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PREDICTION OF ACADEMIC RESILIENCE IN ADOLESCENTS THROUGH ACADEMIC, SOCIAL AND EMOTIONAL SELF-EFFICACY AND GENDER

Abstract: This study aimed to investigate the predictive roles of gender and self-efficacy (academic, social, and emotional) on the academic resilience of adolescents. Participants consisted of 346 adolescents (227 girls and 119 boys). Data were collected through the Academic Resilience Scale, the Self-efficacy Scale for Children, and a demographic information form, and analyzed with an independent simple t test, Pearson correlation, and multiple linear regression analysis techniques. The results showed that male adolescents achieved higher scores in academic resilience, social self-efficacy, and emotional self-efficacy. Gender, academic self-efficacy, social self-efficacy, and emotional self-efficacy in sum accounted for 49% of the variance in academic resilience. All independent variables with the exception of gender (being male) were statistically significant predictors for academic resilience in adolescents. Increases in academic, social, and emotional self-efficacy were found to lead to enhanced academic resilience.

Key words: Academic resilience, self-efficacy, adolescents.

Introduction

Educational systems aim to transfer vital knowledge and skills to students by prioritizing academic achievements, and help students develop into healthy individuals by supporting their social and emotional growth (Saylik, Saylik, & Saglam, 2021). These two domains first seem to be distinct from one another, yet when evaluated holistically, they interact. Academic achievement emerges as a concept supporting social and emotional growth, increasing self-confidence, protecting mental health in students, and is linked to coping and decision-making skills (Filippello, Sorrenti, Cuzzocrea, Nuzzaci, & Larcan, 2014). Academic failure, on the other hand, indicates that students cannot fully reflect their potential. Such students face various academic obstacles (Li & Carroll, 2017).

Academic failure is a significant aspect of a student's life and brings challenging experiences (Oyoo et al., 2018) such as gang involvement (Dishion, Nelson, & Yasui, 2005), drug use (Bachman, Schulenberg, Freedman-Doan, O'Malley, & Johnston, 2008), and lower life satisfaction (Huebner &

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Alderman, 1993). Young students might be more vulnerable to academic failure due to the rapid changes that occur during adolescence, and academic failure might provoke the emergence of various problems (Azad & Hau, 2018). Academic failure in adolescence is related to many problems, such as anxiety disorder (Khesht-Masjedi et al., 2019), depression (McCarty et al., 2008), aggressive behaviors (Azad & Hau, 2018), excessive alcohol use (Davis et al., 2018), addiction (Bergen, Martin, Roeger, & Allison, 2005), and early pregnancy (Grant & Hallman, 2008). For adolescents who need to feel a sense of belonging, academic failure appears as a factor that reduces their sense of belonging to the school and distances them from education and the school environment. Thus, school absenteeism and high dropout rates may be two consequences of academic failure (Sezgin, Kosar, Kosar, & Emre, 2016). It is therefore critical to examine academic failure, which has both individual and social consequences, especially during the adolescence years.

The COVID-19 pandemic has affected educational systems as well as health, relationships, and business life in all over the world. The United Nations Educational, Scientific, and Cultural Organization [UNESCO] (2020) has pointed out that the COVID-19 pandemic may have resulted in an increase in academic failure owing to learning loss caused by disruptions. Distance education was provided to students during the COVID-19 period (Baz, 2021; Kuhfield, & Tarasawa, 2020), however equality of opportunity among students in education could not be achieved during this period, and learning loss in students was observed as a result of economic, physical, and social conditions (Baz, 2021; Rahman, & Sharma, 2021). This situation has raised concerns and debates about the consequences of distance education. It has been demonstrated that students experienced low academic achievement (Maldonado & De Witte, 2020) and loss of motivation (Baird, Seager, Sabarwal, Guglielmi, & Sultan, 2020). Masago et al. (2020) revealed that adolescents scheduled to take national high school entrance exams after the pandemic have negative perceptions of the exams and feel unprepared. These adolescents stated that their exam anxiety increased, they were unsure about getting high grades in relevant courses, they couldn't remember the lessons they took during the process, and that their teachers were unable to complete the curriculum. Similarly, Yildiz and Vural (2020) suggested that following the pandemic, adolescents' academic achievement will decline, and they will struggle to achieve the scores they seek on national central exams in Turkey. Angrist et al. (2021) stated that learning losses experienced by third-grade students may increasingly continue until their tenth-grade year, a finding that puts into perspective the academic risks posed by the pandemic. In sum, COVID-19 demonstrated the necessity that adolescents must be ready to prevent academic failure, which can be a result of the learning losses caused by unexpected conditions. It is critical that they be resistant to the risk factors that cause academic failure and to stand prepared against them. In this context, adolescents should be provided with individual protective factors to support their strengths inside and outside the classroom.

Academic resilience can be considered one of the individual protective factors to guard against adolescents' academic failure and contribute to academic achievement (Gizir, 2004; Mwangi, Okatcha, Kinai, & Ileri, 2015). It is defined as an individual's ability to achieve and maintain academic success in the face of a variety of difficulties and risk factors (Masten & Reed, 2002). Academic resilience focuses on the learner's strengths (Jensen, Trollope-Kumar, Waters, & Everson, 2008), and refers to an individual's ability to maintain academic motivation even in stressful situations; it also helps to protect against academic failure and dropout by ensuring successful academic performance (Kennedy & Bennett, 2006). Students with high academic resilience effectively perceive and manage stress, easily motivate themselves (Beri & Kumar, 2018), and contribute to their own personal development by turning difficult situations into advantages (Mwangi, Okatcha, Kinai, & Ileri, 2015). As a result, rather than giving up, they may develop their competencies and skills by successfully adapting to stressful situations (Santhosh & James, 2013).

Academic resilience is positively associated with academic achievement (Beri & Kumar, 2018), class participation, enjoyment of school (Martin & Marsh, 2006), and school attachment (Morsunbul &

Yazar, 2021) in adolescents. On the other hand, low academic resilience leads to academic burnout (Oyoo, Mwaura, & Kinai, 2018), school burnout (Fiorilli et al., 2020), school refusal (Secer & Ulas, 2020), and test anxiety (Kapikiran, 2020). Students with high academic resilience prefer not to drop out of school, and when faced with difficulties, they put forth more effort by relying on their abilities (Lessard, Fortin, Marcotte, Potvin, & Royer, 2009). According to Bahiroh and Madjid (2022), academic resilience will be critical in increasing students' satisfaction with the learning material and overcoming learning difficulties encountered during the pandemic period, difficulties which will persist for years to come. Moreover, Kumalasari and Akmal (2021) emphasized the importance of academic resilience during periods like that of the pandemic, demonstrating that academic resilience plays a key role in reducing academic stress and increasing satisfaction from online learning.

It is obvious that increasing academic resilience in adolescents can be an important step in preventing the negative effects of academic failure, especially during unexpected conditions such as pandemics. In this context, investigating the factors that increase academic resilience can be useful. One of these factors is self-efficacy, the beliefs adolescents carry regarding their capacities for being successful in different life tasks (Chitra & Binuraj, 2022). Self-efficacy is defined as an individual's belief that she will successfully perform and regulate her inner experiences, show determination when confronted with obstacles, and make accurate, realistic, and objective assessments of self (Bandura, 1993; Rosenbaum, 1993). Furthermore, self-efficacy refers to an individual's awareness of her resources and the sense of competence she feels toward them, and is recognized as an important factor in dealing with stressful situations (Bandura, 1997). Individuals with high self-efficacy evaluate the opportunities offered by difficulties (Yildirim & Ilhan, 2010), believe that they will overcome them, and tend to make efforts to cope with problems (Meydan, 2011). They are able to motivate themselves owing to increased self-confidence (Cakir, 2009), evaluate situations more objectively and realistically, produce alternative solutions (Rosenbaum, 1993), and are more optimistic (Keskin & Orgun, 2006). Individuals with low self-efficacy, on the other hand, tend to avoid stressful and challenging situations, are less willing to pursue their goals, refuse to accept responsibility, and put forward less effort (Matsushima & Shiomi, 2003).

Self-efficacy can be evaluated as a general capacity or a more limited capacity with regard to specific issues. This study considers self-efficacy in academic, social, and emotional contexts. *Academic self-efficacy* consists of one's beliefs on fulfilling academic standards, succeeding academically, and regulating the learning process. *Social self-efficacy* is concerned with one's capacity to develop social skills and relationships with peers. *Emotional self-efficacy* refers to one's ability to regulate difficult emotions (Muris, 2001).

Recent studies conducted with adolescents showed that general self-efficacy is positively related to academic achievement (Theresya, Latifah, & Hernawati, 2018), learning motivation (Alhadabi et al., 2019), and academic resilience (Shao, & Kang, 2022), while it is negatively correlated with academic stress (Ye, Posada, & Liu, 2018). In addition, Rachmawati, Setyosari, Handarini, & Hambali (2020) revealed that general self-efficacy is the most important factor in the development of academic resilience in adolescents. In addition, an experimental study demonstrated that each general self-efficacy factor included in an intervention program for high school students at risk of failure was protective and effective in increasing adolescents' academic resilience (Mirza & Arif, 2018).

In terms of the relations between self-efficacy and academic-based variables, it becomes apparent that many studies have been focused primarily on academic self-efficacy. These studies revealed that academic self-efficacy is positively related to academic motivation (Deng, Zeng, Liang, & Qiu, 2022; Koca & Dadandi, 2019), academic performance (Zeinalipour, 2022), academic achievement (Koca & Dadandi, 2019; Zysberg & Schwabsky, 2021), academic resilience (Victor-Aigboidion, Onyishi, & Ngwoke, 2020), and school engagement (Stubb & Maynard, 2017; Zeinalipour, 2022). On the other

hand, academic self-efficacy is negatively correlated with undesired academic situations such as exam anxiety (Koca & Dadandi, 2019) and academic procrastination (Sula Atas & Kumcagiz, 2020) in high school students. Previous studies showed that social self-efficacy is positively associated with academic performance (Raskauskas, Rubiano, Offen, & Wayland, 2015) and academic resilience (Yuce, 2019). Emotional self-efficacy is negatively correlated with academic stress (Ying, You, & Guo, 2020) and educational stress (Arslan, 2017), while it is positively correlated with academic attainment (Wigelsworth, Qualter, & Humphrey, 2017) and academic achievement (Armum & Chellappan, 2015). It is obvious, therefore, that academic self-efficacy is an important determinant of desirable academic outcomes in students. However, studies focusing on social and emotional self-efficacy in the context of academic resilience are more limited, although both academic outcomes (Filippello et al., 2014) and resilience (Naglieri, LeBuffe, & Shapiro, 2013) are related to social-emotional competencies. For this reason, this study aimed to evaluate the role of academic, social, and emotional self-efficacy in predicting academic resilience *as a whole*.

Gender is a demographic variable that has been researched in academic resilience studies. Previous studies have come to inconsistent results concerning the role of gender on academic resilience. Some studies revealed that females had higher academic resilience (Olaseni, 2020; Yavuz, & Kutlu, 2016), while other studies showed that males did (Anagha & Navyashree, 2020; Ye, Strietholt, & Blomeke, 2021; Yuce, 2019). Some studies suggested that gender played little part in the academic resilience of adolescents (Grande, Berdida, Santos, Pangket, & Cabansag, 2022; Victor-Aigboidion, Onyishi, & Ngwoke, 2020). Considering the contradictory findings in the literature, this study also focused on determining the effect of gender on academic resilience. Male adolescents' academic resilience is expected to be higher in Turkiye, a country where a patriarchal culture is in place in which men are taught to be resilient and are given more support than women toward achieving academic success (Camci, 2011).

Method

Participants

The participants consisted of 346 adolescents. They were chosen using non-random convenience sampling from a city located in the Marmara region in Turkiye. A total of 67% (n=227) of participants were girls and 33% (n=119) were boys. Participants' age ranged from 12 to 18 ($M = 14.73$, $SD = 1.55$). Twelve percent (n=41) were of low socio-economic status, seventy-four percent (n=257) were of middle socio-economic status and the remainder (n=48) were of high socio-economic status. Mothers of 25% (n=86) of the participants were university graduates and the rest (n=260) had attained lower levels of education. Fathers of 32% (n=110) of participants were university graduates and the rest (n=236) had attained lower levels of education.

Measures

Demographic Information Form

This form was used to collect information regarding gender, age, socio-economic status, and education levels of parents. There were two options for gender: female and male. The age question (How old are you?) was presented in an open-ended format. Regarding socio-economic status, the adolescents were asked to choose one of three response options: (1) low, (2) middle, and (3) high. The parents' education level question was presented in a multiple-choice format with two response options: (1) My mother/father earned a bachelor's or higher degree and (2) My mother/father completed a lower education level than university.

Academic Resilience Scale

The English version of the scale, developed by Martin and Marsh (2006), was adapted into Turkish by Kapikiran (2012). The scale consisted of 6 items and was based on 7-point Likert-type scale (1=not true of me at all, 7=extremely true of me). It aimed to measure students' abilities to handle setbacks, challenges, adversity, and pressure in the academic setting. A sample item was: "I'm good at bouncing back from a poor mark in my schoolwork." The Cronbach's alpha value in the adaptation study was found to be .86. In the current study Cronbach's alpha value was calculated as .80.

Self-efficacy Scale for Children

The English version of the scale was developed by Muris (2001) and was adapted into Turkish by Telef and Karaca (2012). The scale consisted of 21 items and was based on a 5-point Likert-type scale (1=Never, 5=Very well). It was comprised of three sub-dimensions: academic self-efficacy, social self-efficacy, and emotional self-efficacy. Academic self-efficacy aims to evaluate students' perceived capabilities to master academic affairs; a sample item read: "How well can you study when there are other interesting things to do?" Social self-efficacy aims to measure students' capabilities to deal with social challenges; a sample item read: "How well can you express your opinions when other classmates disagree with you?" Emotional self-efficacy is related to students' capabilities to cope with negative emotions; a sample item read: "How well do you succeed in cheering yourself up when an unpleasant event has happened?" Cronbach's alpha values in the adaptation study were .84 for academic self-efficacy, .64 for social self-efficacy, .78 for emotional self-efficacy, and .86 for total. In the current study, Cronbach's alpha values were calculated as .85 for academic self-efficacy, .78 for social self-efficacy, .77 for emotional self-efficacy, and .86 for total.

Data Collection

The data were collected online after obtaining permission from the Ethics Committee Directorate to conduct the study. The survey form consisted of two parts. The first informed the adolescents about the aim of study, voluntary participation, and data privacy. The second included scale forms. The survey was transferred to the online environment via Google Forms, and the link for the survey was shared with the adolescents through their teachers. The data were collected in the winter semester of the 2021-2022 academic year. The survey link had been shared for three weeks, and 346 adolescents responded.

Preliminary Analysis

Data were analyzed using the SPSS 26.00 statistical package program. Before starting the analysis, the univariate and multivariate outliers were examined by calculating standardized z values and Mahalanobis distance values (Tabachnick & Fidell, 2015). It was determined that there were no outliers. In the analysis, descriptive statistics for the study variables were examined, and multiple regression analysis was performed. Assumptions of multiple regression analysis were confirmed. For normality, skewness and kurtosis values (see Table 1) and histogram and P-P plots were examined. Multicollinearity was checked by looking at the bivariate correlations (see Table 1), variance inflation factor (VIF), and tolerance statistics (see Table 2).

Findings

Table 1 presents descriptive statistics (the mean, standard deviation, minimum and maximum values, skewness and kurtosis values) for the study variables.

Table 1. Descriptive statistics (N=346)

| Variables | Min. - Max. | Mean (Sd) | Skew. | Kurt. |
|-------------------------|--------------|--------------|-------|-------|
| Academic resilience | 7.00 - 42.00 | 27.33 (7.70) | -.27 | -.55 |
| Academic self-efficacy | 8.00 - 35.00 | 21.53 (5.73) | .04 | -.76 |
| Social self-efficacy | 7.00 - 35.00 | 23.37 (5.61) | -.39 | -.31 |
| Emotional self-efficacy | 7.00 - 35.00 | 19.84 (5.77) | .06 | -.66 |

Table 2. Correlations between variables

| | 1 | 2 | 3 | 4 | 5 |
|----------------------------|------|------|------|------|---|
| 1.Gender (male) | 1 | | | | |
| 2.Academic resilience | .17* | 1 | | | |
| 3.Academic self-efficacy | .01 | .60* | 1 | | |
| 4.Social self-efficacy | .15* | .46* | .36* | 1 | |
| 5. Emotional self-efficacy | .32* | .52* | .36* | .41* | 1 |

*p<.05

Table 2 presents zero-order correlations among the study variables in which gender (male) positively correlated with academic resilience ($r=.17, p<.05$), social self-efficacy ($r=.15, p<.05$), and emotional self-efficacy ($r=.32, p<.05$). Positive correlations also were found among academic resilience and academic ($r=.60, p<.05$), social ($r=.46, p<.05$), and emotional ($r=.52, p<.05$) self-efficacy. Academic self-efficacy was found to correlate positively with social ($r=.36, p<.05$) and emotional ($r=.36, p<.05$) self-efficacy. Finally, a positive correlation was determined between social and emotional self-efficacy ($r=.41, p<.05$).

Table 3. Tolerance and VIF values of predictor variables

| | Tolerance | VIF |
|-------------------------|-----------|------|
| Gender | .88 | 1.13 |
| Academic self-efficacy | .80 | 1.25 |
| Social self-efficacy | .78 | 1.29 |
| Emotional self-efficacy | .70 | 1.42 |

Table 4. Results of multiple linear regression analysis

| | B | SE B | β | t | p | F | ΔR^2 |
|-------------------------|------|------|---------|-------|-------|-------|--------------|
| Constant | 1.55 | 1.52 | | 1.02 | .31 | | |
| Gender | .78 | .67 | .05 | 1.17 | .24 | | |
| Academic self-efficacy | .58 | .06 | .44 | 10.07 | .000* | 82.18 | .485 |
| Social self-efficacy | .25 | .06 | .18 | 4.08 | .000* | | |
| Emotional self-efficacy | .36 | .06 | .27 | 5.91 | .000* | | |

*p<.05

As can be seen in Table 4, all variables entered the equation simultaneously. The results of multiple linear regression analysis were significant ($F(4,341) = 82.18, p<.001, R^2=.491, \Delta R^2 =.485$), indicating that 49% of the variance in academic self-efficacy may be explained by academic, social, and emotional self-efficacy. Gender did not qualify as a significant predictor of academic resilience. Therefore, under investigation was whether academic resilience differed significantly by gender with the t-test, and significant gender differences were found for academic resilience ($t=-3.16, p$

=.002). Male adolescents ($M=29.12$) had higher scores in terms of academic resilience compared with their female counterparts ($M=26.40$).

Discussion

This study investigated the roles of academic, social, and emotional self-efficacy and gender in predicting academic resilience among Turkish adolescents. The findings showed that academic, social, and emotional self-efficacy, along with gender, significantly explained 49% of academic resilience. Indeed, academic, social, and emotional self-efficacy were significant predictors of adolescents' academic resilience. In the regression analysis, although it was found that gender didn't play a significant role in predicting academic resilience, the result of the independent sample t test showed that male adolescents had higher levels of academic resilience than their female counterparts.

Parallel with previous studies (Mirza & Arif, 2018; Rachmawati, Setyosari, Handarini, & Hambali, 2020; Shao & Kang, 2022), the findings revealed that high academic, social, and emotional self-efficacy lead to an increase in academic resilience. As such, students who carry positive beliefs about their abilities to fulfill academic standards, capacity for social skills, and emotion regulation (Muris, 2001) might be more capable of protecting their motivation, and achieving and maintaining academic success during difficult times (Kennedy & Bennett, 2006; Masten & Reed, 2002). Holding positive beliefs regarding academic, social, and emotional capacities may help students develop their competencies and skills through adaptation to stressful situations (Santhosh & James, 2013).

Academic self-efficacy emerged as the strongest predictor of academic resilience ($B=.58$). The current findings are consistent with previous findings showing that academic self-efficacy is positively and significantly related to academic resilience (Ahmed, Umrani, Qureshi, & Samad, 2018; Victor-Aigboidion, Onyishi, & Ngwoke, 2020). This result revealed that academic self-efficacy is an important factor in protecting academic motivation (Deng, Zeng, Liang, & Qiu, 2022; Koca & Dadandi, 2019), academic performance (Zeinalipour, 2022), achievement (Koca & Dadandi, 2019; Zysberg & Schwabsky, 2021), and the avoidance of undesired academic situations (Koca & Dadandi, 2019; Sula Atas, & Kumcagiz, 2020). Considering the adolescent developmental process, those who cannot immediately achieve their goals are more likely to lose their motivation and give up (Wulfert, Block, Santa Ana, Rodriguez, & Colman, 2002). This situation causes them to abandon their academic goals and efforts along with reducing their academic achievement and preventing them from seeing the opportunities available to them (Herndon, 2008). Despite the fact that adolescents have been observed to undergo significant losses of motivation, particularly during the COVID-19 period (Baird, Seager, Sabarwal, Guglielmi, & Sultan, 2020), it is clear that academic self-efficacy is an important source of motivation for academic achievement during periods of difficulty (Warshawski, 2022). Adolescents who consider themselves academically efficient are able to motivate themselves while maintaining focus on their academic goals (Jakesovaa, Kalenda, & Gavora, 2015). Therefore, adolescents with high academic self-efficacy have strong beliefs about completing academic tasks and responsibilities effectively and successfully, and accordingly display high academic resilience.

The second strongest predictor of academic resilience was emotional self-efficacy ($B=.36$). This finding confirmed that resilience is related to social-emotional competencies (Naglieri et al., 2013), and supported a positive relationship between emotional self-efficacy and academic achievement (Armum & Chellappan, 2015). Adolescents who are confident about their emotional control and management abilities tend to be more resilient in the face of academic challenges. One of the challenges that adolescents face is sudden emotional changes (Zins & Elias, 2006), and in fact several studies have shed light on the negative effects of anxiety, loneliness, and depression that adolescents experienced during the COVID-19 period (Branje & Morris, 2021; Rogers, Ha, & Ockey,

2021; Smirni, Lavanco, & Smirni, 2020). Adolescents who are unable to manage these changes in a healthy manner and who lack sufficient and harmonious emotional regulation skills perform poorly academically. On the other hand, those who can recognize, balance, and regulate their emotions can remain strong in the face of academic difficulties. Therefore, it can be said that emotional self-efficacy allows adolescents to excel academically.

The third strongest predictor of academic resilience was social self-efficacy ($B=.25$). This result is consistent with a previous study (Yuce, 2019). Accordingly, students who possess social skills and relationships with peers (Muris, 2001) can be more resistant in the face of academic difficulties, and thus tend to perform well academically (Raskauskas, Rubiano, Offen, & Wayland, 2015). This finding confirms that academic outcomes (Filippello et al., 2014) and resilience (Naglieri, LeBuffe, & Shapiro, 2013) are related to social-emotional competencies. Social self-efficacy had a lower effect on academic resilience than academic and emotional self-efficacy. Students' social environments change and expand, especially during adolescence, and their social skills become more important (Merrell & Gimpel, 2014). Therefore, adolescents who feel socially efficient and self-confident are more academically resilient. The limited interaction of adolescents with their surroundings, as well as less sharing with friends during the period when friendship relations became important, may be contributing factors to reduced social self-efficacy on academic resilience when compared to other variables, particularly during pandemic periods (Riiser, Helseth, Haraldstad, Torbjornsen, & Richardsen, 2020).

As a result, individuals' negative beliefs concerning their ability to complete tasks become "self-fulfilling prophecies" after a certain period of time, causing them to fail (Trent, Cooney, Russell, & Warton, 1996). However, adolescents' academic, social, and emotional efficacy beliefs, abilities, and recognitions of their weaknesses (with a focus on improving them) makes them academically strong and resilient, as obstacles to their academic achievement are removed. As such, academic, emotional, and social self-efficacy all play important roles in adolescents' academic resilience and ability to stay focused on their goals without giving up.

The findings showed that gender was not a significant predictor for academic resilience in adolescents; however, male adolescents had significantly higher academic resilience scores than females. These findings are supported by the literature. Some studies have shown that gender is not a significant predictor of academic resilience (Mills, 2021; Victor-Aigboidion, Onyishi, & Ngwoke, 2020). There are also studies showing that males have higher academic resilience (Anagha & Navyashree, 2020; Ye, Strietholt, & Blomeke, 2021; Yuce, 2019).

These findings may be traced to traditional gender roles. Traditional male and female roles may cause social, cultural, and psychological conflicts in adolescent academic life. Morales (2008) indicated that women are subjected to comments such as "First you do your housework, then you do your homework," or "You don't need to put in a lot of effort academically because guys don't like smart girls," and go on to internalize these comments and demands over time. School and academic studies appear to be impediments to females in terms of the responsibilities and traditional roles assigned to them. Beaulieu's (2016) case study, on the other hand, shed light on some of the microaggression behaviors of teachers without hostile intentions and realization toward female students. As stated in the study, the teacher only gave the word cards to the male students, not the girls, and as a result the female students may have felt ignored, uninterested, and disrespected. In addition, differences between male and female adolescents might arise from self-esteem, which is closely related to academic resilience (Kapikiran, 2012). Female adolescents' self-esteem decreases more than male adolescents during adolescence. Negative body image perceptions emerge as a factor in this (Fortman, 2006). Female adolescents compare themselves with others socially, have concerns about their appearance, and are exposed to ideal body perceptions imposed on them via social media (Burnette, Kwitowski, & Mazzeo, 2017). The reason

why female adolescents have lower academic resilience levels may be traced to negative perceptions concerning body image via social media. Female adolescents and young women's social media interactions increased during COVID-19, heightening body dissatisfaction and decreasing self-esteem (Vall-Roque, Andres, & Saldana, 2021).

On the other hand, male adolescents' academic achievements tend to be supported, and they are directed to professions such as engineering, which require physics and mathematics, and positions such as manager, where leadership roles are necessary (Camci, 2011), while females are encouraged to pursue careers that do not interfere with domestic and family responsibilities and are compatible with traditional gender roles (Gokcen & Buyukgoze-Kavas, 2018). A study comparing the findings of 34 different countries found that in societies where gender stereotypes are dominant, success in science and mathematics courses differs significantly by gender, with men outperforming women (Nosek et al., 2009). As a result, the paternalistic perspective and gender stereotypes that dominate society have a negative impact on women's interests, desires, and motivations for certain occupational groups and courses, lowering their academic achievement and performance levels (Diekmann, Eagly, & Kulesa, 2002; Steffens, Jelenec, & Noack, 2010). The adoption of gender roles, on the other hand, is one of the most fundamental developmental tasks of adolescence (Cenkseven, 2002). During adolescence, young people internalize responsibilities, expectations, and discourses, and begin to question their own valence and competence, as well, through the microaggressions they are exposed to (Morales, 2008). This circumstance may make it challenging for female adolescents to maintain academic resilience.

It is essential to consider the pandemic, as well as the learning losses caused by it, alongside the weight of gender roles. During COVID-19, female students were exposed to domestic violence (Baron, Goldstein, & Wallace, 2020), were expected to care for their siblings and the elderly (Yarrow, Masood, & Afkar, 2020), and were required to complete household chores (Azevedo, Hasan, Goldemberg, Geven, & Iqbal, 2021). Furthermore, an increase in the number of female adolescents marrying at a young age has been observed (Bangladesh Rural Advancement Committee [BRAC], 2020). Owing to these factors, female adolescents tended to remain away from education during the pandemic. As a result, female adolescents who return to school may perceive themselves as less academically resistant than their male counterparts.

Conclusion

Consequently, the pandemic's negative effects will be long-lasting, and it will take a long time for education to fully recover. Academic resilience appears to be more important than ever in order for students to adapt to its effects. It will be sure to hamper students' academic achievement moving forward (Beale, 2020). Thus, it is critical to emphasize academic resilience as a protector of adolescent academic failures, as well as academic, emotional, and social self-efficacy, particularly among female adolescents.

Limitations

Although this study yields important results, it has some limitations. The first is that it only included 346 Turkish middle and high school students. The inclusion of more adolescents and schools would improve the study's generalizability. In addition, adolescents voluntarily participated in the study, and consent forms were obtained from them. Teachers, on the other hand, provided assistance in applying the scales to the adolescents. The presence of teachers during the implementation process may have instilled in the adolescents a sense of obligation and pressure on them. Furthermore, adolescents may have wanted to demonstrate that their academic resilience was higher as a way of impressing their teachers. Another significant limitation is that the majority of the participants in the study were female adolescent girls (227 to the 119 boys). The study's findings could have been

influenced by the study's unequal gender distribution. Finally, no data about the adolescents' academic success or failure was collected during the research process.

Implications and future research

Some recommendations for researchers and field workers are listed below:

- When applying various strategies and intervention methods to increase adolescent academic achievement, school counselors can benefit from the academic resilience variable.
- Adolescents' academic, social, and emotional self-efficacy can be increased through the development and implementation of psycho-educational programs.
- During unexpected life conditions such as the pandemic, studies should be conducted to detect and compensate for learning losses. Thus, the academic resilience of adolescents who have low self-efficacy due to such losses may be increased.
- Seminars on topics such as body image, the negative effects of social comparison (De Lorenzo, Lattke, & Rabaglietti, 2021), mindful use of social media (Mahmood, Jafree, Mukhtar, & Fischer, 2021), all of which are closely related to self-efficacy, can be given to adolescents.
- Future research can be conducted with a larger sample size and gender-balanced sample groups.

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