Thesis of A Doctor of Philosophy (PhD) dissertation

Examining the effects of environmental and personal resources on academic resilience

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Debrecen, 2024

Contents

1. Objective of the Thesis

Resilience has become one of the most mentioned and researched concepts of psychology in recent years (Matthews, 2020). The term itself first appeared in the science of ecology and biology in connection with biological adaptation. Later, however, the view emerged that resilience can also be interpreted as a response to the difficulties of the psychological interaction between the individual and his environment, since many parallels can be drawn between the characteristics and difficulties of social and biological adaptation. The concept of resilience is increasingly moving away from its general interpretation, instead it can appear in specific environments and situations. This is how we arrive at the concept of academic resilience, which focuses on ways to achieve individual success in the educational environment (Martin & Marsh, 2006). This kind of interpretation is even less widespread in domestic research.

The goal of my research conducted as part of my doctoral training was to point out the personal and environmental resources that can support students' engagement and motivation. Thus, the focus of my investigation was the exploration of the relationship between personal resources and the perceived school climate, as well as between academic resilience and academic engagement.

In this thesis, the interpretation of academic resilience is novel in the sense that I did not examine the resilience of disadvantaged children in the socioeconomic sense, but instead focused on everyday academic resilience (buoyancy) as a process-like interpretation and summarized the personal and environmental factors that influence it in a model. In addition, I highlighted the motivation and engagement of students with academic difficulties, this concept was motivated by my experiences in school psychology.

The topic is important because there is a growing need to increase student engagement and motivation by properly channeling students' resources and making use of institutional opportunities and resources, thereby reducing dropout rates - research into academic resilience can provide a possible answer to this.

In the theoretical part of the thesis, international and Hungarian research concerning school climate and academic resilience was reviewed, and four empirical studies were also presented. For the complex examination, I also included the Resilience Scale for Adolescents (READ-H; (Kóródi, Szél, et al., 2022) and the Academic Resilience Scale (ARS-30; Kóródi et

al., 2022), which were adapted into Hungarian when writing the dissertation. In addition, the structural analysis of the Georgia School Climate Questionnaire (La Salle et al., 2021) and the student version of the Utrecht Work Engagement Scale (Schaufeli et al., 2002) is also presented in this doctoral dissertation.

- *1. empirical research*: The main purpose of the study was to test the Hungarian version of the Georgia School Climate Survay, so during the analyzes we mainly carried out structural analyzis
- *2. empirical research*: Exploring the relationship between perceived school climate and academic engagement
  - H1: the student version of the Utrecht Work Engagement Scale (UWES-S) shows a factor structure similar to the original measuring instruments (Schaufeli et al., 2002).
  - H2: there is a positive relationship between the perception of school climate and academic engagement (Robayo-Tamayo et al., 2020)
  - H3: a positive relationship can be shown between academic achievement and academic engagement (Casuso-Holgado et al., 2013; Fiorilli et al., 2017; Salanova et al., 2010; Suárez-Orozco et al., 2009)
- *3. empirical research*: exploring the relationship between academic resilience, academic engagement and perceived social support
  - Pre-test: Adaptation of the Academic Resilience Scale (Kóródi et al., 2022) into Hungarian
  - H1: there will be a positive correlation between academic resilience and academic engagement (Lobo, 2022; Romano et al., 2021).
  - H2: there will be a positive correlation between academic resilience and sense of belonging to the class and perceived social support (Lobo, 2022; Robayo-Tamayo et al., 2020; Romano et al., 2021)
  - H3: there will be a positive relationship between class belonging and support and engagement (Lobo, 2022; Romano et al., 2021).

- *4. empirical research*: the impact of school climate and personal resources on academic resilience and academic engagement

• Pre-test: Adaptation of the Resilience Scale for Adolescents into Hungarian (READ-H; Kóródi, Szél et al., 2022)

• H1: we reveal a significant positive correlation between (H1a) personal resources, (H1b) school climate, (H1c) academic resilience, (H1d) academic engagement and (H1e) academic achievement.

• H2: personal resources have a positive effect on academic resilience (Afzali & Esmaili, 2019; Cassidy, 2015; Martin & Marsh, 2006; Robayo-Tamayo et al., 2020; Tudor & Spray, 2017)

• H3: school climate affects academic resilience (Borman & Rachuba, 2001; Bradshaw et al., 2014; Lobo, 2022; Lombardi et al., 2019; Romano et al., 2021).

• H4: there is a reciprocal relationship between environmental resources (school climate) and personal resources (Aldridge et al., 2016; Ni et al., 2020).

• H5: academic resilience has a positive effect on academic engagement (Bostwick et al., 2022; Finn & Rock, 1997).

• H6: academic engagement is directly influenced by personal resources (Afzali & Esmaili, 2019; Collie et al., 2016; Robayo-Tamayo et al., 2020), as well as (H7) the school climate (Bradshaw et al., 2014; Fatou & Kubiszewski, 2018; Lombardi et al., 2019; Szabó & Lőrinczi, 1998).

2. Methods

255 students participated in the first empirical study, of which 119 were boys (47%), 136 (53%) were girls. Their average age was M = 15.18 years (SD = 1.8), 7-12. class. Students filled out the Georgia School Climate Survey (La Salle et al., 2021). Jamovi 2.2.5.0 (The Jamovi Project, 2019) and JASP 0.16.0.0 were used to analyze the data. The original structure of the questionnaire was tested with confirmatory factor analysis, second-order factor analysis and bifactor analysis, and we also calculated internal consistency indicators. The assessment of the perceived school climate of primary and secondary school students was analyzed with an independent sample t-test, and the differences between grades were analyzed with one-way analysis of variance and Tukey's post hoc test. We used an independent sample t-test to compare the evaluations of students who attend development classes (presumably with learning difficulties) and those who do not attend such classes. I used Pearson's correlation analysis to examine the relationship between the perceived school climate and the mood of the students.

279 high school students participated in the *second empirical study*. There were 169 girls and 110 boys among those who completed the questionnaire. The mean age of the participants was 16.53 years (SD = 1.22 years). 32% of the studied population (90 people) were in the 9th grade, 16% (46 people) were in the 10th grade, 35% (98 people) were in the 11th grade, and 16% (46 people) were in the 12th grade. During the data collection, we assessed the age, gender, and grade of the participants. The questionnaire also included questions about the academic results achieved in the main subjects (Hungarian literature, Hungarian grammar, mathematics, history and foreign languages), which were averaged to calculate an academic average (these data are missing for half of the sample, as the institution did not agree to their disclosure). The questionnaire package included the Georgia School Climate Survey (La Salle et al., 2021) and the Utrecht Work Engagement Scale for Students (UWES-H) (Schaufeli et al., 2002). I used the statistical programs Jamovi 2.2.5 (The Jamovi Project, 2019) and JASP 0.16.1 (JASP Team, 2022) to analyze the data. I carried out the structural analysis of the UWES-S questionnaire using confirmatory factor analysis. I compared the differences between the three subscales using repeated measures analysis of variance and Tukey's post hoc test. The gender differences of the subscales and the overall mean score were revealed with an independent sample t-test. I used Pearson's correlation analysis and linear regression analysis to examine the relationship between academic engagement and school climate. I examined the relationship between academic results and commitment to studies using Spearman's correlation analysis.

As a preliminary study of the *third empirical study*, I adapted the Academic Resilience Scale into Hungarian with my colleagues and supervisor (Kóródi, Szabó, et al., 2022). Then, the third empirical study was conducted with the participation of 252 high school students (M = 16.4 years, SD = 1.47). In addition to the aforementioned questionnaire, the student version of the Utrecht Work Engagement Scale (Schaufeli et al., 2002) and Goodenow's Psychological Sense of School Membership Scale (Zétényi, 2002) were filled out. I used the statistical programs Jamovi 2.2.5 (The Jamovi Project, 2019) and JASP 0.16.1 (JASP Team, 2022) to analyze the data. I set up a linear regression model to explore the relationship between the variables, and then I examined the direct and indirect relationships between academic resilience, perceived social support and academic engagement with a mediation analysis.

To prepare the *fourth empirical study*, my colleagues and my supervisor adapted the Resilience Scale for Adolescents (READ-H; (Kóródi, Szél, et al., 2022) into Hungarian: first, we explored its structure with an exploratory factor analysis, then we also performed a

second-order and bifactor confirmatory factor analysis. 283 students took part in the fourth empirical study that used the results revealed so far. Among the participants, 161 were girls and 118 were boys, their average age was 15.07 years (SD = 2.57). 121 primary school students (5-8th graders) and 162 high school students (9th-13th graders). During the data collection, in addition to the demographic variables (gender, age), I asked the participants questions about their studies (grade, academic results, difficulties), and then the following psychological measuring scales were filled out: Academic Risk Factor and Resilience Scale (ARRS; (Martin, 2013), Georgia School Climate Survey (La Salle et al., 2021), Resilience Scale for Adolescents (Kóródi, Szél et al., 2022), Utrecht Work Engagement Scale for Students (UWES, Schaufeli et al., 2002), Academic Resilience Scale (ARS, Kóródi et al., 2022). I explored the relationships between the assessed variables using Pearson's correlation analysis, and then used structural equation modeling to detect the effects between the variables. I then used mediation analysis to explore the direct and indirect relationships between school climate, personal resources and academic resilience, as well as between school climate, personal resources and academic engagement. I used moderation analysis to reveal deeper relationships between academic resilience, personal resources, and academic engagement. Finally, to learn about the characteristics of students who require special attention, I used an independent sample t-test and thus compared the differences between the at-risk group and the group without disadvantages.

Overall, the presented analyzes revealed the relationship between academic resilience, academic engagement, school climate and personal resources in more detail than previous international research. So far, academic success has mainly been identified with outstanding academic results, while in my research I used academic engagement as an indicator of this.

3. Results

The purpose of the *first empirical research* was to test the Georgia School Climate Survey (La Salle et al., 2021; White et al., 2014) among primary and high school students. Confirmatory and bifactor factor analysis of the questionnaire showed acceptable fit indicators. The questionnaire contains eight subscales, but can also be used as a single-factor measurement tool.

No significant gender differences were found for the subscales or the entire scale either. There was a significant difference between primary and high school students on two subscales: high school students showed a more positive attitude in cultural acceptance, while primary school students reported a higher sense of security. Differences between grades were

also observed in several subscales and in the total score of the school climate. Students attending in higher grades judged the school climate to be more negative.

The students participating in the development session perceived the school climate more negatively and felt less support from adults/teachers. The relationship between mood and the perceived school climate was clear: in the case of a positive school climate, less depression and psychosomatic symptoms were experienced.

Overall, the questionnaire is a useful tool for assessing the school climate, and its validation in the Hungarian language can be a step forward in this field of research.

In the *second empirical research*, we supported the construct validity of the Georgia School Climate Survey and the student version of the Utrecht Work Engagement Scale (UWES-S). In addition, we examined the factor structure of the student version of the UWES, which was the same as the original questionnaire (Schaufeli et al., 2002), and according to confirmatory factor analysis, its three-factor structure also shows adequate reliability. We found no gender differences in terms of academic engagement. The academic results showed a moderately strong positive relationship with academic engagement.

We found a moderately strong positive relationship between perceived school climate and academic engagement. However, some subfactors of the school climate showed a different relationship with engagement: social support received from peers and cultural acceptance had a weak relationship, while no significant relationship was found with the safety subfactor. Based on the regression model, four subfactors (School attachment, Character traits, Social support from adults, Order and discipline) significantly influenced academic engagement, while other four factors (Physical environment, Support from peers, Cultural acceptance, Safety) did not. This may be due to the fact that the content of the subscale of support received from peers did not reflect well the support provided in learning. Teacher-student relationships, attachment to the school, fair treatment and achievable expectations, on the other hand, have a significant impact on the affective factors of engagement and dedication to learning (Bradshaw et al., 2014; Fatou & Kubiszewski, 2018).

Overall, the tests confirmed the reliability and validity of the two questionnaires, and supported the positive relationship between the perceived school climate and academic engagement, and the correlation between academic results and engagement.

In the *third empirical research*, we focused on studying academic resilience. As a preliminary study of the research, we adapted the Academic Resilience Scale (Cassidy, 2016; Kóródi, et al., 2022), which was not available in Hungarian before. The questionnaire proved

to be reliable, has adequate internal consistency, and its three-factor structure remained stable, although one item had to be removed.

The correlations between academic resilience, academic engagement, and perceived teacher and peer support and the sense of belonging to the class were examined using linear regression analysis. According to the results, academic engagement was significantly influenced by perceived teacher support and sense of belonging to the class, while perceived peer support was not. This result confirms the importance of teacher support (Aldridge et al., 2016; Jagodics, Nagy, et al., 2020; Lee, 2012) and the importance of community in terms of school attachment and motivation (Collie et al., 2016).

The regression model and the mediation model confirmed the positive relationship between academic resilience and academic engagement. Persistence strongly influenced academic commitment, the absence of negative emotional reactions had an indirect effect on it, but adaptive help-seeking did not influence it at all.

Academic resilience is related to class belonging and perceived teacher support. Resilient students are more inclined to notice and seek support from their environment, which results in an adaptive attitude in the educational environment.

The results highlight the importance of teacher support and the feeling of belonging to the class in increasing academic engagement, as well as the role of academic resilience in dealing with difficulties and achieving academic success.

The aim of the *fourth empirical research* was to examine the effect of the environment (school climate) and personal resources (resilience) on academic engagement and academic resilience. As a preliminary examination of this, we adapted the 28-item Resilience Scale for Adolescents (READ) into Hungarian, which, based on the test results and criterion validity and reliability values, is clearly suitable for exploring the personal resources of adolescents (Kóródi, Szél et al., 2022). It includes five subscales: family cohesion, social support, social competence, self-confidence and sense of purpose.

The correlation analysis showed that school climate, personal resources, academic resilience and academic commitment are closely related to each other and to academic results. According to the results of structural equation modeling, both perceived school climate and personal resources influenced different aspects of academic resilience.

Academic resilience predicted academic engagement and was directly influenced by personal resources. The perceived school climate influenced study engagement indirectly, through personal resources. The results show that personal resources, especially persistence, strengthen the effect of academic resilience on academic engagement. We supported the

importance of the perceived school climate and personal resources in the development of academic resilience and academic engagement, which draws attention to the importance of a positive school environment and supportive relationships.

Our research paid particular attention to students who require special attention. They are characterized by a more negative perception of the school climate, are less self-confident and goal-oriented, and show lower academic commitment and academic resilience.

Disadvantages of the research include the low number of items and geographical limitations of the samples, as well as the cross-sectional nature of the studies. Despite these limitations, the results of the research contribute to the understanding of academic resilience, the planning of interventions at the individual and community level, and may also open up further research directions.

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5. List of Publications

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Registry number: DEENK/422/2024.PL
Subject: PhD Publication List

Candidate: Kitti Kóródi
Doctoral School: Doctoral School of Human Sciences
MTMT ID: 10063536

List of publications related to the dissertation

Hungarian scientific articles in Hungarian journals (3)

1. **Kóródi, K.**, Szél, E., Szabó, É.: A Serdülő Reziliencia Kérdőív (READ) magyar nyelvű adaptációja.
   Magy. Pszichol. Szle. 77 (4), 483-505, 2022. ISSN: 0025-0279.
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3. **Kóródi, K.**, Szabó, É.: A tanulmányi reziliencia értelmezése: kutatási, prevenciós és intervenciós lehetőségek.
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4. Szabó, É., **Kóródi, K.**, Szél, E., Jagodics, B.: Facing the Inevitable: The Effects of Coronavirus Disease Pandemic and Online Teaching on Teachers' Self-Efficacy, Workload and Job Satisfaction.
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8. **Kóródi, K.**, Mácsai, V., Zsadányi, Z., Tisljár, R.: Arizona életmenet tesztbattéria: előtesztelés.
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The Candidate's publication data submitted to the iDEa Tudóstér have been validated by DEENK on the basis of the Journal Citation Report (Impact Factor) database.

DEBRECENI EGYETEM Egyetemi és Nemzeti Könyvtár

07 August, 2024