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Research Paper

The Association of Resilience, Psychological Well-being, Locus of Control and Academic Performance among Young Adults in Bangalore (India)

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ABSTRACT

A widely accepted indicator of the student's experience is academic performance. Academic Performance is a product of the complex interaction of personal, social, psychological, economic, and environmental factors. However, it becomes quite challenging to study the science behind academic performance and all possible factors influencing it. In this study, the goal was to examine the association of Resilience, Psychological Well-being, and Locus of Control on Academic Performance among Young Adults during COVID-19. The sample consisted of 155 students (18- 26 years). The instruments used were the Brief Resilience Scale, Ryff's 42-item Psychological Well-Being Scale, Locus of Control Scale, and CGPA. Spearman Rank Order Correlation analysis was conducted to analyze the association between CGPA, Resilience, Psychological Well-being, and Locus of Control. The findings of the present study revealed a strong positive correlation between Resilience and Academic Performance, a strong positive correlation between Academic Performance and Autonomy, Environmental Mastery, Personal Growth, Positive Relations, and Purpose in life. The variable, Self- Acceptance shows a weak positive relationship with Academic Performance. A weak negative relationship was found between Locus of Control and Academic Performance.

Keywords: *Resilience, Psychological Well-being, Locus of Control, Academic Performance, Student.*

Academic achievement is described as an outcome of the student's cognitive, non-cognitive features, the intensity of the study, the context of relations, and the socio-cultural factors in which the process of learning takes place (Liem, 2019 & Trucchia et al., 2013). Academic Achievement can be defined as the outcome indicating the extent to which a student has achieved the learning objectives (Steinmayr, R, et al., 2020). It is quite challenging to study the science behind the students' Academic Performance as it is affected the personal, social, environmental, economic, and psychological factors. These factors are subjective in nature and differ from person to person and country to country as well

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(Mushtaq et al., 2020). Resilience, Psychological Well-bein,g and Locus of Control are some of the factors that predict the Academic Achievement of students.

Resilience can be defined as the ability of an individual to resist, absorb, recover from or successfully adapt to the changes in the conditions (Lexican, 2008). A resilient individual shows positive traits like Locus of Control, problem-solving ability, self-confidence, perseveration, self-efficacy, and high moral values (Duiu et al., 2019). Research suggests Resilience is one of the important predictors of the Academic Performance of the individual. Resilience has an impact on the Academic Performance, learning experience and in course completion of the individual (Chow et al., 2018; Trigueros et al., 2019). Participants with high Resilience experience greater academic satisfaction (Jethwani, 2019). Resilience helps the students to make realistic plans, develop a positive self-image, problem solving abilities, good Locus of Control, self-efficacy and confidence (Kumar, 2019). Students who have high levels of Resilience are more likely to display academic resilience and their levels of achievement motivation without being affected by stressful conditions (Thomas, 2015).

Psychological Well-being can be defined as a combination of positive states like happiness and functioning of the individual with optimal effectiveness and social life (Deci, 2008). It is a multi-facet concept that includes social, subjective, and psychological concepts as well as health (Thomas, 2015). Carol Ryff (1989) provided one of the most systematic and scientifically verified models of Psychological Well-being which still continues to be one of the most influential even today. She proposed that Psychological Well-being is multidimensional and goes beyond the concept of happiness and positive emotions. The framework proposed by Ryff has 6 dimensions namely, - Autonomy, Environmental Mastery, Personal Growth, Positive Relations with others, Purpose in Life and Self-Acceptance. Research indicates that students with high levels of well- being tend to be more confident, emotionally intelligent and perform better in the academic setting and helps in effective coping of the stress (Neufeld, 2019). Psychological Well-being is a predictor of academic achievement (Trigueros et al., 2019; Dr. Navale ,2018; Bernal-Morales & Blandina, 2018; Trucchiaa, M. S., et al., 2016).

Locus of Control (LOC) is a psychological concept developed by Julian B Rotter in 1966, who defined the construct as a generalized belief in external versus internal control of reinforcements that emerges from an individual's expectations. Locus of Control is a continuum that has two extremes- internal Locus of Control and external Locus of Control. In an academic setting, Locus of Control is referred to as how students perceive their academic achievement. Students who have internal Locus of Control attribute their academic achievement to the hard work and efforts they personally invest towards their academia. Students with external Locus of Control attribute their academic success or failure to external factors like bias, prejudiced teachers and circumstances. Research conducted by Drago in 2016, suggests that Locus of Control was one of the significant predictors of academic achievement. This finding is consistent with the research done by Akunne, L. I., & Anyamene, A. N., 2021; Sujadi, E., 2021 Waseem, J., & Muhammad, A. 2020, Mohamed et al., 2019. Students with high Academic Performance have internal Locus of Control and students with low Academic Performance have an external Locus of Control (Rahmani, 2012; Mohamed et al., 2019; Albert, A. A., & Dahling, J. J., 2016; Barkley et al., 2015).

COVID-19 has dramatically modified the way global education is delivered. Although higher education institutions shifted face-to-face lectures to online learning, these closures

affected learning and examinations. While the students have adapted to the online mode of learning, one of the main challenges students are experiencing is difficulty in practical subjects. The novel coronavirus also called Covid- 19 has spread all over the world and compelled all of us to maintain social distance and stay indoors. On February 11, 2020, World Health Organization (WHO) proposed an official name of the virus as COVID acronym for Coronavirus disease 2019. The first case was identified in Wuhan, China on December 31, 2019. On 30th January 2020, in the state of Kerala the first case of Covid – 19 was reported in India (Jena, 2020). On 11th March 2020, Covid-19 was declared as a pandemic by WHO (Kapasia et al., 2020). The outbreak of Covid-19 has resulted in the closure of educational institutions. This has also led to the digital revolution in the education system through online lectures, e-books, online examinations and internships (Kumar, 2020). It is important to understand how psychological aspects like the degree of resilience, well-being, and the locus of control have contributed to the academic performance of the students in the past 2 years. A positive and significant impact has been reported that there is an increase in the learning efficiency and performance by adopting online learning strategies (Kapasia et al., 2020).

Need for the study

Existing suggests the variables have a significant influence on the students' academic performance but no study has tried attempting to explore this in one population. The current study attempts to explore and understand how the following variables are present in the students in India and how they could possibly be correlated.

MATERIALS AND METHODS

Aim

The aim of this study is to assess the association of Resilience, Psychological Well- and Locus of Control on Academic Performance among young adults.

Objectives

- To measure Resilience, Psychological Well-being, Locus of Control, and Academic Performance among the participants of the study
- To understand the relationship between Resilience, Psychological Well-being, Locus of Control, and Academic Performance among the participants of the study
- To explore Resilience among different streams of education in the study
- To examine if there is a difference in the level of Resilience between males and females in the study

Hypothesis

HO: Academic performance is not associated with Resilience, Psychological well-being, and Locus of Control.

Participants and procedure

270 participants were reached out using the snowball sampling technique via posts on social media such as Facebook/ WhatsApp/ Instagram/Reddit contacts for a cross-sectional design survey study. Out of 270, 155 participants responded and volunteered to be part of the study. 66 (43%) males and 89 (57%) females ranging in age from 18-26 years old, voluntarily participated in the study. Out of 155 participants, 92 (59%) are in their undergraduate level of education and the remaining 63 (41%) are studying postgraduate or above.

Participants belonged to Humanities (Psychology, Sociology, History, Anthropology, Law, etc), Pure Science (Physics, Chemistry, Biology, etc), Medical (MBBS, BPT, BDS, Ayurveda, etc), Engineering (Mechanical, Chemical, Civil, Electrical, etc) and from other streams of education. The participants were residents of India. Informed consent was obtained from all participants. Snowball and convenience sampling method was used for this study. Correlation research design was used for the study.

Socio-demographic information and responses to the scales, Brief Resilience Scale (BRS), Psychological Well-being Scale (PWB Scale), Locus of Control (LOC), and Cumulative Grade Point Average (CGPA) were collected through a Google Form. The data acquired was used to assess if Resilience, Psychological Well-being, and Locus of Control had a relationship with the Academic Performance of the participant. The questions of the three scales and socio-demographic questions were collected via google forms survey.

Tools

- **Sociodemographic datasheet:** Socio-demographic Performa is constructed to collect data regarding the domains like name of the participant, age, gender, education qualification, stream of education, socio-economic status, and relationship status.
- **Brief Resilience Scale (BRS):** The Brief Resilience Scale (BRS) was created to assess the ability to bounce back or recover from stress. Items 1, 3, and 5 are positively worded, and items 2, 4, and 6 are negatively worded. The test-retest reliability was .69 and .62 The internal consistency is good with a Cronbach's alpha ranging from .80 –.91 (Dalen, J., Wiggins, K et al., 2008).
- **Ryff's Psychological Well-Being Scale (PWB):** The scale was developed by Carol Ryff and it consists of 42 items on a six-point scale. There are 42 items grouped under six domains (7 items for each); (1) Autonomy, (2) Environmental Mastery, (3) Personal Growth, (4) Positive Relation, (5) Purpose in Life, and (6) Self-acceptance. Each domain score ranges from 7 to 42. The scale test–retest reliability was 0.82 (Hill, C., Henn, C.M et al., 2016).
- **Locus of Control Scale (LOC):** The Locus of Control Scale was developed by Julian Rotter in 1966. The questionnaire contains 29 items, of which 23 directly target LOC, and 6 items were included by the author to make the test more ambiguous (1, 8, 14, 19, 24 and 27). Each item contains two statements, one referring to internality, the other to externality. The test-retest reliability was .83 (Georgescu, D., 2019).
- **Academic Performance:** The Academic Performance of the previous academic year is made on a 10-point grading scale – cumulative grade point average (CGPA) (Chow et al., 2018; Barkley et al., 2015; Drago, A et al., 2016 & Sujadi, E. in 2021).

Data analysis

IBM version 25 (trial version) of the Statistical Product and Service Solutions (SPSS) was used to perform the statistical analysis. The scores of the BRS, PWB, LOC, and CGPA were subject to tests of Shapiro-Wilk tests for normality and homogeneity of variance to decide between parametric and non-parametric statistics. Spearman Rank Order Correlation test was performed, since scores on scales were not normally distributed. Chi-Square analysis was done to distribute participants between the variables- Stream of Education and Resilience level. Mann Whitney U Test was conducted to test differences in distributions of

Resilience across gender of the participants. In addition, Descriptive statistics will also be carried out.

Ethical statement

Confidentiality and the purpose of the research were briefed to all participants in the header of the form, where they were given an option to withdraw their participation or contact the researcher in case of any queries. Research was done as a part of the Master's dissertation and was reviewed by the scientific committee of Montfort College, Bangalore. No potential physical or psychological risk was identified.

RESULTS AND DISCUSSION

Table 1: Frequency, Percentage, Mean, and SD of demographic variables of the participants

Variables		N	%	Mean	SD
Age				21.86	1.86
Gender	Male	66	43		
	Female	89	57		
Education Distribution	Undergraduate	92	59		
	Postgraduate and above	63	41		
Stream of Education	Humanities (Psychology, Sociology, History, Anthropology, Law, etc)	57	37		
	Pure Science (Physics, Chemistry, Biology, etc)	13	8		
	Medical (MBBS, BPT, BDS, Ayurveda, etc)	14	9		
	Engineering (Mechanical, Chemical, Civil, Electrical, etc)	56	36		
	Other	15	10		
Socio-Economic Status	Upper Class	13	8		
	Middle Class	137	89		
	Lower Class	5	3		
Relationship Status	Single	128	82		
	In a relationship	23	15		
	Married	3	2		
	Others	1	1		

Table 1 shows the socio-demographic details of the participants. The mean and SD of the participants for the age variable is 21.86 and 1.86 respectively. The gender distribution of

the participants indicates 66(43%) males and 89 (57%) females. Out of 155 participants, 92(59%) are in the undergraduate level of education and the remaining 63 (41%) are studying postgraduate or above. 57 (37%) participants are studying in the field of Humanities (Psychology, Sociology, History, Anthropology, Law, etc), 13 (8%) participants are studying in the field of Pure Science (Physics, Chemistry, Biology, etc), 14 (9%) participants belong to the Medical (MBBS, BPT, BDS, Ayurveda, etc) stream, 56 (36%) participants belong to the field of Engineering (Mechanical, Chemical, Civil, Electrical, etc) stream and the remaining 15(10%) study other streams of education.13 (8%) belong to the upper class, 137 (89%) belong to the middle class and 5 (3%) belong to the lower class.128 (82%) are single. 23(15%) are in a relationship, 3(2%) are married and 1(1%) belong to the others.

Table 2: Frequency and percentage of the participants' Resilience and Stream of education

Variables	Low Resilience (n, %)	Normal Resilience (n, %)	High Resilience (n, %)
Humanities (Psychology, Sociology, History, Anthropology, Law, etc)	18 (33.96%)	31(39.24%)	8(34.78%)
Pure Science (Physics, Chemistry, Biology, etc)	3 (5.66%)	6(7.59%)	4(17.39%)
Medical (MBBS, BPT, BDS, Ayurveda, etc)	7 (13.20%)	4(5.06%)	3(13.04%)
Engineering (Mechanical, Chemical, Civil, Electrical, etc)	19 (35.84%)	32(40.50%)	5(21.73%)
Other	6 (11.32%)	6(7.59%)	3(13.04%)

In this study, 18 (33.96%) participants who belong to Humanities (Psychology, Sociology, History, Anthropology, Law, etc), 3 (5.66%) participants from the Pure Science (Physics, Chemistry, Biology, etc), 7 (13.20%) participants from Medical (MBBS, BPT, BDS, Ayurveda, etc), 19 (35.84%) from the Engineering (Mechanical, Chemical, Civil, Electrical, etc) and 6 (11.32%) participants from other streams of education exhibit low Resilience.

31(39.24%) of the Humanities (Psychology, Sociology, History, Anthropology, Law, etc) stream, 6(7.59%) participants from the Pure Science (Physics, Chemistry, Biology, etc), 4(5.06%) participants from Medical (MBBS, BPT, BDS, Ayurveda, etc), 32(40.50%) from the Engineering (Mechanical, Chemical, Civil, Electrical, etc) and 6(7.59%) participants from other streams of education have normal Resilience.

8(34.78%) of the Humanities (Psychology, Sociology, History, Anthropology, Law, etc) stream, 4(17.39%) participants from the Pure Science (Physics, Chemistry, Biology, etc), 3(13.04%) participants from Medical (MBBS, BPT, BDS, Ayurveda, etc), 5(21.73%) from the Engineering (Mechanical, Chemical, Civil, Electrical, etc) and 3(13.04%) participants from other streams of education have high Resilience.

Table 3: Spearman's (rho) Correlation between the variables- Resilience, Locus of Control and Academic Performance

Variables	Spearman's Correlation
Resilience	0.163

Academic Performance	
Locus of Control	-0.033
Academic Performance	

The result indicated a strong positive correlation between the variables and there is a significant relationship between the variables $r_s(0.163) = 155$, $p < 0.05$. The variables share a negative negligible relationship and there is no significant relationship between Locus of Control and Academic Performance $r_s(0.680) = 155$, $p > 0.05$.

Table 4: Spearman's (rho) Correlation between the variables- Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in life, Self-Acceptance with Academic Performance

Variables	Spearman's Correlation
Autonomy	0.105
Environmental Mastery	0.154
Personal Growth	0.186
Positive Relations	0.113
Purpose in life	0.151
Self-Acceptance	0.065
Academic Performance	1.000

A significant relationship is present with the variables Environmental Mastery and Academic Performance r_s (0.056) = 155, $p < 0.05$. A significant relationship is present between the variables Personal Growth and Academic Performance r_s (0.021) = 155, $p < 0.05$.

Table 5: Results of the Mann-Whitney U Test for the variables- Resilience and Gender

Grouping Variable	Statistic	Sig.
Gender	2227.500	0.010

The results of test indicates that there is no gender difference between the Resilience level.

Figure 1. Pie chart representing the number of participants who were diagnosed with Covid-19 in the past year

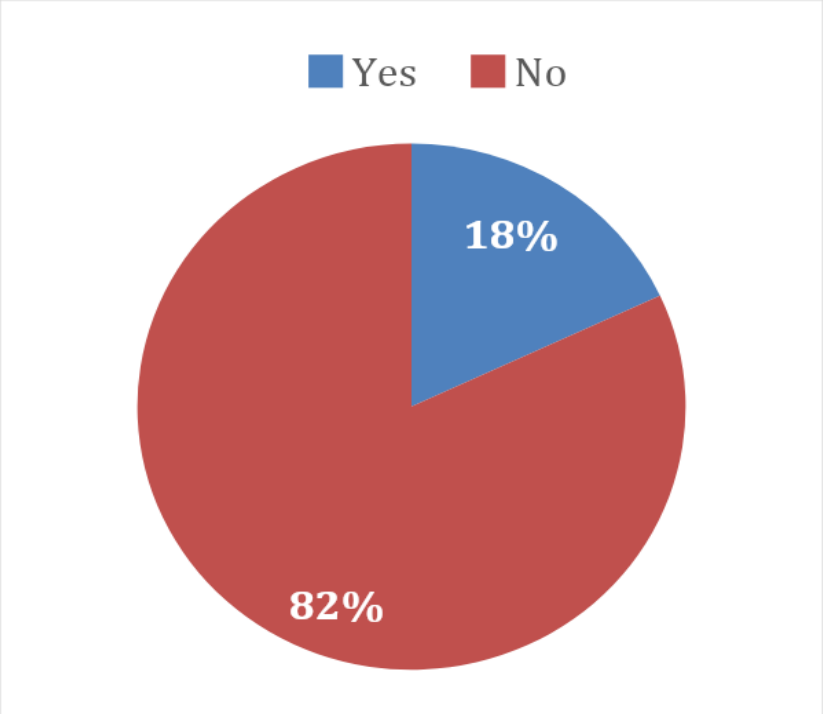

Figure 1 represents a pie chart that shows the number of participants who were diagnosed with Covid-19 in the past year. Pie chart represents 28 (18%) participants were diagnosed with Covid-19 in the past year and 127 (82%) participants were not diagnosed with Covid-19 in the past year.

Figure 2. Pie chart indicating the number of people participants knew who were diagnosed with Covid-19 in the past year

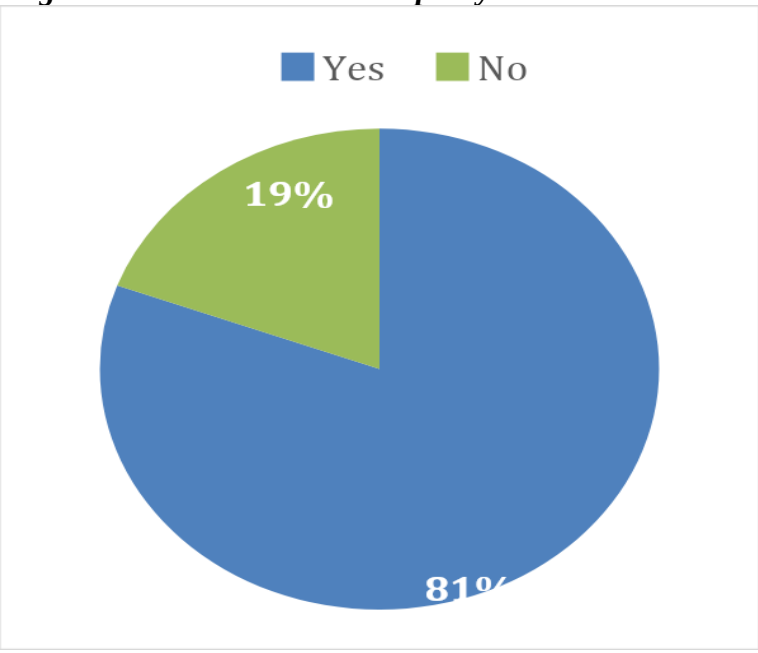

Figure 2 represents the distribution of the participants who knew people who were diagnosed with Covid-19 in the past year. Pie chart indicates that the participants knew 125(81%) people who were diagnosed with Covid-19 in the past year and 30 (19%) who were not diagnosed with Covid-19 in the past year.

DISCUSSION

The objectives of the study were to measure Resilience, Psychological Well-being, Locus of Control and Academic Performance among the participants of the study, to understand the relationship between Resilience, Psychological Well-being, Locus of Control and Academic Performance among the participants of the study, to explore resilience among different streams of education in the study and to examine if there is a difference in the level of resilience between males and females in the study.

The present study reveals that there is no gender difference in the resilience level among the participants. This is inconsistent with the current literature that suggest males have higher Resilience compared to females (Jethwani & Subhashini, 2019; Dr. Jose, 2015; Neufeld & Malin,2019).

The present study indicated that there is a strong positive and significant correlation between Resilience and Academic Performance $r_s(0.163) = 155$, $p < 0.05$. Chow et al., (2018) in his research indicated that Resilience has an impact on Academic Performance, learning experience and course completion of the individual. Higher the Resilience, greater is the academic satisfaction (Jethwani ,2019). In a study conducted in 2019, a positive correlation was present between Resilience and Academic Performance (Trigueros et al., 2019).

Locus of Control is one of the significant predictors of academic achievement. Research in recent years have predicted Locus of Control to be an important predictor of Academic Performance of the individual. In 2021, findings of two studies indicated Locus of Control to be an important predictor of Academic Performance (Sujadi, E. 2021 & Akunne, L. I., & Anyamene, A. N. 2021). The results of the study in 2020 indicated a moderate positive correlation and statistical significance between Locus of Control and academic achievement (Waseem, J., & Muhammad, A. 2020). However, contrary to the existing research the variables Locus of Control had no significant correlation with Academic Performance in the current study.

In the current study, there is a strong positive correlation between Academic Performance and Autonomy, Environmental Mastery, Personal Growth, Positive Relations and Purpose in life. A significant relationship is present with the variables Environmental Mastery and Academic Performance r_s (0.056) = 155, $p < 0.05$. A significant relationship is present between the variables Personal Growth and Academic Performance $r_s(0.021) = 155$, $p < 0.05$. The results are coherent with a 2020 study that indicated a positive and a non-significant correlation between Psychological Well-being and Academic Performance (Cobo-Rendón et al., 2020). Neufeld, A., & Malin, G. (2019) a positive correlation was present between Psychological Well-being and Academic Performance among medical students. While most of the studies indicate a positive correlation between the two variables, there are few studies that indicate the significant relationship between Psychological-Well-being and Academic Performance.

CONCLUSION

Limitations

- There are a few limitations to the study. The data collected is through an online platform during a Covid-19 pandemic which can have an effect on an individual's choices in questionnaires. The questionnaires were lengthy and it is time-consuming to finish them. There is a chance of middle category tendency and social desirability

among the participants since their Academic Performance is being assessed. Also, there is a disproportion between the two distributions of the gender of participants in the research (43% are male participants and 57% are female participants). So, the study cannot be interpreted as equal or majority in a male population.

- Due to the Covid-19 pandemic, some students did not write the intermediate examinations, and their CGPA's were calculated based on their internal assessments. Hence, the findings cannot be generalized.

CONCLUSION

The aim of the current study was to understand how Resilience, Psychological Well-being, and Locus of Control were present in the students belonging to different universities in India, and how it related to their academic performance during the Covid- 19 pandemic and to explore a possible correlation between the variables. The findings revealed a strong positive correlation between Resilience and Academic Performance, a strong positive correlation between Academic Performance and Autonomy, Environmental Mastery, Personal Growth, Positive Relations, and Purpose in life. The variable, Self- Acceptance shows a negligible relationship with Academic Performance. A negative negligible relationship was found between Locus of Control and Academic Performance.

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