GENDER-BASED PRE-SERVICE TEACHERS' ACADEMIC RESILIENCE

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Abstract

Academic resilience is an important factor in determining student success. Any disparities that may exist between male and female students in the English education program are important in order to ensure that all students have equal opportunities for academic success. An academic resilience adaptation questionnaire was employed in this quantitative study with third-semester English education program students. Despite being a smaller percentage of the third semester English education program population, this study indicated that more male students have a high level of academic resilience. Another finding was that male and female students share a similar percentage of students who had low levels of academic resilience. The results of this study support the findings that show gender has an effect on academic resilience.

Keywords: Academic Resilience; Gender; Pre-Service EFL Teacher

Abstrak

Ketahanan akademik adalah faktor penting dalam menentukan keberhasilan mahasiswa. Setiap perbedaan yang mungkin ada antara mahasiswa laki-laki dan perempuan dalam program pendidikan Bahasa Inggris penting untuk memastikan bahwa semua mahasiswa memiliki kesempatan yang sama untuk mencapai kesuksesan akademis. Kuesioner adaptasi ketahanan akademik digunakan dalam studi kuantitatif ini dengan melibatkan mahasiswa program Pendidikan Bahasa Inggris semester tiga. Meskipun secara persentase lebih kecil dari populasi mahasiswa program Pendidikan Bahasa Inggris semester tiga, studi ini menunjukkan bahwa lebih banyak mahasiswa laki-laki memiliki tingkat ketahanan akademik yang tinggi. Temuan lainnya adalah bahwa mahasiswa laki-laki dan perempuan yang memiliki tingkat ketahanan akademik yang rendah memiliki persentase sama. Hasil penelitian ini mendukung temuan yang menunjukkan bahwa gender memiliki pengaruh terhadap ketahanan akademik.

Kata kunci: Ketahanan Akademik; Gender; Calon Guru Bahasa Inggris

INTRODUCTION

Academic resilience has become a crucial factor in determining the success of English education students in completing their studies. Among various academic challenges such as the demands of mastering a foreign language, complex assignments, and adapting to university learning methods, the ability to bounce back from failure and persevere through difficulties becomes very important. Studies on academic resilience among English education students are becoming increasingly relevant, especially considering the high levels of stress and anxiety experienced by students in the process of learning a foreign language.

Previous studies have shown that academic resilience has a positive correlation with academic achievement (Kardaş et al., 2022; Martin & Marsh, 2009) and the psychological well-being of students (Bittmann, 2021; Lou & Noels, 2020; Talaie & Raeisoon, 2024). However, the majority of existing studies focus more on academic resilience in general, without considering the specific context of foreign language learning, which has unique characteristics and challenges. Moreover, gender factors in the academic resilience of English education students remain a topic that requires further exploration.

Resilience is defined as the ability to overcome chronic challenges, pressures, and difficulties in the academic context (Erdogan et al., 2015). In the context of foreign language learning, academic resilience encompasses the ability to overcome failures in language mastery, language anxiety, and various obstacles in the learning process. Martin and Marsh (2009) identifies five main factors that influence academic resilience: self-confidence, control, commitment, composure, and coordination.

Although there has been much research on academic resilience, there are several gaps that need to be addressed. First, the majority of previous research has focused more on the general student population (Hartley, 2010; Kardaş et al., 2022; Yang, 2015), while the specific context of English education students has yet to be thoroughly explored. Second, studies on gender differences in academic resilience show inconsistent results (Amoadu et al., 2024; Duan et al., 2024; Ebulum & Chidiobi, 2016; Kodariyah, 2024). Some studies have found that female students have higher levels of academic resilience, while other studies show the opposite or do not find significant differences.

In the context of gender, previous research has shown differences in how men and women face academic challenges (Jillani et al., 2023; Kodariyah, 2024). Female students tend to use emotion-oriented coping strategies and seek social support, while male students are more likely to use problem-oriented strategies. However, how these differences affect academic resilience in the context of English language learning is still not well understood.

Survey studies on the academic resilience of English education students are important to fill this research gap and provide a more comprehensive understanding of how gender can affect academic resilience in the context of foreign language learning. The results of this study can provide practical implications for the development of more effective academic support programs tailored to the specific needs of students based on their gender.

METHOD

This research uses a quantitative descriptive method with a survey approach to analyze the role of gender in students'

academic resilience. Data collection was carried out through the distribution of structured questionnaires adopted Cassidy (2016) to the population of 3rd semester English education department students. The research instrument consists of a questionnaire on the variable of academic resilience measured using a 1-5 Likert scale, covering aspects of academic persistence, emotion regulation, and the ability to adapt to academic challenges. The collected data were then analyzed using descriptive statistics to compare the levels of academic resilience between male and female students.

FINDINGS AND DISCUSSION

The data analysis started by providing criteria of students' level of academic resilience. The criteria were as follow:

Table 1: Criteria of Pre-service students' academic resilience

No.	Interpretation	Score
1	High	50-75
2	Moderate	25-49
3	Low	0-24

Using the previous criteria, the data were then presented in two graphs. Graph 1 shows the profile of male pre-service students' academic resilience.
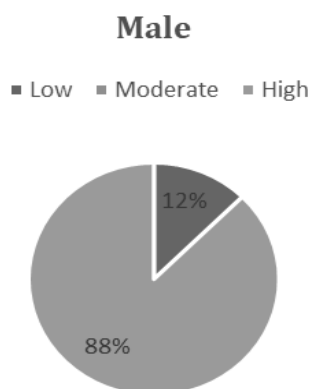
Graph 1: Profile of male pre-service students' academic resilience

Based on the analysis results, it was found that 88% of male students scored high in academic resilience. Whereas 5% of male students scored low in academic resilience. No male students scored moderately in academic resilience.
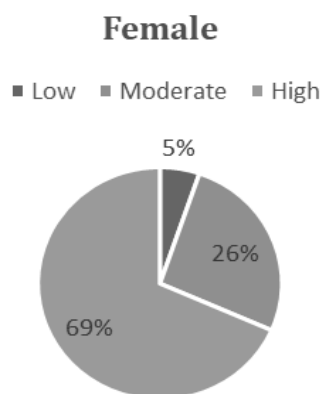
Graph 2. Profile of female pre-service students' academic resilience

Based on the analysis results, it was found that 69% of female students scored high in academic resilience. Meanwhile, 26% of female students scored low in academic resilience. There are 5% of female students who scored moderate in academic resilience. The findings showed that female student's academic resilience was distributed in all level of academic resilience unlike male population.

Based on the findings, the majority of male students have a high level of academic resilience. The results of this study support the findings of other research (Erdogan et al., 2015; Kodariyah, 2024) that show gender has an effect that show gender has an effect on academic resilience. Yet, male and female students share the similar percentage of students who had a low level of academic resilience. The difference in proportion of academic resilience between male and female students may be due to the gap in the students' total. Since there were more females in the class (2.4:1), the findings of this study would

have been different if it had been carried out with a larger sample size. The fraction of the sample size may be the reason for the unequal distribution of academic resilience levels among male students. This suggests that gender does play a role in academic resilience, as the disparity in sample size may have skewed the results. It is important to consider the demographics of the study population when drawing conclusions about the impact of gender on academic resilience. Future research with a more balanced sample size could provide further insights into the relationship between gender and academic resilience.

Further research could explore the specific factors that contribute to differences in academic resilience between male and female students. Understanding these factors could help educators tailor interventions to better support students of all genders in developing their academic resilience. Another limitation of the study was that it was only conducted in one study program. Considering replication of the study in multiple study programs can be a way to determine if the findings are consistent across different academic environments and disciplines. This would provide a more comprehensive understanding of how gender impacts academic resilience in higher education settings.

Additionally, exploring the role of other factors, such as stress and academic outcomes (Ijadi-Maghsoodi et al., 2021) or dropout prevention (Hartley, 2010), could provide a more comprehensive understanding of the factors that influence students' ability to overcome academic challenges. These limitations present an opportunity for further research. Further research can be conducted to identify other factors that may influence the level of academic resilience, as well as to explore differences in gender profiles in different contexts. Thus, it will provide a more comprehensive understanding of how gender and other factors interact in influencing students' academic resilience.

The findings of this study can help educational institutions create more effective ways for improving students' overall academic resilience, even though the study only revealed just a small percentage of students with low academic resilience. Educational institutions can help students develop their academic resilience more successfully if they have a better grasp of these variables. Teachers can customize their support services to meet the unique requirements of various student populations by considering the intersectionality of gender and other variables, such as socioeconomic background and ethnicity. A more welcoming and encouraging learning atmosphere that enables every student to succeed academically can be established with the aid of this all-encompassing strategy. Finally, by giving academic resilience development top priority in all students, educational institutions can contribute to their long-term success and well-being.

CONCLUSION

Despite being a smaller percentage of the third semester English education program population, this study indicated that more male students have a high level of academic resilience. Another conclusion revealed that the number of pupils with low academic resilience was comparable for male and female students. The study's findings are consistent with the claim that gender influences academic resilience. Compared to the female students in the English education department, the male students had a greater degree of academic resilience. These results

imply that male students in the English education program may have a higher degree of academic resilience due to underlying characteristics. Further research could look into these factors and perhaps provide insight into how to help female students build their academic resilience. To further support male and female students' long-term success and program well-being, interventions could be created, especially to meet their distinct requirements.

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