal Insan Holistik Pelajar Menerusi Aktiviti Kokurikulum Politeknik,” *Semin. Penyelid. Pendidik. Kebangs.*, pp. 1–12, 2013.