

## Research Article

### STUDENTS' ACADEMIC RESILIENCY IN LOCAL UNIVERSITIES AND LOCAL COLLEGES IN BICOL REGION, PHILIPPINES

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#### ABSTRACT

The inadequacy of empirical evidences that examine the aspects, forms, understandings, and applications of Academic Resiliency resulted from the lack of its research interest in Higher Education Institutions. This prompted the study to focus on the Students' Academic Resiliency of Local Universities and Local Colleges in Bicol Region, Philippines. Data were collected through in-depth interviews and survey questionnaire. The descriptive and comparative method of research showed that respondents from selected Local Universities and Local colleges believed that students' academic resiliency along stress tolerance, academic motivation, and self-confidence was very satisfactory. It further showed that there is significant difference among aspects of students' academic resiliency. Additionally, enough evidence revealed that students find it difficult to communicate their school problems with their parents and they only study if there are test or quiz in school. Lastly, it was found out that oftentimes the students are afraid to stand up in public meeting to express their point of view and opinion regarding a topic.

**Keywords:** Students Academic Resiliency, Stress Tolerance, Academic Motivation, Self-confidence, Local Universities and Local Colleges.

#### INTRODUCTION

Local Universities and Local Colleges are Higher Educational institutions that are being run by local government units in the Philippines. It is created to support provinces and municipalities where it was established. It focuses primarily on providing educational assistance to the localities and identified as a major partner of other educational institutions specifically in developing the quality of life of the people. Local universities and colleges develop play a vital role in developing the creative and logical thinking capabilities of its graduates to survive the stiff global competition.

Local Universities and Local Colleges are believed to be one of the important components of the society that is responsible for preparing the people to survive and answer many problems across their time. To ensure that these educational institutions will perform their gigantic role, laws, regulations, and standards are being established. For instance, the section one and two of the 1987 Philippine Constitution Article XIV emphasized that the state shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all, and that the state shall establish, maintain, and support a complete, adequate and integrated system of education 'relevant' to the needs of the people and the society as a whole. To uphold this mandate, education sectors and curriculum developers are focusing on designing a curriculum that will fit to respond to the diverse problems and needs of the society. For example, the Republic Act 10533 known as the Enhanced Basic Education Act was designed and implemented to enable Filipino Graduates to possess sufficient mastery of basic competencies, become competent to live a meaningful life, socially aware, prepared for the world of work, globally competitive, and legally employable. Specifically, Section Five (V) under curriculum development, the law as mentioned earlier

states that curriculum shall be relevant, responsive, and research-based purposely to address basic problems of the society. At the tertiary level, the Commission on Higher Education (CHED) releases the minimum standards and guidelines on the formulation of the curriculum of the different institutions it supervised. To ensure that quality and responsive curriculum will be developed, each program should have a CHED Memorandum Order that will serve as a basis in the implementation of the program.

In the past, less attention was made to explore the academic resiliency of the students that significantly influences their academic success. Academic Resiliency are often influenced with factors like self-efficacy, support systems, adaptive coping strategies and growth mindset. Understanding the different aspects that influenced academic resiliency provide insights into how the students can ultimately contribute to overcoming academic challenges.

Researchers and curriculum experts argued that schools have universalistic and particularistic hidden aspects that enable a different environment for the students. Although some of them are visible such as syllabi, school time, and exam procedures that might be accepted universalistic, some of them are hidden such as social activities, reward systems that might be accepted particularistic. Furthermore, this curriculum also includes the norms and principles experienced by students throughout their education life. Also, Glatthorn (2000) as cited by Bilbao *et al.*, (2010) in her book Curriculum Development describes that there are seven types of curriculum operating in the school. One of which is the hidden curriculum considered not deliberately planned but may modify behavior or influence learning outcomes. Peer influence, school environment, physical condition, teacher-learner interaction, the mood of the teachers and many other factors make up this curriculum. These factors will ultimately influence the student's ability to recover from different problems and challenges that they may encounter at school. As such, considering those different aspects of Academic Resiliency might improve students' academic and non-academic success.

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## STATEMENT OF THE PROBLEM

This study focuses on the Students' Academic Resiliency of Local Universities and Local Colleges in Bicol Region, Philippines. This will answer some issues regarding the assumed differences on the aspects of Students' Academic Resiliency in Local Universities and Local Colleges. School Managers, teachers, and other personnel in the different Higher Education Institutions could also consider the results of the study in determining various aspects of students' academic resiliency that might influence the student's behavior and student's actual academic success. More specifically, this study will;

- determine the level of Students' Academic Resiliency along; Stress Tolerance, Academic Motivation, and Self-confidence; and
- test the significant difference among Aspects of Students' Academic Resiliency.

The study is anchored on the assumption that Students' Academic Resiliency were being possessed by the students in the Local Universities and Local Colleges in Bicol Region and on the hypothesis that there is significant difference among aspects of Students' Academic Resiliency. The researchers followed statistical and research standards to test their hypothesis.

## METHODOLOGY

This study used descriptive and comparative method of research. Descriptive method was used to determine the level of Students' Academic Resiliency along; Stress Tolerance, Academic Motivation, and Self-confidence. On the other hand, comparative method was used to determine the significant difference among aspects Students' Academic Resiliency.

Stratified sampling was used to determine the number of respondents that will be chosen from the selected Local Universities and Local Colleges in Bicol Region. The respondents of the study were the fourth-year students enrolled in the first semester, teachers handling subjects in the tertiary level and non-teaching employees from six (6) Local Universities and Colleges in Bicol Region. A total of fifty (50) fourth year students, fifty (50) teachers and fifty (50) non-teaching employees were surveyed and interviewed. The designed will be distributed to the respondents and selected respondents will be asked for an interview.

## RESULTS AND DISCUSSIONS

### Students' Level of Academic Resiliency

The level of Students' Academic Resiliency was interpreted and categorized according to the following indicators; needs improvement (1.00-1.79), fair (1.80-2.59), satisfactory (2.60-3.39), very satisfactory (3.40-4.19) and Outstanding (4.40-5.00).

### Level of Student Stress Tolerance

Table 1 revealed that students' level of stress tolerance has an overall weighted mean of 3.55 with a very satisfactory rating. Specifically, the students of local colleges and universities firmly believed that they could balance their work at school and home having a weighted mean of 3.72. The said parameter on the student's stress tolerance ranked first among the ten parameters with a very satisfactory rating. On the other hand, it was observed that the students find it difficult to communicate their school problems to their

parents garnering a weighted average of 3.36. This parameter ranked the lowest among the ten parameters on stress tolerance with a satisfactory rating.

**TABLE 1 LEVEL OF STUDENTS' STRESS TOLERANCE**

Parameters	Result		
	Mean	Rank	Int
1. Students can cope with financial demands of the subjects.	3.43	7	VS
2. Students can balance between work at home and studies.	3.72	1	VS
3. Students develop the ability to discuss school problems with their parents.	3.36	9	S
4. Students can cope with the expectations and demands of their parents.	3.42	8	VS
5. Students can effectively handle peer pressure.	3.58	4	VS
6. Students can deal effectively with bullies.	3.56	6	VS
7. Students can deal effectively stress related works at school.	3.57	5	VS
8. Students can effectively eliminate their boredom at school.	3.58	4	VS
9. Students can effectively handle and manage anger.	3.68	2	VS
10. Students can effectively handle their loneliness and sadness.	3.59	3	VS
<b>AVERAGE WM</b>	<b>3.55</b>		<b>VS</b>

The result implies that students can balance their work at home and studies effectively. This could be attributed on the nature and characteristics of the students in the 21st century. They are known as the multi-tasking generation having the abilities to do various task and activities at the same time. It was also observed that some of the students in local universities and local colleges were matured individual responsible enough to do their task at home and in school. Furthermore, some of them are working students sometimes in the morning and attending their classes in the evening. This situation makes them more organized and systematic in following their schedule making them a more disciplined and goal oriented individual. However, it could also be noted that the students find it difficult to communicate their school problems to their parents. This could be attributed to the very independent characteristics of the 21st century generation.

Furthermore, this is also an indication that students in local colleges and universities do not have open communications with their parents. It could be attributed to the busy schedule of the parents to provide the daily needs of the family and at the same time the very busy schedule of the students. Also, some of the students were residing in their boarding house making them far from their parents.

### Level of Students' Academic Motivation

Table 2 shows that the students' academic motivation in local colleges and universities in Bicol Region has an overall weighted mean of 3.88 with a very satisfactory rating. Specifically, the students believe that they study not only for getting high grades but for learning, garnering a weighted mean of 4.11 with a very satisfactory rating. It was ranked first among the ten parameters of students' academic motivation. On the other hand, it was observed that students' study only when there is a quiz or test in the school with a weighted mean of 3.47. It was ranked last among the ten parameters with a very satisfactory rating.

**TABLE 2 LEVEL OF STUDENTS ACADEMIC MOTIVATION**

Parameters	Result		
	Mean	Rank	Int
1. In every school task that the students do, they always do their best.	4.06	2	VS
2. Students study even when there is no quiz/test in school.	3.47	10	VS
3. Students look forward to school days.	3.76	8	VS
4. Students participate actively in class.	3.97	4	VS
5. Students do not allow their self to be discouraged by their classmate's unfavorable remarks.	3.73	9	VS
6. Students do not allow their self to be discouraged by their teachers' unfavorable remarks rather they take it as a challenge.	3.84	7	VS
7. Students are always feeling excited about learning.	3.9	5	VS
8. Students believe that they can cope with their teacher's expectation.	3.88	6	VS
9. Students believe that nothing is difficult if they spend hours learning it.	4.05	3	VS
10. Students study not only for getting high grades but for more learning.	4.11	1	VS
<b>AVERAGE WM</b>	<b>3.88</b>		<b>VS</b>

It can be inferred in the results that students in local colleges and universities in Bicol Region are studying not only to earn grades but rather to learn and be prepared for the world of work. This nature of the learner can be attributed to their openness to the idea that after graduation they will apply for their chosen field or profession. This will require skills, competitiveness, and passion for work more than the numerical grades that they will earn from their subjects. Furthermore, this can also be associated to the paradigm shift in learning implemented in the school. The recent trend in education shifted from the traditional perspective to performance-based and outcomes-based approach in learning. With this approach in learning, the students are now required to demonstrate or perform the outcomes of their learning which cannot be measured alone by their numerical grades. This could be the reason why even the approach to assessing the students learning changed from the traditional way to a more modern approach of assessing students' academic performance. However, it was also observed that the student's study more frequent if there are quizzes or test announced by the teachers. These announcements of schedule of test motivate the students to further study their lesson and consequently learning from it.

This is also a manifestation that the students are serious on their studies and they don't want to receive failing grades from their teachers especially during a test. Furthermore, this can also be attributed to the traditional perspective that learning occur when the students got high scores on a test. Lastly, this could mean that the students felt the pressure imposed by teachers in taking test or examinations.

**LEVEL OF STUDENTS SELF-CONFIDENCE**

Table 3 highlighted that the student's self-confidence has an overall weighted mean of 3.90 with a very satisfactory rating. Specifically, students take a positive attitude towards their-self having a weighted mean of 4.17. It was ranked first among the ten parameters of self-confidence with a very satisfactory rating. On the other hand, it was also observed that oftentimes the students are afraid to stand up in

public meeting to express their point of view and opinion regarding a topic with a weighted mean of 3.70. It was ranked last among the ten parameters and has a very satisfactory rating.

**TABLE 3 LEVEL OF STUDENTS SELF-CONFIDENCE**

Parameters	Result		
	Mean	Rank	Int
1. Students like their look.	4.02	4	VS
2. Students feel that they are person of worth, at least on an equal par with others.	4.03	3	VS
3. Students take a positive attitude towards their self.	4.17	1	VS
4. Students enjoy circulating and meeting new people at social gatherings.	4.13	2	VS
5. Students seldom worry about living up to the standards of others.	3.75	8	VS
6. Students are not afraid to stand up in public meeting to express their point of view regarding a particular topic.	3.70	10	VS
7. Students can bounce back quickly after serious adversity.	3.71	9	VS
8. Students do not feel nervous about meeting someone very influential or famous.	3.78	6	VS
9. Students do not ever feel self-conscious in public places in school.	3.77	7	VS
10. Students are very optimistic that I can finish their task on time.	3.95	5	VS
<b>AVERAGE WM</b>	<b>3.90</b>		<b>VS</b>

It can be inferred from the result that students in Local Colleges and Local Universities in the Bicol Region have a positive attitude towards their selves. This can be attributed to the nature and characteristics of Filipinos who are always very positive even in times of difficulties and problems. Filipinos have a positive outlook on life and considered happy people. The happiness and resilient attitude of the Filipinos are very evident despite the situations they faced in life. Also, this can be attributed to the close family ties orientation that can be observed in Filipino families. Parents and other members of the family have the feeling of accountability and responsibility on the needs of the members of the family. However, it can also be observed that students are afraid to stand up in public meeting and express their point of view and opinion regarding a topic. This can be associated with the lack of opportunities for the students to speak in the public meeting. Sometimes the students decided not to express their opinion because they are afraid to be embarrassed. Furthermore, there is a tendency that Filipino students always think of what other people will say about their opinions and public views.

**Significant Difference among Aspects of Students' Academic Resiliency**

Table 4 revealed that among aspects of students' academic resiliency, the computed F-value is 14.19 with the corresponding p-value of .0000613 which is less than .05 or 5% level of significance. The test is significant; therefore, there is a significant difference among aspects of academic resiliency.

**TABLE 4 SIGNIFICANT DIFFERENCE AMONG ASPECTS OF STUDENTS' ACADEMIC RESILIENCY**

Source	Sum of Squares	df	Mean Square	F	p-value	F Critical Value
Academic Resiliency (Among Aspects)	0.773547	2	0.386773	14.19	.0000613	3.35
Within Groups	0.73579	27				
<b>Total</b>	<b>1.509337</b>	<b>29</b>				

**Legend:** \*\* - Highly Significant (p-value < 0.01)  
\* - Significant (p-value < 0.05)

The results imply that in terms of the aspects of academic resiliency, a significant difference among each other can be observed. It was inferred that students have high self-confidence and have good outlook towards their selves. Furthermore, the students in local colleges and local universities like to meet new people and friends during social gatherings. On the other hand, it can also be observed that the students stress tolerance is considered the least among the aspects of academic resiliency. The students find it difficult to cope with the financial demands of the subjects and they don't have the openness or ability to discuss school problems with their parents. These results on the variation among aspects of academic resiliency could be associated to the unique mechanism and very personal approach of the students towards their academic resiliency. Probably, their socio-economic status, family orientation, and personality could influence their academic resiliency than the types of school they are enrolled to.

## CONCLUSIONS

The results connote that students can balance their work at school and home. Students are known as the multi-tasking generation having the abilities to do various task and activities at the same time. Mobile games can be played by the students during vacant time in school. However, it should be noted that students find it difficult to communicate and discuss their school problems to their parents, which can be attributed to the very independent characteristics of the 21<sup>st</sup> century generation. It was also observed that some of the students in Local Universities and Local colleges are matured individual and some are self-reliant and self-sustaining.

Students in Local Universities and Local Colleges in the Bicol Region were studying not only to earn grades but rather for more learning. The students are open to the idea that after the graduation they will apply for their chosen field of profession and thus will require them to acquire skills and necessary competencies for the world of work. On the other hand, it can also be noted that students only study if there are announced quiz or test.

The findings showed that students in Local universities and Local colleges in Bicol Region have a positive attitude towards their selves, but it can also be observed that students are afraid to speak in public meeting and express their point of view and opinion regarding a topic.

It was found out in the study, that there is a significant difference among the aspects of students' academic resiliency. The students demonstrate high stress tolerance wherein they can balance their work at school and home.

## RECOMMENDATIONS

It is highly recommended that teachers and school authorities should design family building and family formation programs and activities that will help and guide the students to established open communication with each other. Teachers in the Local universities and Local colleges in Bicol Region should be willing to adopt and implement modern practices in assessing students' performance. They should create an avenue of opportunities for the students to showcase their learned skills and competencies from the different subjects under the intended or formal curriculum. Also, proper scheduling of minor and major examinations should be done to give enough time for the students to become emotionally, physically, and mentally prepared for the test. It is highly recommended that the administration should create avenues of opportunities for the students to express their ideas and opinions in public meeting. There should be programs that will help the student improve their communication skills that could lead to a more developed personality.

Also, the school administration should develop a very good program for personality development that would improve the students' academic resiliency. There should be regular monitoring on the Guidance program of the university to ensure that proper guidance and help will be given to the students experiencing unavoidable problems in school and ultimately can adjust to the changing landscape of the academe. There should be spiritual programs to be designed to improve the students' appreciation of values, norms, and culture they have as Filipinos. Creation of a campus ministry office will greatly help the students to come up with the different spiritual activities that will help them to become values-oriented individuals.

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