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RESILIENCE IN ADOLESCENT AMERICAN STUDENTS

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By

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DEDICATION

I would like to dedicate this dissertation to my family.

Chelsea I will always be amazed by you. Your continued support and encouragement of me throughout this doctoral process has been unwavering. I am blessed to have you as my wife and my best friend. I am so grateful that you have been willing to take on this doctoral process with me and I know that I would not have been able to complete this without you. I hope and pray that you know that everything I do I do for you and for our boys. I know that I have been blessed by God that he brought you into my life. I love you so much and I am so proud to be your husband and have the privilege to call you my wife.

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Abstract

The current study sought to determine if any meaningful relationship existed between perceived mental, emotional/behavioral, and academic resilience and overall resilience in adolescent American students. The current quantitative study was conducting using convenience sampling though a national school counselors' website. Respondents were asked to respond to a modified version of the ARS-30 resiliency questionnaire as well as respond to a few demographic questions. The findings of the study demonstrated that each aspect of adolescent student resilience (mental, emotional/behavioral, and academic) were statistically significant predictors of overall student resilience; with academic resilience being the most statistically significant predictor of perceived overall resilience in adolescent American students. The findings of the current study give a starting point in measuring American adolescent resilience in the wake of the COVID-19 pandemic. Additionally, the findings of the current study support previous research about the positive outcomes of resilience in students in academic settings.

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I. INTRODUCTION

Background of the Study

According to the Center for Disease Control (CDC) data from the 2018-2019 school year, over 20% of adolescent students aged 12-17 experienced major depressive episodes (Center for Disease Control, 2022). Additionally, a study conducted by researchers at the CDC found that just under 16% of teenage students had made a suicide plan, and over 36% of the same students had persistent feelings of sadness or hopelessness (Centers for Disease Control, 2022). Students were struggling with mental health issues before the COVID-19 pandemic. The closures of COVID-19 had an outsized impact on student health and pushed the mental health crisis further for many students.

Researchers from the Pew Research Center found that 37% of high school students throughout the nation experienced mental health issues during COVID-19, including stress-related anxiety and depression. Additionally, the data showed that, during the COVID-19 pandemic and school closures, 44% of adolescent students felt sad or hopeless for at least 14 straight days (Gramlish, 2023). A survey from the Washington Department of Health found that in the first seven months of the COVID-19 pandemic, emergency room visits related to mental health issues for children aged 5-17 increased by nearly 25% (Washington Department of Health, 2020).

The increase in mental health issues in students points to an inability of students to cope with negative stressors healthily. For example, students experienced unprecedented isolation, anxiety, and stress during the COVID-19 pandemic, and the lack of positive mental health strategies led to significant increases in students' mental health issues. The Washington Department of Health (2020) recommended resources for building resilience in the workplace for adults, pointing to the success of resilience in minimizing or coping with mental health issues. However, the Washington Department of Health (2020) did not give the same recommendation for students to help develop and build resilience. Understanding adolescent students' resilience level is essential in helping schools meet student needs and respond to a growing mental health crisis for many American students.

Schools in the United States are often on the front lines of dealing with student mental health crises. However, schools' responses to student mental health issues are often reactive and not proactive (Atkinson et al., 2019). Schools that only treat the symptoms of students' mental health are doing a disservice to students' mental health. Instead, effective schools provide targeted interventions that increase student coping skills, including developing traits of resilience (Bearman et al., 2020).

Social-emotional learning (SEL) curricula have been proven to increase student resiliency if implemented using a tiered system of supports. As a result, schools often rely on the social-emotional learning (SEL) curriculum to meet student needs related to mental health issues (Caldarella et al., 2020). However, even with students receiving direct mental health services in schools, many students are experiencing severe mental health issues, and the severity and prevalence of mental health issues are continually increasing (Caldarella et al., 2020).

Moumne et al. (2021) pointed to a key distinction between people who seem to experience or do not experience mental health issues. People with low perceptions of their ability to control emotions or who generally believe their emotional response to negative stressors cannot be controlled are likely to experience heightened negative emotions, including shame, distress, depression, and defensiveness. In addition, people with low perceptions of the controllability of emotions were unlikely to exert any emotional energy into self-regulation. Conversely, Moumne et al. (2021) found that people with higher perceptions of emotional regulation and self-control are more likely to have determination and can self-regulate in response to negative experiences. Caldarella et al. (2020) pointed to decreased internalization of negative emotions when students are directly taught strategies related to resiliency, including self-control and self-regulation in healthy ways.

Factors of resiliency for students include grit, or an ability to push through challenges. Other factors include the perspective that there are possibilities and pathways to success, positive beliefs about the world through which an individual can cope with negative experiences, a positive sense of self, positive relationships, and an ability to manage stress (Caldarella et al., 2020; Lenz, 2021). However, students who do not learn to adopt resilient strategies risk developing mental health issues (Moumne et al., 2021).

Conceptual Framework/Theoretical Foundation

Understanding the underlying theories related to resilience can be traced back to the work of psychologist Norman Garmezy in the 1990s. Garmezy's research primarily set out to study how children demonstrated or did not demonstrate psychopathologies after adolescence (Zimmerman, 2013). From there, researchers began to evaluate what traits or factors determined if children would become healthy adults regardless of the child's exposure to certain risk factors.

Ultimately, researchers have decided on two factors that impact childhood development: assets (internalized characteristics) and resources (external supports such as family; Zimmerman, 2013). Resilience theory is still relatively new but has two distinct models: the compensatory model and the protective factor model. The compensatory model of resilience theory states that resiliency factors act to indirectly counteract negative situations or risks. In contrast, the protective factor model suggests that the positive assets and resources available reduce the adverse outcomes associated with specific risks (Zimmerman, 2013). This study did not seek to highlight one model of resilience theory over another. However, understanding how positive factors impact risk and adverse outcomes is vital to developing resilience in students. Understanding that students who demonstrate resilient traits are likely to become more well-developed adults is key to the nature of this study.

Problem Statement

Evidence suggests that adolescent students are experiencing mental stressors leading to mental health issues at an unprecedented rate in recent years (CDC, 2022; Glimlish, 2023). Schools are often on the front lines of addressing mental health issues, and one of the most practical responses for schools is to increase resilience skills. Students who demonstrate resilience are more likely to achieve academic success, positive emotional/behavioral health and experience positive mental health outcomes. However, no studies measured the general resilience levels of students as perceived by the people addressing academic, emotional/behavioral and mental health concerns, school counselors.

Purpose Statement

The purpose of this non-experimental quantitative study was to evaluate the prevalence of resiliency in adolescent students as perceived by school counselors. At this stage in the research,

resiliency is generally defined as the ability of students to cope well with challenges after having experienced adversity (Lou et al., 2016.)

Overview of Methodology

The study was a descriptive quantitative study that was non-experimental in design. The sample group for the study was determined by a convenience sample of school counselors who provided voluntary response. Participants in the study included any school counselor, graduation coach, or staff member working with adolescent students. Participants were identified through a post on a national school counselor's website allowing for a variety of demographics of schools to be sampled. A sample of at least 100 was needed to determine the relationship between resiliency on the variables of the Academic Resiliency Scale (ARS-30); overall resiliency; and the impact of resiliency on student behavior, academic success, and mental health.

The independent variables essential to the study were the scores on the three areas of the Academic Resiliency Survey, which relate to academic resilience, emotional/behavioral resilience, and mental health resilience. The dependent variable was the school counselor's overall perception of student resiliency.

Participants in the study completed an adjusted version of the Academic Resiliency Survey-30 (ARS-30) that asked counselors to reflect on the student body as a whole. The ARS-30 has demonstrated high reliability and validity in measuring resiliency in adolescent students, and Cronbach's alpha of .82 for the ARS-30 reflects the instrument's internal consistency (Trigueros et al., 2020).

Study participants reported their level of agreement on a five-point Likert scale ranging from *likely* to *unlikely* related to student resilience. In addition, an overall resilience score was obtained for each school counselor related to the students from their school, as well as scores on

each of the three areas related to academic resilience, emotional/behavioral resilience, and mental health resilience. The researcher in this study did not know the respondents, but research suggests that a truly anonymous survey in which the researcher does not know the subjects results in significantly less response bias (Grimm, 2010).

Research Questions

This study addressed the following research questions:

1. To what degree do counselors perceive that academic resilience in adolescent students was predictive of their overall resilience?

2. To what degree do counselors perceive that behavioral resilience in adolescent students was predictive of their overall resilience?

3. To what degree were counselors' perceptions of mental health resilience in adolescent students predictive of their overall resilience?

4. Considering the three resilience traits identified for study purposes (academic resilience; behavioral resilience; and mental health resilience), which was most predictive of counselor perceptions of overall student resilience?

Research Hypotheses

1. To what degree do counselors perceive that academic resilience in adolescent students was predictive of their overall resilience?

   H_1: Perceived student academic resilience will be statistically significant in predicting overall student resilience

2. To what degree do counselors perceive that behavioral resilience in adolescent students was predictive of their overall resilience?

H_2: Counselor perceptions of student behavioral resilience will be statistically significantly predictive of their overall resilience.

3. To what degree were counselors' perceptions of mental health resilience in adolescent students predictive of their overall resilience?

H_3: Counselor perceptions of student mental health resilience will be statistically significantly predictive of their overall resilience.

4. Considering the three resilience traits identified for study purposes (academic resilience; behavioral resilience; and mental health resilience), which was most predictive of counselor perceptions of overall student resilience?

H_4: All three resilience traits will be statistically significant predictors of counselors' perceptions of overall resilience.

II. REVIEW OF LITERATURE

The purpose of this non-experimental quantitative study was to evaluate the prevalence of resiliency in adolescent students as perceived by school counselors. At this stage in the research, resiliency is generally defined as the ability of students to cope well with challenges after having experienced adversity (Luo et al., 2016). Understanding the impact of resilience on students' academic performance, social/emotional health, and mental health is vital to understanding how resilient traits impact students. Resilient traits in students are vital to be studied in the wake of the COVID-19 crisis, where students face unprecedented mental, emotional, and academic stressors that will likely have an impact on the remainder of their educational careers.

COVID-19 and the Impact on Students

Social Isolation

Social isolation due to the COVID-19 pandemic and the resulting school closures affected students' well-being, which may not be truly understood for years to come (Hamza et al., 2020). However, Hamza et al., (2020) set out to gather information related to the social isolation experienced by students and the impact social isolation had on students. The researchers conducted their research in a post-secondary setting in Canada and utilized a follow-up study on students' stress and stressors in a post-secondary learning environment. Hamza et al. (2020) set out to answer two primary research questions: first, how did the COVID-19 pandemic change

student stress and mental health; second, were students who had pre-existing mental health issues, before the pandemic, at a higher risk of distress as a result of the COVID-19 pandemic.

The researchers conducted a series of Likert-scaled surveys on 733 Canadian university students ($n = 733$), and respondents received $10 for participating in the study. The researchers asked students to respond to 13 distinct Likert-scaled surveys that measured resilient factors, including negative experiences/risk factors such as perceived stress and stressful experiences, anxiety and depression, alcohol dependence, and self-injury. In addition, the survey contained items regarding individual assets like emotional regulation and grit, and available resources such as social supports (Hamza et al., 2020).

Hamza et al. (2020) used a repeated-measures ANOVA to compare student responses on the initial survey conducted in May 2019 (pre-pandemic) to student responses in May 2020 (during the pandemic). The researchers found that for students with pre-existing mental health issues, statistically significant correlations existed between the effects of the pandemic on academic alienation ($p < .001$), social mistreatment ($p < .001$), and friendship problems ($p < .01$) and students' ability to regulate emotions ($p < .01$). However, contrary to the researchers' hypothesis, students without mental health issues experienced even more dramatic adverse effects related to social isolation because of the COVID-19 pandemic. For example, the researchers reported correlations between students without mental health conditions pre-pandemic and the negative effects of social isolation and loneliness ($t(399) = -7.281$, $p < .001$) compared to the students identified to have pre-existing mental health issues ($t(399 = .759$; Hamza et al., 2020). Hamza et al. (2020) also found significant correlations between student experiences during the pandemic and the mental health of students without pre-existing

conditions related to increases in perceived stress ($p < .01$), increased depression ($p < .001$), increased anxiety ($p < .001$), and increased burdensomeness ($p < .01$).

Ultimately, Hamza et al. (2020) found that students with pre-existing and without pre-existing mental health issues experienced negative impacts from the COVID-19 pandemic and the resulting in social isolation. However, the students who did not have pre-existing mental health conditions experienced more severe negative impacts on mental health. Hamza et al. (2020) also found that students who experienced increased social isolation due to COVID-19 had a heightened risk for increasing emotional and mental distress ($p < .01$). Additionally, the researchers found an overall decrease in academic stress impacting students' mental health (Hamza et al., 2020). Finally, the researchers suggested implications for universities to effectively respond to mental health issues for students, in which university leadership develops and implements targeted interventions to build resilient traits and respond to mental health crises (Hamza et al., 2020).

The study conducted by Hamza et al. (2020) suggested widespread mental health issues came because of the COVID-19 pandemic. The surveys utilized by the researchers aligned directly with factors of resilience, including measuring certain personal assets and resources available to individual students in the face of negative experiences and risks. Interestingly, the Canadian respondents demonstrated that resilient assets and resources were not utilized in the face of negative experiences, and as a result, mental health issues increased.

Resilience, Maladaptation, and Academic Success

In a study on the impact of the COVID-19 crisis on global resilience, Wong et al. (2023) found that the differences between those with low resilience and high resilience related to mental health were significant. The researchers set out to evaluate whether low resilience was related to

other unhealthy behaviors compared to respondents who demonstrated normal or high levels of resilience. Wong et al. (2023) collected 1,762 survey responses from 25 different nations from four regions: Asia Pacific, the Americas, European nations, and countries located within the Middle East. Initial results suggested that over 8% of all respondents experienced mental health problems during the COVID-19 pandemic and that global averages of over 27% demonstrated low resilience and less than 6.5% demonstrated high resilience (Wong et al., 2023). The researchers discovered that the highest rates of low resilience were found in the Americas and Europe at nearly 37%, whereas the Middle Eastern nations demonstrated the lowest levels of low resilience at less than 14% and the highest rate of high resilience at nearly 7% (Wong et al., 2023). In addition, the researchers found a statistically significant relationship between a demographic variable of a respondent and the likelihood of the respondent demonstrating low resilience: respondents between 18-24 of age ($p < .0001$), respondents with between 10-12 years of education ($p < .0001$), respondents who experienced decreased economic status ($p < .0001$), and those living in rural conditions ($p < .05$; Wong et al., 2023) all demonstrated lower levels of resilience.

The researchers found that those who demonstrated low resilience were the youngest participants from Western nations and that people who demonstrated low resilience were likely to engage in negative coping strategies, such as alcohol dependency ($p < .0001$), drug usage ($p < .0001$), unhealthy lifestyle choices ($p < .0001$), and self-isolation ($p < .05$). Conversely, the researchers found that those with high resilience were less likely to experience depression, anxiety, or post-traumatic stress disorder and statistically less likely to choose negative coping skills ($p < .0001$; Wong et al., 2023).

The researchers pointed to the need for proactive measures to improve and sustain resilience in the global population, including teaching positive coping strategies and identifying assets and resources that positively impact an individual's resilience (Wong et al., 2023). Wong et al.'s (2023) finding that respondents from Middle Eastern nations have higher levels of normal and high resiliency is supported by Assi and Rashtchi (2022) in a study involving university students during and after the COVID-19 pandemic. Assi and Rashtchi (2022) focused on the transition from in-person classes to online classes during and immediately after the global outbreak of the COVID-19 pandemic to see if student resiliency and self-image impacted learning during online classes. Using a mixed-method research design, the researchers surveyed 252 university students ($n = 252$) and conducted interviews with 20 students ($n = 20$). Assi and Rashtchi (2022) pointed to the importance of resiliency and self-image in dealing with the challenges of online learning and academic achievement in new educational settings with statistically significant findings ($p < .0001$) for all five of the factors identified in the survey: Resilience, Self-Image, Affection, Perceptions, and Virtual Class Problems (Assi & Rashtchi, 2022). Assi and Rashtchi (2022) utilized a 5-point Likert scale to measure participant responses, and the responses from students demonstrated a mean score above 3.4 for all prompts related to individual resilience and a mean score above 3.7 for all prompts related to individual self-image. The high responses directly impacted affection for online learning, perceptions of learning in online learning environments, and an ability and willingness to push through problems in virtual learning (Assi & Rashtchi, 2022). Assi and Rashtchi (2022) pointed to the respondents' answers of high resiliency, which indicated that Iranian university students were able to cope effectively with life changes. Specifically, resilience allowed Iranian students to experience academic success in the face of an online learning environment that was not as engaging or motivating as

traditional face-to-face learning experiences and came with new and unique challenges (Assi & Rashtchi, 2022).

The studies conducted by Assi and Rashtchi (2022) and Wong et al. (2023) point to the importance of resilience in two distinct areas: academic performance and behavioral/coping strategies. Wong et al. (2023) demonstrated the importance of resilience related to the likelihood of choosing positive behaviors and coping strategies in the face of challenges or adversity. Respondents who demonstrated high resilience were significantly less likely to choose negative behaviors or coping strategies in the face of adversity or risk factors (Wong et al., 2023). Similarly, Assi and Rashtchi (2022) found in a study of Iranian students that high reports of resilience and self-image allowed students to cope with the challenges of a novel academic learning setting as schools transitioned from in-person to online instruction during the COVID-19 pandemic. Wong et al.'s (2023) finding that the demographic group that demonstrated the lowest level of resilience were the youngest respondents (aged 18-24) from western nations (the Americas and Europe) has particular interest to this study of the perceived resilience of adolescent students from the United States.

Mental/Emotional Crisis for Students

Socio-Economic Status and Mental Health

A study conducted by researchers at the Pew Research Center (Kocher & Sechopolous, 2022) found that the number of families in the United States that fell into lower socio-economic status (SES) increased from 25% in 1971 to 29% in 2021. The increase in the number of American families who experience financial pressure, food insecurity, and a lack of access to resources profoundly impacts students' mental and emotional health. In a study on students' ($n = 60,669$) perception of discrimination and mental health, Weeks and Sullivan (2019) found that

SES was linked to the likelihood that students experienced depression and that a correlation existed between increases in family SES and a decrease in depressive conditions ($p < .001$). Weeks and Sullivan also found that lower SES decreased the likelihood of having an identified anxiety problem ($p < .001$), not because students did not demonstrate anxiety but because the students' low-SES limited access to resources that could diagnose anxiety problems. In addition to depression and anxiety issues, Weeks and Sullivan (2019) found that students from low-SES homes were significantly more likely to be associated with behavior problems ($p < .001$). The researchers also determined that adolescent students were statistically more likely to experience anxiety, depressive conditions, and behavior problems than elementary-aged students ($p < .001$).

Similarly, in a study on the impact of food insecurity on student mental health among adolescent students ($n = 13,648$), Brinkman et al. (2020) found that students from home that experienced constant food insecurity were much more likely to experience adverse mental and social outcomes. Food insecurity and, by extension, low-SES are correlated to negative beliefs about the community ($p < .001$). Over one-third of students who experienced food insecurity responded that they were not connected to their community or did not matter to the community, compared to over 57% of students who never experienced food insecurity who believed they mattered to their respective communities (Brinkman et al., 2020). Additionally, Brinkman et al. (2020) found that students from low-SES and food-insecure homes were more likely to be disconnected from their teachers (38.20%) than those from homes that experienced food security (12.70%) and, as a result, less likely to do well in school ($p < .001$). Brinkman et al. (2020) found that students from low-SES environments were statistically more likely to experience feelings of hopelessness (47.10%) than those from higher-SES homes (16.80%; $p < .001$). Brinkman et al. (2020) conducted a regression analysis and found that a statistically significant

correlation between positive responses to protective factors decreased the negative outcomes of suicide ideation and hopelessness among low-SES students ($p < .001$).

Weeks and Sullivan (2019) pointed to the need for educators to consider how support for students, especially those from low-SES homes, could include resiliency. The researchers pointed to resiliency as an opportunity for students from low-SES homes to develop protective factors to reduce depressive conditions, anxiety, and behavioral issues. Brinkman et al. (2020) pointed toward positive outlooks related to protective factors and a reduction in negative mental health and social outcomes. For the purpose of this study, the recommendation by Weeks and Sullivan (2019) for schools to consider promoting resiliency is only possible once baseline data on the perceived demonstrated rate of resilient behaviors by students has been defined.

Social Status and Mental Health

Rivenbark et al. (2019) conducted a study on adolescent students' perceived social status and the impact of perceived social status on mental health. The researchers conducted the study in North Carolina using 395 students ($n = 395$). Rivenbark et al. (2019) used a variety of Likert scales to measure student responses to psychological distress, conduct problems, and early substance use and used SES and demographic data to identify correlations between students' perceived social status and mental/emotional health. The researchers found that students from all actual SES levels had related perceived social status levels ($p < .001$); more importantly, researchers found a negative association between students' perceived social status and mental/psychological distress ($p = .006$) as well as daily conduct problems ($p = .024$; Rivenbark et al., 2019). In addition, Rivenbark et al. (2019) pointed to the significant findings that students who always experienced economic disadvantage were more likely to experience psychological distress and daily conduct problems than those who never experienced economic disadvantage (p

< .001). Finally, the researchers pointed to a lack of access to key resources like community, medical, family stability, and schools with appropriate support as issues that impact students' mental and behavioral health (Rivenbark et al., 2019).

In a study on help-seeking attitudes in 308 undergraduate students in the United States, Surapaneni et al. (2019) asked students to respond to Likert scales related to self-stigmas related to seeking help, psychological distress, and help-seeking attitudes. Researchers found that students perceived self-stigma predicted the likelihood of students demonstrating help-seeking attitudes related to mental and emotional health ($p < .001$). However, the researchers found that as psychological distress increased, the importance of self-stigma decreased, and the more likely students were to develop help-seeking attitudes ($p < .01$; Surapaneni et al., 2019). In other words, students were likely to be concerned about the social acceptability and impact of help-seeking on their social status until the psychological distress became so overwhelming that students had little choice but to seek help. Surapaneni et al. (2019) suggested the need for students to be able to seek help to decrease mental distress before psychological issues become unbearable.

However, many students do not have resilient personal assets or access to reliable resources to seek help in meaningful ways (Surapaneni et al., 2019). A lack of access to reliable resources that promote resiliency was also pointed to by Rivenbark et al. (2019) as an issue facing students. For the purposes of this study, understanding the perceived level of resiliency in students and the specific areas where students lack resiliency could lead to the development of resources that promote positive mental and behavioral health in students.

Social and Emotional Learning

Social and Emotional Learning Programs in Schools

Schools are well-positioned to respond to student mental health issues because of the time students spend at school each year (Bearman et al., 2019). However, educators are not always equipped to intervene in mental, emotional, or behavioral health issues (Handley & McAllister, 2017). Response to students' mental, emotional, and behavioral health requires targeted interventions, often referred to as social-emotional learning (SEL) programs (Bearman et al., 2019). Bearman et al. (2019) conducted a mixed-method study on the effectiveness of SEL programs with 22 sixth-grade students ($n = 22$). Educators felt overwhelmed by the number of students who simultaneously experienced social, emotional, or behavioral issues. The educators in the study were equipped with the SEL curriculum but still had difficulty managing interventions and responses to multiple students simultaneously (Bearman et al., 2019). Bearman et al. (2019) administered a Likert scale survey to measure student mental and emotional difficulty and found that after implementing the SEL curriculum, student mental and emotional difficulties decreased significantly one year after the SEL curriculum had been implemented ($p = .002$). Additionally, the researchers found that primary coping skills related to resilient traits increased significantly one year after the implementation of the curriculum ($p = .039$). Bearman et al. (2019) acknowledged that the researchers made adaptions to the SEL curriculum used in the study to ensure the curriculum was implemented with fidelity, which may have impacted the overall effectiveness of the SEL curriculum within the studied school.

In a qualitative study, Handley and McAllister (2017) suggested the need for trained mental health professionals to be part of a school's response to students' mental health issues. Handley and McAllister (2017) suggested that a focus on positive mental and emotional health

strategies and resilience be developed to ensure students can effectively cope with future

challenges. In order to develop resilience and coping skills in students, the SEL curriculum

needed to be embedded within the school's culture; however, embedding the SEL curriculum

created challenges related to the lack of resources within the school to support the SEL

curriculum (Handley & McAllister, 2017). Handley and McAllister (2017) suggested leveraging

the strengths of staff members and the expertise of educators in responding to students' social

and emotional needs, in addition to relying on the curriculum facilitators who were present for

the study. Finally, the researchers found that a collaborative approach that engaged community

stakeholders most effectively met the social and emotional needs of the students within the study

(Handley & McAllister, 2017).

In a study on student voice in mental health strategies within the school context, Atkinson

et al. (2018) found that focusing on preventative strategies of resilience rather than reactive

strategies related to social and emotional health effectively met students' needs. In addition,

Atkinson et al. (2018) conducted a qualitative study in the United Kingdom and determined that

adult mental health models may not be appropriate for adolescent students who require unique

and creative ways to engage in the SEL curriculum (Atkinson et al., 2018). However, the

researchers found that a student-led SEL curriculum can inspire students to engage in the SEL

curriculum and promotes resources to develop resiliency and advocacy in the event students need

help (Atkinson et al., 2018).

Caldarella et al. (2019) conducted a study on the impact of the SEL curriculum on student

resilience in 28 high school students. The quantitative study was conducted using four distinct

tests: one pretest, one test the week of implementation of the SEL curriculum, one test the week

the SEL curriculum ended, and a final posttest three weeks after the conclusion of the SEL

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curriculum. Caldarella et al. (2019) found that the SEL curriculum had a statistically significant impact on students' internalization of mental and emotional health symptoms after participating in the SEL course ($p < .04$). Caldarella et al. also measured the increase of resilience in students after completing the SEL curriculum at a medium effect ($p = .056$). Interestingly, despite the positive correlations between the SEL curriculum and resilient factors, 75% of facilitators reported low student engagement in the SEL curriculum, and 50% of students disagreed when asked if they were excited or actively participating in the SEL curriculum. Caldarella et al. (2019) acknowledged the small number of students who participated in the study as the reason for the medium effect and statistically non-significant findings related to resilience.

The qualitative studies conducted by Atkinson et al. (2018) and Handley and McAllister (2017) promote the SEL curriculum for developing resilient traits in students and providing educators with tools to respond to student mental health issues. The findings related to SEL by Caldarella et al. (2019), and Bearman et al. (2019) confirm that targeted interventions in the SEL curriculum can positively impact student resilience and build resilient traits. For the current study, understanding areas in which students demonstrate resilient traits and where students lack resilience is essential to provide data for targeted interventions.

Sabin et al. (2023) conducted a study on targeted interventions in developing resilient traits in students and the overall impact of resilient traits on students' mental health. Sabin et al. (2023) studied ($n = 252$) 6th-grade students who underwent the Healthy Kids intervention program. The researchers used a pre-post model to collect data and determine the effectiveness of the intervention program on student resilience and the impact of student resilience on student outcomes. Sabin et al. (2023) found that a change in the baseline of total resilience was statistically significant in targeted interventions ($p = .03$) and that academic pressures were

reduced as a result of increased resilience ($p = .03$). Further, Sabin et al. (2023) found that students depression ($p = .01$) and anxiety ($p < .001$) decreased as a result of the targeted intervention that promoted resilience. Ultimately, the researchers concluded that targeted resilience intervention promotes positive mental health outcomes for adolescent students.

Resilience and Student Health

Resilience and Student Mental Health

In a quantitative study, Lenz (2021) compared the relationship between hope, resilience, and happiness on the mental health of 449 high school and middle school students. Lenz (2021) used a variety of Likert-scaled surveys to measure student responses to questions related to hope, resilience, happiness, and mental health. Lenz (2021) defined hope as the belief that a student could navigate impediments toward goal attainment. Lenz (2021) defined resiliency as an individual's ability to bounce back from adverse situations.

The study conducted by Lenz (2021) demonstrated statistically significant findings between the relationship between mental health and both hope ($p < .01$) and resilience ($p < .01$) for both middle school and high school students. Conversely, Lenz (2021) found no statistical significance for middle or high school students between happiness and mental health ($p > .15$). Lenz (2021) demonstrated that 28% of the change in mental health survey scores for middle school students, and 36% for high school students, could be attributed to responses related to hope and resilience ($R^2 = .28, .36$). The findings by Lenz (2021) demonstrated that hope and resilience become more important in students' mental health as they grew older and were placed in more challenging situations. Lenz's research (2021) suggested the compensatory model of resilience, where-in students faced negative situations and, because of individual assets and available resources, could navigate through difficult experiences healthily. Interestingly, Lenz

(2021) also found that happiness was not directly associated to mental health and that happiness was not considered a protective factor related to mental health. Lenz (2021) suggested that reducing mental health strain in students requires school counselors to focus on creating hopeful and resilient attitudes in students rather than focusing on promoting happiness.

Shochet et al. (2022) studied mental health difficulties in students with autism and how protective factors, including resilience, benefitted autistic students. The mixed method study was conducted at six Australian secondary schools and included 30 student participants as well as 31 parents, 16 teachers, and 35 additional school staff ($n = 112$; Shochet et al., 2022). The researchers used a variety of Likert-scaled surveys to evaluate students' depression, anxiety, strengths, sense of membership within the school, and personal coping skills and strategies.

Shochet et al. (2022) studied the impact of the Resourceful Adolescent Program (RAP), a school-based resilience intervention program with specific interventions for adolescents, parents, and teachers/school staff members. The RAP program was designed to develop stress management behaviors and problem-solving skills while promoting connectedness and reducing peer conflicts.

The researchers conducted survey research immediately following the implementation of the RAP program and again after 3, 6, and 12 months. The researchers found clinically significant improvements across all measures at the highest rates after three months and continued improvement through the 12-month follow-up ($p < .05$; Shochet et al., 2022). In addition, Shochet et al. (2022) conducted interviews with students and documented students perceived benefits of the RAP program in areas related to coping skills, positive behavior strategies, the ability to gain the perspective of other people, and self-advocacy when faced with challenges.

Shochet et al. (2022) measured students' experience participating in the well-being program through a series of questions. Students reported increased resilience and protective factors positively impacting social, emotional, and mental health. For example, students reported an increased ability to cope with a problematic situation and manage their emotional responses (Shochet et al., 2022). Additionally, students reported that even after the 12-month follow-up, they continued to rely on and utilize the coping skills strategies to manage their stress and decrease overall anxiety.

Shochet et al. (2022) suggested that the study proved that programs that promote resilience in students could positively impact mental health and students' ability to self-regulate their emotions. Shochet et al. (2022) reported that students used the skills learned in the well-being course were being utilized to manage anger and resolve conflicts and improve emotional responses and behavioral outcomes. In addition, students pointed to an ability to self-regulate after the well-being program and acknowledged that the impact of resilient traits on emotional health was noticeable. Shochet et al. (2022) pointed to the findings of parent surveys that students' real-life experiences changed after the RAP program was implemented. Parents noted a reduction in family stress and attributed the decline of familial stress to increased connection to their students, students' increased ability to regulate emotions and behaviors, and improved communication between parents and students (Shochet et al., 2022).

Reichel et al. (2023) conducted a study to understand further the connection between mental health problems and student resilience. The researchers hypothesized that students in the wake of the COVID-19 pandemic experienced higher emotional exhaustion and depressive symptoms. Reichel et al. (2023) conducted the study using two surveys related to student resilience. The first survey was distributed pre-pandemic in 2019. The second survey was given

during the pandemic in 2020 to university students (n = 443). The researchers used Likert-scaled surveys to measure students' self-efficacy, competition, academic performance pressure, workload, depression, work complexity, emotional exhaustion, and change in study habits.

Reichel et al. (2023) found that self-efficacy and teacher relationships were statistically significantly negatively correlated with students' depressive symptoms ($p < .05$). Meaning that students who had high self-efficacy and positive teacher-student relationships were much less likely to experience depression in college during the pandemic. Further, Reichel et al. (2023) found that self-efficacy was a statistically significant negative predictor in student exhaustion during the pandemic shutdown ($p < .05$). Meaning that students who demonstrated the resilient trait of self-efficacy did not experience mental or emotional exhaustion that negatively impacted their overall well-being compared to students who did not demonstrate resilient traits.

Similarly, Zhu et al. (2021) pointed to the importance of positive teacher-student relationships in promoting and developing resilience in elementary students ($p < .05$). Additionally, Zhu et al. (2021) found that resilience negatively predicted mental health issues for elementary students ($p < .001$) and secondary students ($p = .012$). Ultimately, student resilience was a statistically significant predictor of mental health for all students in the study conducted by Zhu et al. (2021). These findings were supported by Chouhan (2023), who, in a study on 60 college students in India, found that students who demonstrated resilient traits were statistically more likely to have positive mental health outcomes ($p < .01$). Chouhan (2023) pointed to the fact that resilient traits are closely correlated with phycological well-being, positive interpersonal-relationships, optimism, and grit which all factor into positive mental health outcomes.

Resilience and Emotional Health

In a quantitative study on college students' emotional regulation, Moumne et al. (2020) sought to measure the relationship between adverse life events and healthy emotional regulation. Participants ($n = 483$) responded to a variety of Likert-scaled surveys related to emotional controllability, emotional regulation, stress, well-being, and emotional dysregulation (Moumne et al., 2020). Responses related to emotional regulations fell into one of three clusters, where cluster one represented adaptive emotional regulation traits (acceptance, reappraisal, positive refocusing, planning, and perspective; Moumne et al., 2020). Cluster two represented maladaptive emotional regulation strategies (self-blame, other-blame, rumination, and catastrophizing), and cluster three represented responses that demonstrated low levels of adaptive and maladaptive emotional regulation traits (Moumne et al., 2020). The effect of nine emotional regulation traits (acceptance, reappraisal, refocusing, planning, perspective, self-blame, other blame, rumination, and catastrophizing) was statistically related to cluster membership ($p < .001$).

Moumne et al. (2020) found a statistically significant link between each cluster and the respondents' reported stress, well-being, and emotional distress levels. Those respondents who were identified as adaptive, in cluster one, demonstrated less stress and higher levels of well-being; those identified as maladaptive, in cluster two, demonstrated higher stress and lower levels of well-being; while those identified as low adaptive/maladaptive, in cluster three, reported moderate stress and well-being ($p < .001$; Moumne et al., 2020). In addition, Moumne et al. (2020) found that individuals with higher emotional controllability beliefs were significantly more likely to demonstrate adaptive emotional regulation in adverse situations ($p < .001$). Ultimately, the researchers linked adaptive emotional traits to positive outcomes of reduced

stress and better well-being. Although Moumne et al. (2020) did not directly use the term resiliency in the study, the adaptive emotional traits fall within the definition of resilience as a personal asset.

Valosek et al. 2019 conducted a study that sought to evaluate the impact of the SEL curriculum on students' well-being. The researchers conducted the study on a control group of students who did not receive the targeted SEL curriculum and an experimental group who received the targeted intervention (n – 101; Valosek et al., 2019). In addition, Valosek et al. (2022) used Likert-scaled surveys completed by students' teachers to evaluate the impact of the SEL curriculum on students in the areas of decision-making based actions, goal-directed behavior, personal responsively, and relationship skills (including developing appropriate actions toward others).

Valosek et al. (2019) noted positive effects on students' behavior and verbal connections to other students, positive impacts on group management skills, and an increased ability to follow the advice of trusted adults ($p < .001$). Valosek et al. (2019) also found that students below the baseline median score of 26 showed significant increases in social-emotional improvements, increasing mean scores by over 7 points.

Valosek et al. (2019) pointed to the specific implementation of SEL as improving students' ability to self-manage in high-stress situations and positively interact with middle school students in social situations. Additionally, the researchers pointed to the importance of using teacher/adult rating scales to obtain valuable data on student social and emotional growth and seeing improvements in student behavior.

Arat and Wong (2019) conducted a quantitative study between resilience and high-risk behaviors in 405 Asian students. The researchers specifically focused on high-risk behaviors of

drug and alcohol use or dependency. The researchers used serval Likert scales to evaluate alcohol, drug, and cigarette use by adolescent students and another survey to measure resilience in youth. Arat and Wong (2019) found that higher grades ($p < .001$) and individual/personal resilience ($p = .003$) were statistically significant predictors in a lower level of high-risk behaviors. Arat and Wong (2019) suggested that increased resilience leads to increased social skills and peer support, decreasing the likelihood of high-risk behaviors. The researchers pointed to self-control and self-awareness as key resilient traits that likely impacted the decrease in risk behaviors.

In a study on 200 Indian teachers (n = 200), Kamboj and Garg (2019) sought to determine if resilient traits affected teachers' psychological and emotional health. The researchers used Likert-scaled surveys to evaluate the impact of resilient traits such as meaningfulness, perseverance, and resilience on teachers' overall emotional intelligence. Kamboj and Garg (2019) pointed to the impact of teachers with high emotional intelligence as models for students' emotional regulation. Kamboj and Garg (2019) found that perseverance, self-reliance, and emotional intelligence were all statistically significant predictors of teachers' overall psychological well-being ($p < .01$) and that the three resilient traits of mindfulness, perseverance, and self-reliance were all statistically significant predictors of emotional intelligence ($p < .01$). Kamboj and Garg (2019) suggested that the importance of teachers being able to demonstrate resilient traits for positive emotional health outcomes was important as a model for students. Teachers who experience positive emotional intelligence are likely to create an environment that fosters positive teacher/student relationships. Although the study by Kamboj and Garg (2019) did not study resilience of students directly, the findings suggest that teachers who demonstrate

resilience in professional practice and build relationships with students can model resilience for students in the academic setting.

Resilience and Students' Academic Health

Hall et al. (2022) sought to measure the linguistic responses of students to challenging STEM lessons to determine the impact of student resilience on student attitudes in an academic setting. Two groups of students from the United Kingdom, one group of 64 students demonstrated high resilience, and one group of 64 students demonstrated low resilience ($n =$ 128). Students were asked to respond to a variety of challenging STEM lessons where researchers evaluated responses for negative emotion, anxiety, anger, and sadness (Hall et al., 2022). Students from the high resilience group had statistically significantly lower mean usage in all four response categories of negative emotions, anxiety, anger, and sadness than the students from the low resilience group ($p < .06$; Hall et al., 2022). The findings by Hall et al. (2022) supported the hypothesis that students who demonstrated highly resilient traits were less likely to be deterred in academically challenging situations than those students who demonstrated low or no resilient traits. Additionally, Hall et al. (2022) found that students who demonstrated low resilience were more likely to be distracted after initially feeling negative emotions toward the lesson; these low-resilience students sought distraction as an emotional coping strategy from negative emotions related to the lesson.

Hossain et al. (2022) studied the effect of grit and resilience on academic performance, specifically for students who had reading disorders ($n = 163$). The quantitative research study utilized Likert-scale responses to measure resilience and grit in students by asking parents and teachers to respond regarding their specific students. Hossain et al. (2022) found that time was a significant factor that determined if students developed grit and resilience; the students who

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participated in the study for at least a year demonstrated increased grit and resilience on both the parent and teacher rating scales ($p < 0.001$; Hossain et al., 2022). Additionally, Hossain et al. (2022) found that students who demonstrated higher levels of grit and resilience had reduced anxiety and depression and overall better mental health ($p < 0.001$). Grit and resilience were also significantly linked to students' academic performance ($p < 0.001$) and overall quality of life increases ($p < 0.001$; Hussain et al., 2022).

Hossain et al. (2022) suggested that the study demonstrated that resilience and grit could lead to increased learning gains for students who demonstrate reading disorders. Hossain et al. (2022) found that grit and resilience had stronger associations with academic achievement in students with reading disorders was related to increasing task-focused behaviors, which many students with learning disorders lack compared to their peers. However, Hossain et al. (2022) pointed to the finding that resilience and grit take time to develop, suggesting that the longer students were exposed to learning about resilient traits, the more significant the impact that grit and resilience would have on the overall emotional, mental, and academic health of students.

In a quantitative study on resiliency and student success in first-year college students, Wilson et al. (2019) measured students' personality traits, emotional intelligence, and resiliency to determine the impact of each aspect on student success. Wilson et al. (2019) studied 277 ($n = 277$) first-year college students and used Likert scales to receive student feedback. Wilson et al. (2019) found that students who demonstrated the resilient trait of a sense of mastery were statistically more likely to have higher GPAs than those students who did not demonstrate resilient traits ($p < .001$). Similarly, students with high emotional reactivity levels who did not have resilient traits to self-regulate their emotions demonstrated negative correlations with GPA ($p < 0.001$; Wilson et al., 2019). Wilson et al. (2019) noted that individual traits did not have

nearly as much impact as when students demonstrated several successful traits in tandem. Traits like perfectionism, conscientiousness, and adaptability statistically significantly affected students' GPAs when grouped together ($p < 0.01$). Wilson et al. (2019) suggested that the highest impact on students' GPA is when protective factors/traits are grouped and can be utilized simultaneously.

In a study on the impact of resilience on student achievement in Swedish students, Thorsen et al. (2021) sought to determine how students overcame adversity and achieved academic success. Thorsen et al. (2021) broke the study's participants ($n = 1665$) into two groups. The first group demonstrated higher levels of resilience than the national average was, comprised of 493 students. The second group demonstrated was considered a non-resilient group with lower levels of resilience than the national level ($n = 1164$; Thorsen et al., 2021).

Thorsen et al. (2021) used national test scores and GPA to measure students' academic progress during the study. The researchers found that resilient traits that students in grade six demonstrated were significantly related to those traits being present in grade nine. Students from the resilient group outperformed their non-resilient peers. Thorsen et al. (2021) expected the resilient group to outperform the non-resilient group by .05 points on a nationally normed assessment, expecting the resilient group to average 12.67 points and the non-resilient group to average 12.62 points. However, the resilient group averaged 15.66 points on the assessment, an observed difference of 2.99 from the predicted score. In contrast, the non-resilience group averaged 11.53 points on the assessment, an observed difference of -1.09 points from the researchers' expectations. Thorsen et al. (2021) pointed to the statically significant correlation between students who demonstrate resilient traits and positive academic outcomes ($p < 0.001$). Further, the research conducted by Thorsen at al., (2021) points to the negative effects on

students' academic achievement when the student is categorized as not resilient. Thorsen et al.'s (2021) study demonstrated that non-resilient students underperformed academically compared to the researchers' hypothesis.

Amzil (2022) conducted a study using the ARS-30 to determine the relationship between resilience and academic achievement for Moroccan university students. Amzil (2022) found that perseverance, as a resilient trait, was a statistically significant predictor of student achievement. Students who demonstrated high perseverance saw positive correlations with student GPA ($p < .05$); similarly, students who demonstrated low perseverance saw negative correlations with student GPA ($p < .05$; Amzil, 2022). Further, Amzil (2022) found that students who demonstrated resilient traits of reflection and help-seeking attitudes had a positive correlation with GPA ($p < .05$) and that students who demonstrated negative affects and emotional responses had a negative correlation with GPA ($p < .05$). Meaning that students who demonstrated resilient traits of perseverance, reflection and of help-seeking attitudes saw increases in GPA and academic achievement. Students who did not demonstrate resilient traits had low perseverance and negative emotional responses saw reduced academic achievement and lower GPAs.

Johansson et al. (2023) studied Swedish students to determine the relationship between resilience and academic achievement. The researchers studied four groups of low socio-economic students, where three groups represented non-resilient students, and the fourth group represented resilient students ($n = 343$). In the study, the resilient group of students outperformed the other groups across all four reading measures, demonstrated less emotional distress from bullying, and a higher sense of belonging in school than the non-resilient group ($p < .05$; Johansson et al., 2023). Ultimately, the researchers pointed out that low SES students who

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demonstrate resilient traits are statistically more likely to experience academic achievement than those who do not.

Understanding which traits positively impact students' academic resilience is challenging. However, Avci (2022) set out to identify individual characteristics that help define academic resilience. Avci considered all of the following traits to be fundamental in developing academic resilience: metacognitive knowledge, expectations for the future, reading for enjoyment, attitudes towards learning at school, competitiveness, motivation to master tasks, fear of failure, subjective well-being, self-efficacy, mastery goal orientation, self of belonging at school, cognitive flexibility, and grade repetition. Avci used survey results from 214 (n = 214) students identified as academically resilient students and used a variety of Likert-scaled survey prompts to gather data about each resilience trait.

Avci (2022) found that the following traits were statistically significant predictors of academic resilience in students: students who had never been retained (p = .000), students who developed understanding (p = .000), students who could summarize (p = .000), students who could assess credibility (p = .000), students who read for enjoyment not just for school (p = .009), and students who demonstrated self-efficacy (p = .009). Avci (2022) determined that these traits were the most likely to develop academic resilience in students. Specifically, it points to grade retention, where students who were retained were so dejected by their educational experience that those students seemingly gave up.

Summary

Resilience in students has been linked to protective factors that positively impact mental health in challenging situations (Lenz, 2021; Shochet et al., 2022). Additionally, Moumne et al. (2020) found that students who demonstrated resilient traits were better able to regulate their

emotions, had more positive well-being, and demonstrated less overall stress than students who did not demonstrate resilient characteristics. Ultimately, students who demonstrated resilient traits also had positive outcomes in academic settings (Hall et al., 2020). Hossain et al. (2022) supported the findings of Hall et al. (2020) that students who demonstrated resilient traits had strong associations with academic achievement. Avci (2022) and Amzil (2022) identified key traits that help students develop resilience, Kamboj and Garg (2019) and Zhu et al. (2021) suggested that teacher relationships with students and teacher modeling of resilience in professional practice could create space for students to learn how to apply resilient traits. Whereas evidence from Shochet et al. (2021) and Valosek et al. (2019) point to the need for direct instruction of resilient traits through SEL curriculums.

Ultimately, the impact of the COVID-19 pandemic on students is far from being understood (Hamza et al., 2020) and the importance of resilience as a protective factor for students is vital to understand (Wong et al., 2023) as part of a wholistic approach by schools to address student needs and improve student outcomes (Assi & Rashtchi, 2022). Evidence from current literature suggests that developing resilience in students will promote positive outcomes in academics, emotional/behavioral, and students mental health.

III. METHODOLOGY

The purpose of the study was to evaluate the prevalence of resiliency in adolescent students as perceived by school counselors. The construct of resiliency is generally defined as the ability of students to cope well with challenges after having experienced adversity (Luo et al., 2016). Understanding the impact of resilience on students' academic performance, emotional/behavioral health, and mental health is vital to understanding how resilient traits impact students. Resilient traits in students are vital to be studied in the wake of the COVID-19 crisis, wherein students faced unprecedented mental, emotional, and academic stressors that will likely have an impact on the remainder of their educational careers.

Description of Methodology

The current study was quantitative in nature, utilizing convenience sampling of school counselors who participated in a voluntary manner. Participants in the study were delimited to any school counselors or any staff member working in an advisory role for students. Study participants were more specifically identified through a posting on a national school counselors' website, allowing for a variety of demographics of schools to be sampled.

Research Design & Methodology

The study's topic was addressed using a quantitative, non-experimental design (Edmonds & Kennedy, 2017). The specific research methodology used in the study was a survey research approach (Fraenkel et al., 2019). Survey research was selected for study purposes due to its ability to generate a considerable amount of data on a topic of research interest. Moreover,

survey research provides the advantages of scalability, flexibility, and provision of statistical

power (Jones et al., 2013).

Research Context

The research for the current study was conducted on a nationwide basis. Study

participants were defined and delimited to secondary (6th-12th grade) school counselors.

Participants were asked to complete an anonymous survey based on the ARS-30 (Appendix 1).

Moreover, study participants involved in the study were asked to complete the questionnaire

considering all students whom that counselor served.

Study Participants

Study participants were delimited to those professionals who fulfilled the role of a school

counselor, graduation coach, or similar. School counselors have a unique perspective on student

resilience, often working with students who are experiencing negative situations, and have the

job of helping students learn how to work through challenges in academics, emotions, behavior,

and mental health.

Statistical Power Analysis

Statistical power analysis was conducted at the outset of the study using the G*Power

statistical software (3.1.9.2, Universität Dusseldorf, Germany) for sample size and statistical

significance testing purposes. Using an alpha level of $p = .05$ and power index $(1 - \beta)$ of .80, an

anticipated medium response effect $(f^2 = 0.15)$ in research questions one through three would

require a sample size of 55 to detect a statistically significant finding and a sample size of 25 for

an anticipated large effect $(f^2 = .35)$ for the use of the simple linear regression. In research

question four, an anticipated medium predictive effect $(f^2 = .15)$ would require a sample size of

77 to detect a statistically significant finding and a sample size of 36 for an anticipated large effect ($f^2 = .35$) in the predictive analysis using multiple linear regression (Faul et al., 2009).

Research Instrument

The Academic Resilience Scale (ARS-30) is a tool designed to measure students' resilience in academic settings. School poses a unique setting to evaluate student resiliency because students in school regularly experience challenges, stress, and negative social interactions. Understanding if students demonstrate resilience in a school setting is essential in understanding if students regularly demonstrate traits related to resilience (Cassidy, 2016). The ARS-30 is designed with questions divided among three distinct areas for resiliency: perseverance (related to academic resilience), reflection and adaptation (related to mental resilience), and emotional response (related to emotional/behavioral resilience; Trigueros et al., 2020). Wang et al. (2020) used the ARS-30 to investigate smartphone usage/addiction and academic and psychological resilience or distress. Wang et al. (2020) found that students with higher levels of cell phone addiction demonstrated more academic and psychological distress. Additionally, the researchers found that students who experienced psychological distress likely experienced academic distress and vice-versa. In contrast, students who demonstrated resiliency related to psychological stressors likely could replicate resiliency related to academic stressors and vice-versa (Wang et al., 2020).

Validity of Academic Resilience Scale-30

All three distinct areas of the ARS-30 demonstrated internal consistency through Cronbach's alpha ($\alpha > .83$; Cassidy, 2016; Trigueros et al., 2020), demonstrating that the ARS-30 is a reliable assessment to evaluate the resilience of students in an academic setting.

Data Analysis

Preliminary Analysis

Preliminary analyses were conducted using IBM's 29th version of its Statistical Package for the Social Sciences (SPSS). Descriptive statistical analyses were used in evaluating the study's demographic information, survey response set data, and internal reliability of study participant response to survey items represented on the study's research instruments. The study's survey response data were specifically addressed using the descriptive statistical techniques of frequencies (n), measures of typicality (mean scores), variability (minimum/maximum; standard deviations), standard errors of the mean (SE_M), and data normality (skew; kurtosis).

Analysis of Research Questions

For research questions one through three, simple linear regression was used for predictive purposes. The predictive model's effect was evaluated through the interpretation of the model summary R^2 value. Predictive model viability was evaluated through the ANOVA F value. The assumptions of simple linear regression were addressed through statistical means (independence of error; normality of residuals) and visual inspection (linearity, influential outliers, and homoscedasticity).

Research Question 4

For research questions four, multiple linear regression (MLR) was used for predictive purposes. The predictive model's effect was evaluated through the interpretation of the model summary R^2 value. Predictive model viability was evaluated through the ANOVA F value. The assumptions of MLR were addressed through statistical means (independence of error; normality of residuals; multicollinearity) and visual inspection (linearity, influential outliers, and homoscedasticity).

Summary

Chapter III contains the formal reporting of the essential elements of the study's methodology. Descriptions of the study's research design, methodology, participant sample, research instrumentation, statistical power analysis, and data analysis procedures were specifically addressed in the chapter. Chapter IV contains the formal reporting of findings achieved in the study.

IV. RESULTS

The purpose of the study was to evaluate the prevalence of resiliency in adolescent students as perceived by school counselors. A quantitative, non-experimental research design was used to address the study's topic. A survey research methodology represented the study's specific research approach. Four research questions and hypotheses were stated to address the study's research problem and purpose. Descriptive and inferential statistical techniques were used to analyze study data. The following represents the formal reporting of findings achieved in the study.

Methods of Data Collection

School counselors were asked to respond to an amended version of the ARS-30 that asked them to consider their students and included a few additional demographic questions. Data in the form of responses to the ARS-30 survey were collected through a Google survey distributed to school counselors via an online school counselors' website. Respondents could answer all 35 questions or leave any responses they chose to blank at any point during the survey.

Descriptive Statistical Findings

Descriptive statistical techniques were conducted with study data in a preliminary fashion and as a segue to the reporting of findings by the research question stated. The following represents the reporting of descriptive statistical findings for demographic information, study participant response to survey items on the research instrument, and internal reliability of study participant response within survey items represented on the research instrument.

Demographic Identifying Information

The study's demographic identifying information was evaluated using descriptive statistical techniques. More specifically, the demographic identifying information was addressed using the descriptive statistical techniques of frequencies (*n*) and percentages (*%*).

Table 1 contains a summary of findings for the descriptive statistical analysis of the study's demographic identifying information of the region, school type, school level, counselor years of professional experience, economic disadvantage (ED) status, and Title I status of schools participating counselors represented.

Table 1

Descriptive Statistics Summary Table: Demographic Variables

Variable	*n*	*%*	Cumulative *%*
Region			
Rural	13	40.62	40.62
Urban	4	12.50	53.12
Suburban	15	46.88	100.00
Missing	0	0.00	100.00
School Type			
Public	29	90.62	90.62
Private	3	9.38	100.00
Missing	0	0.00	100.00
School Level			
Middle School/Junior HS	16	50.00	50.00
High School	14	43.75	93.75
Missing	2	6.25	100.00
Years Experience			
3 Years or Less	6	18.75	18.75
4 to 6 Years	5	15.62	34.38
7 to 9 Years	8	25.00	59.38
Over 9 Years	13	40.62	100.00
Missing	0	0.00	100.00
ED Status			
Non-Economically Disadvantaged	13	40.62	40.62
Economically Disadvantaged	19	59.38	100.00
Missing	0	0.00	100.00
Title I Status			
No	16	50.00	50.00
Yes	15	46.88	96.88
Missing	1	3.12	100.00

Descriptive Statistics: Areas of Resilience

Descriptive statistical techniques were utilized to assess the study's response set data within the three areas of resilience reflected using the ARS-30 research instrument. The study's survey response data using the ARS-30 research instrument were specifically addressed using the

descriptive statistical techniques of frequencies (*n*), measures of typicality (mean scores),

variability (minimum/maximum; standard deviations), standard errors of the mean (SE_M), and

data normality (skewness; kurtosis).

Table 2 contains a summary of findings for the descriptive statistical analysis of the

study's survey response set data associated with the three areas of resilience using the ARS-30

research instrument.

Table 2

Descriptive Statistics Summary Table: AR-30 Resilience Areas

ARS-30 Resilience Areas	*M*	*SD*	*n*	SE_M	Min	Max	Skew	Kurtosis
Academic Resilience	3.16	0.64	32	0.11	2.14	4.57	0.30	-0.81
Behavioral Resilience	2.91	0.56	32	0.10	2.00	4.11	0.53	-0.67
Mental Health Resilience	2.82	0.72	32	0.13	1.00	4.29	0.18	0.44

Table 3 contains a summary of findings for the descriptive statistical analysis of the

study's survey response set data associated with the three areas of resilience using the ARS-30

research instrument by participant-counselor years of experience.

Table 3

Descriptive Statistics Summary Table: AR-30 Resilience by Years of Experience

Experience/Resilience Factor	*M*	*SD*	*n*	SE_M	Min	Max	Skew	Kurtosis
3 Years or Less								
Academic	3.40	0.65	6	0.26	2.36	4.14	-0.51	-0.83
Behavioral	2.83	0.55	6	0.22	2.33	3.67	0.61	-1.26
Mental Health	2.81	0.46	6	0.19	2.14	3.29	-0.39	-1.39
4 to 6 Years								
Academic	2.86	0.98	5	0.44	2.14	4.57	1.35	0.06
Behavioral	2.78	0.69	5	0.31	2.00	3.89	0.76	-0.38
Mental Health	2.54	0.92	5	0.41	1.86	4.14	1.28	-0.04
7 to 9 Years								
Academic	3.13	0.46	8	0.16	2.43	3.64	-0.29	-1.36
Behavioral	2.94	0.33	8	0.12	2.56	3.56	0.49	-0.44
Mental Health	2.64	0.90	8	0.32	1.00	4.29	0.007	0.63
Over 9 Years								
Academic	3.18	0.61	13	0.17	2.36	4.29	0.19	-1.00
Behavioral	2.97	0.66	13	0.18	2.22	4.11	0.41	-1.18
Mental Health	3.03	0.63	13	0.17	2.00	4.29	0.47	-0.15

Table 4 contains a summary of findings for the descriptive statistical analysis of the study's survey response set data associated with the three areas of resilience using the ARS-30 research instrument by participant-counselor school level.

Table 4

Descriptive Statistics Summary Table: AR-30 Resilience by School Level

School Level/Factor	*M*	*SD*	*n*	SE_M	Min	Max	Skew	Kurtosis
Middle School/Junior HS								
Academic	2.99	0.55	16	0.14	2.14	3.93	0.18	-1.25
Behavioral	2.67	0.43	16	0.11	2.00	3.56	0.46	-0.54
Mental Health	2.68	0.82	16	0.21	1.00	4.29	0.34	0.44
High School								
Academic	3.33	0.67	14	0.18	2.36	4.57	0.16	-0.71
Behavioral	3.14	0.59	14	0.16	2.33	4.11	0.25	-1.20
Mental health	3.01	0.58	14	0.15	2.29	4.14	0.61	-0.46

Table 5 contains a summary of findings for the descriptive statistical analysis of the study's survey response set data associated with the three areas of resilience using the ARS-30 research instrument by participant-counselor Economic Disadvantage (ED) status of the school of employment.

Table 5

Descriptive Statistics Summary Table: AR-30 Resilience by Economic Disadvantage (ED) Status

ED Status/Factor	M	SD	n	SE_M	Min	Max	Skew	Kurtosis
Non-Economically Disadvantaged								
Academic	3.34	0.62	13	0.17	2.36	4.57	0.12	-0.51
Behavioral	3.12	0.57	13	0.16	2.33	4.11	0.25	-1.01
Mental Health	2.98	0.66	13	0.18	2.14	4.29	0.80	-0.37
Economically Disadvantaged								
Academic	3.03	0.63	19	0.15	2.14	4.29	0.47	-0.86
Behavioral	2.76	0.51	19	0.12	2.00	3.89	0.76	-0.19
Mental Health	2.71	0.75	19	0.17	1.00	4.29	0.01	0.44

Table 6 contains a summary of findings for the descriptive statistical analysis of the study's survey response set data associated with the three areas of resilience using the ARS-30 research instrument by participant-counselor Title I status of the school of employment.

Table 6

Descriptive Statistics Summary Table: AR-30 Resilience by Title I Status

Title I Status/Resilience Factor	M	SD	n	SE_M	Min	Max	Skew	Kurtosis
Non-Title I								
Academic	3.33	0.66	16	0.17	2.36	4.57	0.17	-0.87
Behavioral	3.14	0.56	16	0.14	2.33	4.11	0.21	-1.08
Mental Health	2.80	0.75	16	0.19	1.00	4.14	-0.32	0.75
Title I								
Academic	2.99	0.61	15	0.16	2.14	4.14	0.34	-1.11
Behavioral	2.69	0.47	15	0.12	2.00	3.67	0.72	-0.06
Mental Health	2.80	0.73	15	0.19	1.86	4.29	0.87	0.10

Internal Reliability

The internal reliability of study participant responses to the 35 survey items represented on the study's research instrument was evaluated using Cronbach's alpha (α). Using the conventions of alpha interpretation proposed by George and Mallery (2020), the internal reliability levels achieved in the study across all 35 survey items represented on the research instrument were excellent at $\alpha = .95$.

Table 7 contains a summary of findings for the internal reliability level achieved in the data produced by study participants across all 35 survey items represented on the research instrument.

Table 7

Internal Reliability Summary Table: Construct of Resilience

Scale	# of Items	α	Lower Bound	Upper Bound
Resilience	35	.95	.93	.97

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

<div align="center">

Findings by Research Question

</div>

The study's purpose and research problem were addressed through four research questions and hypotheses. The probability level of $p < .05$ represented the threshold value for findings achieved by the research question in the study to be considered statistically significant. The effect size conventions offered by Sawilowsky (2009) were used in the interpretation of effect sizes achieved in the analyses associated with the four research questions.

The following represents the reporting of findings achieved in the study by research question and hypothesis.

Research Question 1

To what degree do counselors perceive that academic resilience in adolescent students was predictive of their overall resilience?

Simple linear regression was used to assess the predictive ability of counselor perceptions of overall student resilience by perceptions of academic resilience. The assumptions of linear regression were addressed and satisfied by statistical means (independence of error, normality of residuals, and influential outliers) and visual inspection of scatter plots (linearity; homoscedasticity).

The predictive model in research question one was statistically significant (F (1,30) = 49.72, $p < .001$, $R^2 = .62$), indicating that 62.37% of the variance in counselors' overall perceptions of student resilience is explainable by perceptions of their academic resilience. Counselor perceptions of student academic resilience were statistically significantly predictive of their overall resilience ($B = 1.18$, $t_{(30)} = 7.05$, $p < .001$), indicating that on average, a one-unit increase in counselor perceptions of student academic resilience will increase the value of perceptions of student overall resilience by 1.18 units. Table 8 contains a summary of findings for counselor perceptions of student academic resilience predicting perception of student overall resilience.

Table 8

Summary Table: Predicting Counselor Perceptions of Student Overall Resilience by Perceptions of Academic Resilience

Model	B	SE	95.00% CI	β	t	p
(Intercept)	-0.71	0.54	[-1.81, 0.38]	0.00	-1.33	.19
Academic Resilience	1.18	0.17	[0.83, 1.52]	0.79	7.05	< .001

H$_a$ 1:

Perceived student academic resilience will be statistically significant in predicting overall

student resilience.

Considering the statistically significant predictive relationship between counselor

perceptions of student academic resilience and student overall resilience, the alternative,

directional research hypothesis in research question one was retained.

Research Question 2

To what degree do counselors perceive that behavioral resilience in adolescent students

was predictive of their overall resilience?

Simple linear regression was used to assess the predictive ability of counselor perceptions

of overall student resilience by perceptions of behavioral resilience. The assumptions of linear

regression were addressed and satisfied by statistical means (independence of error, normality of

residuals, and influential outliers) and visual inspection of scatter plots (linearity;

homoscedasticity).

The predictive model was statistically significant (F (1,30) = 23.86, $p < .001$, $R^2 = .44$),

indicating that 44.30% of the variance in overall perceptions of student resilience is explainable

by perceptions of their behavioral resilience. Counselor perceptions of student behavioral

resilience were statistically significant in predicting perceptions of overall student resilience ($B =$

1.14, $t_{(30)} = 4.88$, $p < .001$), indicating that on average, a one-unit increase of counselor

perceptions of student behavioral resilience will increase the value of perceptions of student

overall resilience by 1.14 units. Table 9 contains a summary of findings for counselor

perceptions of student behavioral resilience predicting perception of student overall resilience.

Table 9

Summary Table: Predicting Counselor Perceptions of Student Overall Resilience by Perceptions of Behavioral Resilience

Model	B	SE	95.00% CI	β	t	p
(Intercept)	-0.31	0.69	[-1.72, 1.10]	0.00	-0.45	.66
Behavioral Resilience	1.14	0.23	[0.66, 1.62]	0.67	4.88	< .001

H$_a$ 2:

Counselor perceptions of student behavioral resilience will be statistically significantly predictive of their overall resilience.

Considering the statistically significant predictive relationship between counselor perceptions of student behavioral resilience and student overall resilience, the alternative, directional research hypothesis in research question two was retained.

Research Question 3

To what degree were counselors' perceptions of mental health resilience in adolescent students predictive of their overall resilience?

Simple linear regression was used to assess the predictive ability of counselor perceptions of overall student resilience by perceptions of student mental health resilience. The assumptions of linear regression were addressed and satisfied by statistical means (independence of error, normality of residuals, and influential outliers) and visual inspection of scatter plots (linearity; homoscedasticity).

The predictive model was statistically significant (F (1,30) = 9.58, p = .004, R^2 = .24), indicating that 24.20% of the variance in counselor perceptions of overall student resilience is explainable by perceptions of student mental health resilience. Counselor perceptions of student mental health resilience were statistically significantly predictive of perceptions of overall

student resilience ($B = 0.65$, $t_{(30)} = 3.09$, $p = .004$), indicating that on average, a one-unit increase in counselor perceptions of student mental health resilience will increase the value of their perceptions of student overall resilience by 0.65 units. Table 10 contains a summary of findings for counselor perceptions of student mental health resilience predicting perception of student overall resilience.

Table 10

Summary Table: Predicting Counselor Perceptions of Student Overall Resilience by Perceptions of Mental Health Resilience

Model	B	SE	95.00% CI	β	t	p
(Intercept)	1.17	0.61	[-0.08, 2.42]	0.00	1.92	.07
Mental Health Resilience	0.65	0.21	[0.22, 1.08]	0.49	3.09	.004**

**$p < .01$

H₄ 3:

Counselor perceptions of student mental health resilience will be statistically significantly predictive of their overall resilience.

Considering the statistically significant predictive relationship between counselor perceptions of student mental health resilience and student overall resilience, the alternative, directional research hypothesis in research question three was retained.

Research Question 4

Considering the three resilience traits identified for study purposes (academic resilience; behavioral resilience; and mental health resilience), which was most predictive of counselor perceptions of overall student resilience?

Multiple linear regression (MLR) was used to assess the predictive ability of counselor perceptions of student academic resilience, behavioral resilience, and mental health resilience for perceptions of student overall resilience. The assumptions of MLR were addressed and satisfied

by statistical means (independence of error, normality of residuals, multicollinearity, and influential outliers) and visual inspection of scatter plots (linearity; homoscedasticity).

The predictive model was statistically significant (F (3,28) = 15.91, $p < .001$, $R^2 = .63$), indicating that 63.03% of the variance in counselor perceptions of overall student resilience is explainable by the confluence of counselor perceptions of student academic resilience, behavioral resilience, and mental health resilience. Counselor perceptions of academic resilience were statistically significantly predictive of perceptions of overall student resilience (B = 1.20, t $_{(28)}$ = 3.45, p = .002), indicating that on average, a one-unit increase of counselor perceptions of student academic resilience will increase the value of student overall resilience by 1.20 units. Table 11 contains a summary of findings for counselor perceptions of student academic resilience, behavioral resilience, and mental health resilience in predicting perceptions of student overall resilience.

Table 11

Summary Table: Predicting Overall Student Resilience by Perceptions of Academic Resilience, Behavioral Resilience, and Mental Health Resilience

Model	B	SE	95.00% CI	β	t	p
(Intercept)	-0.74	0.60	[-1.98, 0.50]	0.00	-1.22	.23
Academic	1.20	0.35	[0.49, 1.91]	0.81	3.45	.002**
Behavioral	0.10	0.34	[-0.59, 0.80]	0.06	0.31	.76
Mental Health	-0.13	0.21	[-0.56, 0.31]	-0.10	-0.60	.55

$**p < .01$

H$_a$ 4

The resilience trait of academic resilience will represent the most robust, statistically significant predictor of overall perceptions of resilience.

Considering the statistical significance of counselor perceptions of student academic resilience for perceptions of overall student resilience in the predictive model, the alternative research hypothesis in research question four was retained.

Summary

Chapter IV contained the formal reporting of the study's findings. An excellent level of internal reliability was achieved using the ARS-30 research instrument in addressing the study's construct of resilience. Counselor perceptions of student academic resilience, behavioral resilience, and mental health resilience were individually statistically significant in predicting perceptions of overall student resilience. Using the MLR predictive modeling technique, counselor perceptions of student academic resilience represented the most robust, statistically significant predictor of student overall resilience. Chapter V contains the discussion of the study's findings, as reported in Chapter IV.

V. DISCUSSION

The purpose of this non-experimental quantitative study was to evaluate the prevalence of resiliency in adolescent students as perceived by school counselors. Resiliency is generally defined as the ability of students to cope well with challenges after having experienced adversity (Luo et al., 2016). Understanding the impact of resilience on students' academic performance, social/emotional health, and mental health is vital to understanding how resilient traits impact students. Resilient traits in students are vital to be studied in the wake of the COVID-19 crisis, in which students faced unprecedented mental, emotional, and academic stressors that will likely have an impact on the remainder of their educational careers.

Review of Methodology

The current study was quantitative and non-experimental by research design, utilizing a non-probability convenience sample of participants comprised of and delimited to school counselors. Participants were identified through a formal posting on a national school counselors' website allowing for a variety of demographics of schools to be sampled. Participants were asked to complete an adjusted version of the ARS-30 scale and answer select demographic questions.

Discussion by Research Question

Research questions one through three were stated to eluate the predictive abilities of the three identified resilient areas measured by the ARS-30 research instrument for perceptions of overall resilience.

In research question one, study participant perceptions of students' academic resilience represented the independent variable in the predictive model for perceptions of overall perceptions of resilience. As a result, perceptions of academic resilience were statistically significant in predicting overall resilience using a simple linear regression statistical technique. The predictive model for academic resilience accounted for 62.37% of the explained variance in perceived overall resilience by study participants.

Additionally, the survey items related to academic resilience (Factor 1 in the ARS-30) are the only items to reflect a mean average above 3 on the research instrument's 5-point Likert scale, indicating that academic resilience is the most prominent resilient trait among respondents. Unsurprisingly, academic resilience plays a significant role in measuring overall resilience in the academic setting since educators are focused upon improving students' academic performance as the educational system's primary objective. As a result, school staff are likely to notice student academic resiliency more easily than school staff might notice behavioral/emotional resilience or mental health resilience. However, when asked if students demonstrated decreases in academic achievement over the last three years, 80% of respondents agreed or strongly agreed (Appendix B). Nevertheless, academic resilience, although the most prominent resilient trait in students, is still only observable in 60% of American students according to respondents in the current study.

The current study's findings appear to support the findings of Hall et al. (2022) that academic resilience plays a role in students' overall resilience in coping with negative emotions. Further, the findings support the findings of Hossain et al. (2022) that students who demonstrate academic resilience are more likely to demonstrate other resilient traits in other areas of life. The current study adds to the professional literature in affirming the work of both Hall et al. (2022) and Hossain et al. (2022) on the role academic resilience fulfills in student overall resilience and

academic success, demonstrating a statistically significant link between academic resilience in American adolescent students and students' overall resilience. Students who can develop and practice the skills of academic resilience are more likely to be able to apply the same resilience skills in other areas.

Research Question 2

The focus of research question two was upon student participant perceptions of student behavioral/emotional resilience in predicting of overall perceptions of resilience. Study participant perceptions of behavioral resilience were statistically significant in predicting perceptions of overall resilience, with over 44% of the variance in perceptions of overall resilience explainable by perceived levels of students' behavioral/emotional resilience. The lack of demonstrated behavioral and emotional resilience could explain the response by school counselors those students had demonstrated an increase in negative emotional outbursts and an increase in behavioral issues over the course of the last three years (Appendix B). When students are proficient in demonstrating behavioral/emotional resilience in the school setting, they are more likely to demonstrate an increased overall sense of resilience. However, because behavioral/emotional resilience traits are not demonstrated at high levels by all students, an increase in the number of behavioral/emotional outbursts was observed by school counselors. The finding in research question two would appear to add to the professional literature supportive of the role emotional/behavioral resilience fulfills in perceptions of overall resilience. Essentially, students who demonstrate emotional and behavioral resilience are more likely to develop overall resilient traits in stressful situations (Moumne et al., 2020; Valosek et al., 2019). Conversely, when students do not demonstrate emotional and behavioral resilience, they are more likely to cope through negative coping strategies and risk-taking behaviors that can lead to

increased stress (Wong et al., 2023). Students who struggle with emotional and behavioral resilience are in a cycle of increased stress, negative coping strategies, and increased risk-taking behaviors. Students who demonstrate emotional and behavioral resilience are significantly more likely to see increased benefits to emotional/behavioral health and increased overall resilience.

Research Question 3

In research question three, the focus was upon the degree to which study participant perceptions of students' resilience regarding mental health was predictive of overall perceptions of resilience. Interestingly, mental health resilience reflected the least degree of predictive effect upon study participant perceptions of overall resilience at approximately 24% of explained variance in overall perceptions of student resilience. It may be conjectured that mental health resilience and its predictive relationship to perceptions of student overall resilience is likely in that mental health resilience is perhaps the most challenging aspect of resilience to observe and measure accurately. Students may struggle with mental health issues and mask those struggles in the academic setting but, in reality, may not possess effectual strategies to promote resilience in the area of mental health. Students' struggles in coping with mental health struggles increased over the last three years according to most respondents in the study (Appendix B). Nonetheless, mental health resilience was still statistically significant in predicting study participant perceptions of overall student resilience. The current study's findings appear supportive of the findings by Lenz (2021), who posited that resilience in mental health is a positive protective factor for resilience and that resilient traits related to mental health led to improved outcomes in academic problem-solving and behavior with peers (Shochet et al., 2022).

Research Question 4

Multiple linear regression was used to evaluate the predictive abilities of each of the resilience areas (academic, behavioral, mental) for overall perceptions of student resilience. Although each of the areas was predictive of counselors' overall perception of student resilience, only academic resilience was predictive of overall student resilience as perceived by school counselors within the predictive model used to address research question four. Study participant perceptions of academic resilience in students represented the most robust, statistically significant predictor of overall resilience. The finding achieved in research question four appears supportive of the findings of Assi and Rashtchi (2022) that resilience in academic settings improves students' overall resilience, as well as, for resilience in the areas of behavior, and mental health. Moreover, the findings achieved in research question four appear supportive of the work of Thorsen et al. (2021) in which it was noted that students who demonstrate resilience in academic settings will likely have positive outcomes in other aspects related to behavior and mental health. Participants in the current study reported that students who demonstrated resilience related to academics are likely to have demonstrated overall resilience across all resilient areas being measured. The nurturance of development of student academic resilience, therefore, could plausibly represent a noteworthy pathway through which other areas of resilience might be enhanced.

Implications for Future Practice

The finding achieved in the current study would appear to provide meaningful information on the topic of secondary student resilience in the three domains of resilience identified for study purposes. Educators need to consider how resilience is demonstrated and taught to students. Focusing on developing traits related to academic resilience in students will have positive impacts on students' overall resilience. In the current study, study participants did

not perceive students as reflecting a necessarily high degree of academic resilience. Considering the study finding that academic resilience is most predictive of overall resilience, school personnel should consider strategies that nurture students in developing traits related to academic resilience. Rather than focusing on implementing a social-emotional learning curriculum, school officials need to identify key traits of academic resilience and directly teach students how to apply those traits in the educational setting. By directly teaching immediately applicable resilient traits to students, positive impacts on academic resilience will, in-turn positively impact behavioral/emotional resilience and health, mental health resilience, and academic performance (Assi & Rashtchi, 2022; Surapaneni et al., 2019; Wong et al. 2023).

Though many schools utilize social-emotional learning curriculum to teach resilience traits, these traits focus on mental and emotional resilience and improving students' mental and emotional health. Although the study confirms these are important in students' overall resilience, school staff should devote time and energy to the direct instruction of skills related to academic resilience to ensure students can build overall resilience while experiencing measurable academic success.

Finally, if educators directly focus upon developing and nurturing academic resilience in students, school staff are likely to see improvement in students' mental health and behavior as the traits in academic resilience are transitive and predictive of overall resilience.

Significance

The significance of the current study may be considered twofold in nature. First, the study's findings provide support for the notion that resiliency traits in all aspects of adolescent students' lives are connected. Students who demonstrate resilience in any of the areas (academic, mental, and behavioral) are more likely to demonstrate overall resilience, especially related to

academic resilience. Students who can develop resilient skills or traits in one aspect are likely able to utilize those skills or traits in other aspects of life in which the student faces challenges. However, and considering the study's findings in research question four, a premium should be placed upon efforts to promote and nurture the academic resilience of students as this area of resilience represented the most robust predictor of overall resilience in students.

Secondly, it is important to note the level of resilience of students perceived by study participants. Study participants, school counselors by profession, reported dramatic increases in mental health crises, negative behaviors, emotional outbursts, and decreased student academic achievement in the last three years (Appendix B). Additionally, only 26.7% of participants perceived there had been an increase in overall student resilience over the last three years (Appendix B). The report of increases in adverse outcomes in conjunction with low mean scores for resilience for all three measured areas should represent a major concern for educators.

Study Limitations

The commission of the current study reflected a few important limitations. First and foremost, the sample of study participants was comprised of school counselors and not the students themselves. In a sense, study data were achieved by proxy regarding the matter of student resilience via their school counselors. Secondly, data were collected at one point in time without consideration of changes that may occur in perceptions of resilience over a series of benchmarks during a school year.   Thirdly, the survey was administered in April-July of 2023. This time frame is one of the busiest times and most challenging within the school calendar and may have resulted in less participation in the research survey than expected and possible skewing of participant perceptions of student resilience. Fourthly, the ARS-30 is specifically designed to measure resilience in an academic context and could skew results toward academic resilience.

And finally, the use of a structured response Likert-type research instrument limited the acquisition of deeper and richer information on the study's topic that may have been achieved through a qualitative research approach.

Recommendations for Future Research

Considering the importance of the topic of the current study in contemporary schooling, future research would appear warranted. Future studies on the topic of student resilience could be conducted from the perspective and voice of adolescent students themselves. Moreover, a comparison of student perceptions of their resilience and counselor perceptions of their resilience would provide a deeper, more meaningful perspective on the topic and perhaps corroborate or confirm perceptions of resilience through the lens of both student and counselor.

Future research devoted to the construct of academic resilience would appear to be beneficial to practitioners in the field of education. Specifically, disaggregating elements of the construct could possibly shape preservice efforts at colleges and universities in developing strategic instructional strategies that better facilitate and nurture academic resilience.

A replication of the current study with a more expansive sample of participants would appear meaningful. The sample of participants in the current study was accessed on a non-probability basis. Future studies that would represent a broader, more inclusive sampling approach would allow for a more accurate representation of the study's topic as well as for a more randomized sampling approach that would promote the generalization of study findings.

A qualitative research design in future research endeavors on the topic of student resilience could also provide a deeper, richer perspective on the topic of student resilience through a more open-ended approach in obtaining perceptions of student resilience. Case studies, open-ended interviews, and focus groups could possibly represent how future research is

conducted on the topic of student resilience that would deepen and enrich our understanding of the topic in contemporary schooling.

Conclusion

Helen Keller once noted that character cannot be developed in ease and quiet, but rather through experience of trial and suffering can the soul be strengthened, ambition be inspired, and success achieved. Resilience is at the heart of Keller's assertion and continues to represent a relevant, highly valued commodity for students in contemporary schooling. The current study was designed to evaluate the degree to which students were perceived to be resilient and the predictive effect specific domains of resilience might be predictive of overall resilience. The findings achieved in the study highlighted the important role that perceptions of academic resilience fulfill in predicting perceptions of overall resilience and the need for more research on the topic if students are to develop sufficient resilience in meeting the challenges associated with contemporary schooling.

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Appendix A

Copy of survey distributed to participants

Perceived Resilience in Adolescent American Students

PARTICIPANT INFORMATION

SOUTHEASTERN UNIVERSITY

Title: Perceived Resilience in Adolescent American Students

Investigator(s):   Dr. Sarah Yates, Southeastern University

Dr. Thomas Gollery, Southeastern University

Steffan Larson, Southeastern University

Purpose: The purpose of the research study is to evaluate the prevalence of resiliency in adolescent students as perceived by school counselors.

What to expect: This research study is administered online. Participation in this research will involve the completion of one questionnaire. The questionnaire will ask you to consider the students you serve. You will be asked some basic demographic data about the school in which you work. Most of the survey questions will be focused on student resilience in the academic setting. You may skip any questions that you do not wish to answer. You will be expected to complete the questionnaire once. It should take you about 15 minutes to complete.

Risks: There are no risks associated with this project which are expected to be greater than those ordinarily encountered in daily life.

Benefits: There are no direct benefits to you. However, you may gain an appreciation and understanding of how research is conducted.

Compensation: You will not be compensated for participation in this current study.

Your Rights and Confidentiality: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time.

Confidentiality: The records of this study will be kept private. Any written results will discuss group findings and
will not include information that will identify you. Research records will be stored on a password-protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Data will be destroyed five years after the study has been

completed.

You may contact any of the researchers at the following email addresses, should you desire to discuss your participation in the study and/or request information about the results of the study: STEFFAN LARSON, SRLARSON@SEU.EDU; DR. SARAH YATES, SYATES@SEU.EDU

If you have questions about your rights as a research volunteer, you may contact the IRB Office IRB@seu.edu

If you choose to participate: Please, click NEXT if you choose to participate. By clicking NEXT, you are indicating that you freely and voluntarily and agree to participate in this study and you also acknowledge that you are at least 18 years of age.

To complete the survey please respond to each question. There will be two sections related to the survey:

1. In section one, you will be asked to respond to 30 Likert Scale questions related to student resilience adapted from the Academic Resilience Scale-30 (ARS-30).
2. In the second section, you will be asked for some demographic data about the school in which you work. Once completed please submit your survey.

Once you have completed the survey click "Submit" and your answers will be added to this research project. Completion of the questionnaire is considered consent for participation in the current research study.

It is recommended that you print a copy of this consent page for your records before you begin the study by clicking below.

Resilience Survey Adapted from the ARS-30

Please read the following situation below and respond based on how you believe the majority of your students would respond to this particular situation:

Your student has received a grade for a recent assignment and it is a 'fail'. The grades for two other recent assignments were also poorer than the student would want as they are aiming to get as good a degree as they can because they have clear career goals in mind and don't want to disappoint their family. The feedback from the teacher 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 teachers who grades your other two assignments.

Read each statement below and select between 1 (Strongly Disagree) and 5 (Strongly Agree) to best reflect how your students would react.

1.   1. My students would not accept the teacher's feedback

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

2.   2. My students would use the feedback to improve their work

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

3. 3. My students would just give up

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

4. 4. My students would use the situation to motivate themselves

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

5. 5. My students would change their career plans

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

6. 6. My students would probably get annoyed

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

7.   7. My students would begin to think their chances of success in college would be poor

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

8.   8. My students would see the situation as a challenge

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

9.   9. My students would do their best to stop thinking negative thoughts

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

10.   10. My students would see the situation as temporary

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

11.   11. My students would work harder

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

12.   12. My students would probably get depressed

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

13.   13. My students would try to think of new solutions

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

14.   14. My students would be very disappointed

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

15.   15. My students would blame the teacher

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

16.   16. My students would keep trying

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

17.   17. My students would not change their long-term goals and ambitions

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

18.   18. My students would use their past success to help motivate themselves

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

19.   19. My students would think their chances of getting the job they want would be poor

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

20.   20. My students would start to monitor and evaluate their achievements and effort

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

21.   21. My students would seek help from their teachers

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

22.   22. My students would give themselves encouragement

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

23.   23. My students would stop themselves from panicking

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

24.   24. My students would try different ways to study

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

25.   25. My students would set their own goals for achievement

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

26.   26. My students would seek encouragement from their family and friends

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

75

27.   27. My students would try to think more about their strengths and weaknesses to help them
       work better

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

28.   28. My students would feel like everything was ruined and was going wrong

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

29.   29. My students would start to self-impose rewards and punishments depending on their
       performance

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

30.   30. My students would look forward to showing that they could improve their grads

Mark only one oval.

	1	2	3	4	5	
Stro	○	○	○	○	○	Strongly Agree

31.   31. My students demonstrate overall resilience

Mark only one oval.

	1	2	3	4	5	
Stro	○	○	○	○	○	Strongly Agree

Demographic Questions

Please answer a few demographic questions to help the researchers better understand the make up of your school and student resilience.

32.   32. My students have had an increase in mental health crises over the last three years

Mark only one oval.

	1	2	3	4	5	
Stro	○	○	○	○	○	Strongly Agree

33.   33. My students have demonstrated a decrease in academic success over the last three years

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

34.   34. My students have demonstrated an increase in negative behaviors or emotional outbursts the last three years

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

35.   35. My students' overall resilience has increased over the last three years

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

78

36. 36. My school is

Mark only one oval.

◯ Public

◯ Private

◯ Chater

37. 37. My school is

Mark only one oval.

◯ Urban

◯ Suburban

◯ Rural

38. 38. My school is a Title I school

Mark only one oval.

◯ Yes

◯ No

39. 39. My school is a

Mark only one oval.

◯ Middle School/Junior High School

◯ High School

40.   40. The majority of our students come from

Mark only one oval.

◯ Economically disadvantaged homes

◯ Middle Class homes

◯ Upper class homes

41.   41. I have been working in my position for

Mark only one oval.

◯ 3 years or less

◯ 4-6 years

◯ 7-9 years

◯ longer than 9 years

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Google Forms

Responses to Questions about Students Performance

The following images are responses to questions related to students' performance in key areas related to the areas of resilience.
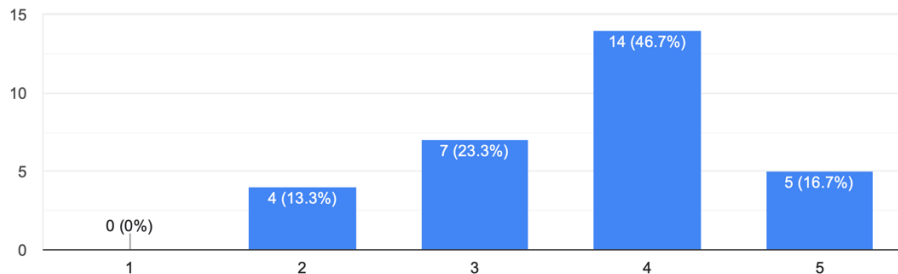
Survey question 32 asked respondents if students within their respective schools demonstrated an increase in mental health crisis over the last three years, to which 80% of respondents agreed or strongly agreed with that statement.

32. My students have had an increase in mental health crises over the last three years
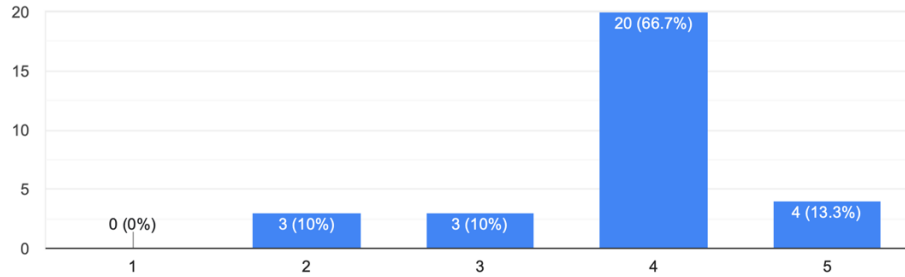30 responses
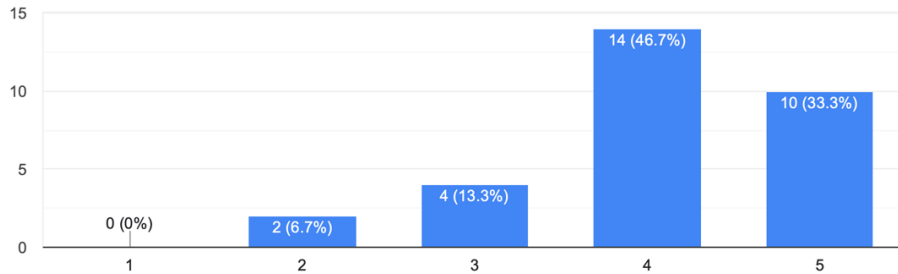
Survey question 33 asked respondents if students within their respective schools demonstrated a decrease in academic success over the last three years, to which 63.4% of respondents agreed or strongly agreed.

33. My students have demonstrated a decrease in academic success over the last three years
30 responses

Survey question 34 asked respondents if students within their respective schools demonstrated an increase in emotional outbursts or negative behaviors over the last three years, to which 80% of respondents agreed or strongly agreed.

34. My students have demonstrated an increase in negative behaviors or emotional outbursts in the last three years
30 responses

Survey question 35 asked respondents if students within their respective schools demonstrated an increase in overall resilience over the last three years, to which 26.7% of respondents agreed or strongly agreed.

35. My students' overall resilience has increased over the last three years
30 responses