

***IMPACT OF FAMILY CONFLICT ON ACADEMIC RESILIENCE OF
UNDERGRADUATE STUDENTS***

***Dissertation submitted to Christ College (Autonomous) in partial fulfilment of
the requirements for the award of the degree of Bachelors of Science in
Psychology***

Submitted by,

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CERTIFICATE

This is to certify that this dissertation entitled, **“IMPACT OF FAMILY CONFLICT ON ACADEMIC RESILIENCE OF UNDERGRADUATE STUDENTS ”** is a bona-fide record of research work carried out by **Ms GAYATHRI P. S, Reg. No: CCASSPY009**, during the sixth semester of B.Sc. Psychology for the academic year 2018-2021

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Examiner 1 :

Examiner 2 :

DECLARATION

I hereby declare that the dissertation work entitled “**IMPACT OF FAMILY CONFLICT ON ACADEMIC RESILIENCE OF UNDERGRADUATE STUDENTS**” is submitted to the University of Calicut, in partial fulfilment of the requirement for the award of the Degree of Bachelors of Science in Psychology is the record work done by me under the supervision of Ms Nimy P G, Head of the department, Department of Psychology, Christ College (Autonomous) Irinjalakuda. This is not formed as the basis for the award of any degree/diploma (Associate ship) fellowship or other similar title to any candidate of any university.

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“No one who achieves success does so without the help of others. The wise and the confident acknowledge this help with gratitude.”

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ABSTRACT

The study examined the impact of family conflict on academic resilience among undergraduate students. A sample of 60 undergraduate students (30 boys and 30 girls) aged from 17 to 20 years were participants of the study. The data is obtained by the method of random sampling. The brief family relationship scale (BFRS) and the academic resilience scale (ars-30) are used as measures of the study. The statistical methods used are Pearson Correlation and t-test. The results revealed that family conflict and academic resilience are negatively correlated. High family conflict decreases the academic resilience of the students. It also shows that there is no significant difference in family conflict and academic resilience among undergraduate boys and girls.

Keywords :Adolescence, family conflict, academic resilience

CHAPTER 1
INTRODUCTION

Adolescence, transitional phase of growth and development between childhood and adulthood. An adolescent is any person between ages 10 and 19. Adolescence is a stage of physical and psychological development that occurs during the period from puberty to adulthood. Physical growth and cognitive development extend into early twenties. Adolescence is usually associated with the teenage years. It is a period of multiple transitions involving education, training, employment, and unemployment, as well as transitions from one living circumstance to another.

The term adolescence comes from the Latin word 'adolescere' which means "to grow" or "to grow to maturity". Maturity means both physical and mental maturity. This period is also termed as "youth".

Adolescence is a socially constructed concept. Adolescence can be defined biologically, as the physical transition marked by the onset of puberty and the termination of physical growth; cognitively, as changes in the ability to think abstractly and multi-dimensionally; or socially, as a period of preparation for adult roles. The most important psychological and psychosocial changes in puberty and early adolescence are the emergence of abstract thinking, the growing ability of absorbing the perspectives or viewpoints of others, an increased ability of introspection, the development of personal and sexual identity, the establishment of a system of values, increasing autonomy from family and more personal independence, greater importance of peer relationships of sometimes subcultural quality, and the emergence of skills and coping strategies to overcome problems and crises.

The formal study of adolescent psychology began with the publication of G. Stanley Hall's *Adolescence* in 1904. Hall, who was the first president of the American Psychological Association, viewed adolescence primarily as a time of internal turmoil and upheaval (*sturm und drang*). He believed that adolescence was a representation of our human ancestors' phylogenetic shift from being primitive to being civilized. According to A.T. Jersild, "adolescence is a span of fears during which boys and girls move from childhood to adult mentally, emotionally, socially and physically". In India adolescence is a phase that is more difficult, particularly in terms of age. Jean Piaget describes adolescence as the stage of life in which the individual's thoughts start taking more of an abstract form and egocentric thoughts decrease. This allows the adolescent to think and reason with a wider perspective. Erik Erikson referred to the task of the adolescent as one of identity versus role confusion. Thus, in Erikson's view, an adolescent's main questions are "Who am I?" and "Who do I want to be?". Anna Freud believed that the psychological disturbances associated with youth were biologically based and culturally universal while Erikson focused on the dichotomy between identity formation and role fulfillment.

Major pubertal and biological changes include changes to the sex organs, height, weight, and muscle mass, as well as major changes in brain structure and organization. Biological changes in brain structure and connectivity within the brain interact with increased experience, knowledge, and changing social demands to produce rapid cognitive growth. Adolescents pay close attention and give more time and effort to their appearance as their body goes through changes. The thoughts, ideas and concepts developed at this period of life greatly influence one's future life, playing a major role in character and personality formation. The environment in which an adolescent grows up also plays an important role in their identity development.

Studies done by the American Psychological Association have shown that adolescents with a less privileged upbringing have a more difficult time developing their identity. Adolescents begin by defining themselves based on their membership in a group and then focus on a personal identity. When adolescents have advanced cognitive development and maturity, they tend to resolve identity issues more easily than peers who are less cognitively developed. As adolescents work to form their identities, they pull away from their parents, and the peer group becomes very important.

There are two major approaches to understanding cognitive change during adolescence. One is the constructivist view of cognitive development which is based on the work of Piaget, it takes a quantitative, state-theory approach, hypothesizing that adolescents' cognitive improvement is relatively sudden and drastic. The second is the information-processing perspective, which derives from the study of artificial intelligence and attempts to explain cognitive development in terms of the growth of specific components of the thinking process. Conflict in families can impact children in many ways and long-term exposure to conflict may be psychologically damaging. Children can be influenced by family issues like fighting in a number of ways. Some children and adolescents may act out by showing increased aggression, defiance and behavioral problems. Your child may experience depressive symptoms, such as feeling lonely or sad, or isolating themselves in their bedroom for long periods. Children exposed to parental conflict may experience feelings of anxiety or feel pressure to divide their loyalty between parents.

According to family systems theory, families are highly interdependent systems such that conflict between two family members also affects other family members. Youth are particularly vulnerable to family conflict; high levels of parent-youth and marital conflict are associated with both internalizing and externalizing mental health symptoms in children and adolescents.

Brown & Iyengar (2008) noted that adolescents who lack parental acceptance, behavioral supervision and psychological autonomy start out at a disadvantage by lacking vital skills needed to be academically successful. Adolescents gain and build upon values and academic goals based on those of their parents. Warm and healthy parent-child relationships have been associated with positive child outcomes, such as better grades and fewer school-behavior problems. When parents are supportive listeners, caring and active in their adolescents life then there is less home life stress, allowing the adolescent to have a positive and esteemed attitude towards school. Family background of the students explained more about a child's achievement than did school resources ran contrary to contemporary priorities, which were focused on improving educational inputs such as school expenditure levels, class size, and teacher quality. During adolescence, issues of emotional separation from parents arise. There is more conflict with parents and with siblings.

Conflict in a family refers to a situation whereby the smooth interaction and relation among members of a family is disrupted because of one thing or another. It can be between the two parents or between parents and their children. Conflict in a family can be as a result of lack of trust, drunkenness, lack of dialogue, lack of respect, joblessness and idleness. It comes in form of fights, quarrels, spouse battering, child abuse and child molestation. It can result in a bad atmosphere in the home, separation or even divorce. Conflicts may involve different combinations of family members: it can be conflict within the couple or between parents and children or, again, between siblings. Family conflict refers to active opposition between family

members. Because of the nature of family relationships, it can take a wide variety of forms, including verbal, physical, sexual, financial, or psychological.

First, family members are already highly emotionally attached. These emotions can quickly intensify conflict. Second, family members are involved in long-term relationships and often are required to interact with each other daily. Finally, families are often insular, obeying their own rules and resisting outside interference. Children in families with high levels of conflict are at greater risk for internalizing, externalizing, academic, and social competency problems (O'Keefe, 1994). According to Steinberg (1996), parental conflict and aggression or a conflict atmosphere in the home is related to offspring's personal or violent crimes. He asserts that conflict is a critical aspect of family functioning that often outweighs the influence of family structure on the child's development. He also reports that studies carried out have found that children's healthy and social development is most effectively promoted by love and at least some moderate parental control. Murphy and O'Farrell (1994) highlighted the view that parents play a central role in shaping the child's development through their influence. Thus if parents keep having conflicts in their homes, children are bound to be affected as they grow up. Berk (1999) asserts that problematic school performance is among the more common problems associated with child abuse and neglect. Such children often experience difficulties with social relationships, problem solving and the ability to cope with new or stressful situations.

Resiliency is a process of, or capability for, or the outcome of successful [life] adaptation despite challenging and threatening circumstances (Garmezy & Masten, 1991, p. 459). Resilience is a term used in psychology to describe the capacity of people to cope with stress and catastrophe. It is also used to indicate a characteristic of resistance to future negative events. This psychological meaning of resilience is often contrasted with "risk factors". Psychological resilience, an individual's ability to adapt in the face of adverse conditions and the mental ability to recover quickly from depression, illness or misfortune. Resilience is best described as bounce-back-ability. It is the ability to recover quickly from difficulties, adapt to life's adversities and cope with the mundane stresses of everyday living. There are four types of resilience: physical resilience, mental resilience, emotional resilience and social resilience. Physical resilience refers to our body's capacity to arise to physical challenges and maintain stamina, and recover efficiently and effectively when damaged. Mental resilience is all about thinking flexibly, being able to weigh your options, considering alternatives, conceptualising step-by-step means to reach a goal, understanding different perspectives and creatively problem-solving. Emotional resilience is connected to emotional intelligence, emotional awareness, perseverance, acceptance and optimism. Emotional resilience allows people to find positive things when circumstances seem grim. Social resilience stems from connecting with others socially. It may include catching up with a friend, working in a team, networking or getting involved with your community. Social resilience is built on trust, diversity, tolerance and respect.

Academic Resilience refers to the ability of students or researchers to make the effort to succeed despite adverse circumstances by changing existing behaviors or developing new ones, such as discipline, practice, or planning. Academic resilience means students achieving good educational outcomes despite adversity. For schools, promoting it involves strategic planning and detailed practice involving the whole school community to help vulnerable young people do better than their circumstances might have predicted. Academic resilience took more attention

between different aspects. Resilient students sustain high levels of achievement motivation and performance despite the presence of stressful events and conditions that place them at risk of doing poorly in school and ultimately dropping out of school. So the role of motivation may be central to educational resilience. External protective factors are the environmental social supports and opportunities available in the home, school, community, and peer groups, in the form of a) caring relations, b) high expectations, and c) encouragement for participation in meaningful activities. Internal protective factors are individual qualities and characteristics (skills, attitudes, beliefs, and values) associated with positive developmental outcomes. Academic resilience is an individual's struggle despite situations in which the individual can be unsuccessful or face negative life conditions, and achieving academic success throughout the education process (Alva, 1991). Wang, Haertel & Walberg (1994) suggested academic resilience as the heightened likelihood of success in school despite environment adversities brought about by early traits, conditions, and experiences. Academic resilience is a special and interesting topic for researchers who examine the ways of academic achievement for students and closely observe and analyze students' cognitive and affective processes. This is because in today's time, the definition of success has largely widened and changed. In this sense, success is explained depending on students managing their cognitive capacities efficiently, self-regulation and self-sufficiency skills (Schunk & Zimmerman, 2007). Johnson (1997) proposes that human relationships are the most critical factor in student resiliency, followed by student characteristics, family factors, community variables, and school programs. Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is the time period of human development where sudden changes take place. So, we can consider this as a crucial stage of development. A lot of physical, mental, emotional, behavioural, psychological and cognitive changes took place in this stage dramatically. A good family relationship has an important role in the students academic performance and resilience. Family conflict may cause lack of resilience which leads to less academic performance. So, it is very important to understand the factors affecting the family conflict and academic resilience of students.

The study is conducted in order to find the impact of family conflict on academic resilience of students. This study demonstrates how problems in a family can affect their students short-term life and to some extent, their future. This will encourage such parents to embrace dialogue and understanding in an effort of trying to solve their problems. Need of the study is to clarify whether lack of family relationships lead to less academic resilience among students. By analysing the results of the study students can manage close relationships with the family members.

PROBLEM

To find the impact of family conflict on academic resilience of undergraduate students.

OBJECTIVES

- To understand the impact of family conflict and academic resilience of undergraduate students.
- To understand the impact of family conflict among undergraduate boys and girls
- To understand the impact of academic resilience among undergraduate boys and girls.

HYPOTHESIS

- There is no significant difference in family conflict among undergraduate boys and girls.
- There is no significant difference in academic resilience among undergraduate boys and girls.
- There is no significant relationship between family conflict and academic resilience among undergraduate students.

DEFINITION OF KEY TERMS

- Adolescence : an adolescent as any person between ages 10 and 19 (WHO)
- Family Conflict: Family conflict as the amount of openly expressed anger, aggression, and conflict among family members (Moos and Moos, 1981).
- Resilience: Resiliency is the human capacity to deal with, overcome, learn from, and be transformed by adversity (Grotberg, 2003).
- Academic Resilience: “The process of an individual who has been academically successful despite coming from a statistically “at- risk” background that normally leads to low academic performance” (Morales & Trotman, 2011).

CHAPTER 2
REVIEW OF LITERATURE

Nazneen F. Bahrassa, Moin Syed , Twin CiCiti, Jenny S, Richard M. Lee,(2011) conducted a study Family conflict and academic performance of first year Asian American undergraduates. The materials used are family conflict scale-Short Form, Kessler Psychological Distress Scale and AAR scores. The results indicate that higher family conflict prior to college was related to lower first-semester college GPA, after controlling for standardized test scores and high school rank. The result indicates the negative relationship between family conflict and academic performance. These findings support the need to take into account family variables and psychological well-being in the academic performance of Asian American students as they transition from high school to college.

Shafa .A. Yunus,Samuel Laraba Baba and Paul S Swaj (2014) conducted a study on the topic 'Effect of family environment on student academic performance and adjustment problems in school. The study included 168 students made up of 77 males and 91 females from four Departments in the School, ranging between the age of 16 – 20 years. The two instruments administered include Family Environment Scale (FES) and School Adjustment Scale (SAS), developed by Ojiji and Tafida(2010). The results revealed that the family environment has no effect on Academic performance of the student; also there is no gender difference in school adjustment and academic performance of the participants. However, in contrast, the family environment has an effect on school adjustment. This finding suggests the need for parents to pay attention to their relationship with children while in school as it may have an effect on them negatively.

Marie S and Nebel-Schwalm (2006)conducted a study on the topic "The relationship between parent-adolescent conflict and academic achievement". Participants were 81 middle school students and their mothers.The final sample totaled 74 participants (22 males, 52 females). Adolescents ranged in age from 10 to 16. The materials used are The Conflict Behavior Questionnaire Short Form (CBQ), The Diagnostic Checklist for School Success (Robin, 1998), The Homework Problem Checklist (HPC) and the issue checklist. According to these results, children with low levels of homework problems but high levels of conflict perform more poorly on an academic achievement test than children with high levels of homework problems and high levels of conflict.

Abbott P Krystyna (2012) conducted a study on the topic 'The influences of the family on the adolescent academic achievement'. A sample of 451 lowan families were taken for the study.Parental alcohol use was measured by the Substance Use Scale (Conger, 1988) and Adolescent academic achievement was measured by the child's self-reported grade point average (GPA) (Conger, 1988). The Closeness to Parents Scale (Kessler, 1989) was used to assess the target adolescent's self-report of closeness to their mother and their father at the time of the report. It was hypothesized that parental alcohol use would have a negative impact on achievement. In contrast, other family factors such as higher family cohesion, higher marital happiness and satisfaction, and higher religiosity were expected to positively affect adolescent academic achievement

Latu vao losana (2018) conducted a study 'Family structure and academic performance of students in secondary schools in the Kingdom of tonga'. The target population for the current study is the secondary school students, age 13 to 18 years in Tonga in the main island of Tonga-Tongatapu which has 13 secondary schools. Parental Involvement: This was a composite score derived from students' responses to two liker-type (Vagias, Wade M-2006) items and Academic Performance: The internal assessments scores for 2016 of each selected school were used to measure academic performance. Findings indicated that students' family structure has a significant effect on their academic performance. The study has identified that the most key drivers for academic success are, in order of importance, school, parental involvement, family structure, age, family expectation and family religious status.

Zina Denise Zuill (2016) conducted a study on the topic 'The Relationship Between Resilience and Academic Success Among Bermuda Foster Care Adolescents'. The Resilience Scale (RS), Achievement scores and grade point average (GPA) were used to ascertain participants' resiliency and levels of academic success. Results revealed a statistically significant positive relationship between resilience and reading achievement but no relationship between resilience and GPA and resiliency and math achievement. The finding of the positive relationship between resilience and reading could influence policymakers to reexamine current education policies to stress the importance of ensuring that all at-risk adolescents identified in Bermuda Public Schools acquire adequate reading skills.

Deborah Darlene Lee (2009) conducted a study conducted on the topic 'Impact of Resilience on the Academic Achievement of At-Risk Students in the Upward Bound Program in Georgia'. The researcher used a quantitative method to collect data for the study. The researcher used the Healthy Kids Survey (Module B) instrument to assess the resilience of participants. All of the participants chosen for this study were at-risk students due to their status as low-income and potential first-generation-to attend college, high school seniors in the Upward Bound Program in both rural and urban communities in Georgia. There were 200 participants selected for this study and 91 chose to participate. The researcher found that at-risk students in the Upward Bound Program in Georgia were highly resilient and that their resilience was positively related to their GPAs. Also, the females in the study were more resilient than the males and had higher GPAs.

Chung H and Robert Ho conduct a study 'impact of parental involvement, teacher student relationship, and resilience on academic performance among middle school students in kang won province, South Korea'. The research measures employed included the Parental Home and School Involvement Scale, Teacher-Student Relationship Inventory, and the Connor-Davidson Resilience Scale 25. Results from multiple regression analysis showed that perception of parental involvement and resilience are significantly and positively associated with academic performance. However, teacher-student relationship was not found to be significantly related to academic performance. The results also demonstrated that, overall, both male and female students did not believe in their parents. The results indicated no significant gender differences in reported parental involvement and resilience.

Sharon R. Ghazarian, Cheryl Buehler (2010).conducted a study on the topic 'Interparental Conflict and Academic Achievement: An Examination of Mediating and Moderating. The sample consisted of 2,297 6th grade youth with a mean age of 11.92. Participants were mostly European American (81.8%) and 52% were girls.Youth perceptions of resolution following interparental conflict were assessed with five items taken from the Children's Perception of Interparental Conflict scale (CPIC; Grych et al. 1992), four items from the Multidimensional Assessment of Interparental Conflict Scale. Results demonstrated that interparental conflict is a risk factor for lower academic achievement, suggesting that family interactions play a significant role in how youth perform in the academic setting. Results from this study underscore the need for continued focus on the link between family and school environments with respect to youth developmental outcomes.

Schmuck J. (2011) conducted the study on the topic 'Parental Influence on Adolescents Academic Performance'. This research was conducted by personally distributing surveys to a class of students at the Brookings High School in October 2010. The survey found that half of the participating adolescent's stated that their parents had a strong influence on their academic performance. This was critical information because it supported previous research conducted regarding the topic. I found that adolescent's perceptions of their own abilities were strongly linked to their parent's beliefs about them. Over half of the participants stated that their parents help them work through and cope with stressful situations or school problems. The more involved and supportive a parent is towards their adolescent the higher self-esteem they will gain allowing the adolescent to feel confident and focused during school.

Pearson L. Christine (2009) conducted a study on the topic 'The Role of Self-Efficacy, Family Support, Family Affection, and Family Conflict on AdolescentAcademic Performance'. The participants included 685 middle school adolescents from rural and semi rural public schools. Family environment factors were gathered using the Family Environment Scale (Moos & Moos, 1981) and included family conflict, family support, and showing affection.The moderating relationship between support, conflict, and academic performance was examined. The mediating relationships between self-efficacy, parent involvement, family environment factors, and academic performance were examined. Results indicated that significant relationships existed and underscore the importance of bolstering resilience in adolescents as mechanisms for ameliorating risk factors associated with academic failure.

CHAPTER 3

METHOD

METHOD

The chapter describes the aims of the study, sample of the study, tools used for the data collection, the procedures used during the administration and statistical analysis used for the interpretation of the result.

AIM

The project was done to search out the impact of family conflict on academic resilience of undergraduate students.

SAMPLE

A sample of 60 undergraduate students have been selected for this study. The data is collected by the method of random sampling. A sample consists of 30 male and 30 female undergraduate students . They belong to the age category of 17 - 21 years.

BREAKUP OF SAMPLE

GENDER	SAMPLE SIZE	PERCENTAGE
Male	30	50%
Female	30	50%

INCLUSIVE CRITERIA

- Male and female students are included.
- Students belonging to the age group of 17 to 20 years.
- Both rural and urban are included
- Students studying in colleges.

EXCLUSIVE CRITERIA

- Students below 17 years and above 20 years are excluded.
- The psychiatric patients or mental patients are excluded.
- Students not from colleges.

TOOLS

1. The brief family relationship scale
2. The academic resilience scale are used
3. A personal data sheet was used to collect relevant information from the participants.

1. The Brief Family Relationship Scale

The BFRS was developed by Carlotta Ching Ting Fok, Allen James, Henry David and the People Awakening Team (2011). It is adapted from the 27-item Relationship dimension of the FES (Moos & Moos, 1994), consisting of Cohesion, Expressiveness, and Conflict subscales (9 items each). These subscales measure support, expression of opinions, and angry conflict within family. It contains 19 items with 8-item Cohesion subscale, 4-item Expressiveness subscale, and 7-item Conflict subscale. The Brief Family Relationship Scale was scored on using a 3-point Likert scale and the participants are then required to rate the degree of how much they agree with each of the statements. The scale ranging from 0 (strongly agree) to 3 (strongly disagree) : Strongly agree =0, agree=1, disagree=2, strongly disagree=3.

Scoring

Items 2,5,9,11,13,19 are reverse scored. Sum of the scores of all items are taken. High scores on this scale indicates greater level of family conflict.

Reliability and validity

BFRS has good internal reliability and validity. Cronbach's alpha = .89 indicates high internal consistency reliability. Convergent and discriminant validity of the BFRS was assessed through correlational analysis.

2. The Academic Resilience Scale

The Academic Resilience Scale (ARS-30) was developed by Simon Cassidy (2016). It is a self-report inventory for evaluating academic resilience of students. It is a 30-item scale. It explores process—as opposed to outcome—providing a measure of academic resilience based on students' specific adaptive cognitive-affective and behavioral responses to academic adversity. All items are answered using a 5-point Likert scale format ranging from (1) likely to unlikely (5).

Scoring

Positive items are reversed, so a high score on this scale indicates greater academic resilience. Based on content items 1,3,6,7,12, 14,15,19 and 28 are negative and others are positive. The global ARS-30 score represents the summation of responses to the 30 individual items, with a higher global score (theoretical range 30–150) reflecting greater academic resilience.

Reliability and validity

The ARS-30 has good internal reliability and construct validity. The ARS-30 Cronbach's α of 0.90 indicates high internal consistency reliability for the global scale.

ADMINISTRATION

After choosing the questionnaires, they were administered to undergraduate students through the Google forms platform. These students were randomly selected. Students from various disciplines completed the questionnaire. All of them belong to the age category of 17 to 20. All of them are willing to share their information. The participants were given the instructions and ensured that all the shared information will be kept confidential.

STATISTICAL ANALYSIS

The collected data was analyzed using Correlation and t-test.

Correlation

It is a measure of relationship between two variables in forms of strength of relationship, the value of Correlation coefficient varies between +1 and - 1. A value of +1 or - 1 indicates a perfect degree of association between two variables. As the Correlation coefficient value goes towards 0, the relationship will be weaker. The sign of the Correlation indicates the direction of relationship. If both variables tend to increase or decrease together the coefficient is positive. If one variable increases as another decreases, the coefficient is negative.

t-test

The t-test is one of many tests used for the purpose of hypothesis testing in statistics. It is used for the comparison of the difference between the means of two groups. It is suitable to test whether the mean of the two sets of scores are significantly different or not. The t-test is based on t-distribution and is considered as an appropriate test for finding the significance of difference between the means of two samples in case of small samples when population variance is not unknown. If the value exceeds a cut-off point depending on degree of freedom the difference in mean is considered significant when t value is below the cut-off the difference is said to be not significant.

CHAPTER 4
RESULT AND DISCUSSION

RESULT AND DISCUSSION

The study was aimed to understand the impact of family conflict on academic resilience among undergraduate boys and girls. The data is collected and analyzed by Pearson's Correlation and t test was used to determine the relationship between family conflict and academic resilience.

Table 4.1
Mean, Standard Deviation, Level of significance obtained by undergraduate boys and girls in family conflict.

Category	N	Mean	Standard Deviation	t	Significance
Boys	30	13.2000	6.57791	0.678	0.501
Girls	30	14.4000	7.12257		

Table 4.1 indicates mean, standard deviation, t value, level of significance among undergraduate boys and girls in family conflict. From the table, it is seen that there is no significant difference ($t=-0.678$, significance $=0.501$) between undergraduate boys (mean= 13.2000, SD=6.5777) and girls (mean=14.4000, SD=7.12257). The mean score obtained by undergraduate girls in family conflict is more than boys. Therefore, the alternative hypothesis is rejected.

There is no significant difference in family conflict among boys and girls. Therefore, family members support boys and girls equally. Both of them have a good family relationship. The result shows that both boys and girls have the same level of family conflict. Early adulthood is a time period in an individual's life that is characterized by both external and internal changes. As both boys and girls go through this period of change show the similar level of family conflicts. Family conflict is the situation whereby

the smooth interaction and relation among the members of a family is disrupted. Both boys and girls have family conflicts with their parents or other members of the family. Family conflicts can lead to depressive or stressful situations among the students.

Table 4.2
Mean, Standard Deviation, Level of significance obtained by undergraduate boys and girls in academic resilience.

Category	N	Mean	Standard Deviation	t	Significance
Boys	30	94.7667	24.77162	0.403	0.688
Girls	30	91.9667	28.87008		

Table 4.2 indicates mean, standard deviation, t value, level of significance among undergraduate boys and girls in academic resilience. From the table, it is seen that there is no significant difference ($t=0.403$, significance= 0.688) between undergraduate boys (mean=94.7667, SD=24.77162) and girls (mean=91.9667, 28.87008). The mean score obtained by undergraduate boys is more than girls. Therefore, the alternative hypothesis is rejected.

There is no significant difference in academic resilience among undergraduate boys and girls. Therefore, because of family support and good family relationships, both of them have good academic resilience. The result shows that both boys and girls have the same level of academic resilience. Resilience is the ability to mentally or emotionally cope with their stressful situations. As both boys and girls have the academic resilience to cope with their risk events. They have the ability to think and respond according to their situations. Academic resilience is very important for students in their education as well as their future. It helps in making them understand how to handle the situation.

Table 4.3

Pearson Correlation and level of significance between family conflict and academic resilience among undergraduate boys and girls.

Variables	Academic Resilience	
Family Conflict	Pearson Correlation	-0.308
	Significance (2-tailed)	0.017
	N	60

Table 3 indicates mean, standard deviation, Pearson Correlation and level of significance between family conflict and academic resilience among undergraduate boys and girls. From the table, it is seen that there is a significant relationship between family conflict (mean=13.8,SD=6.85024) and academic resilience (mean=93.3667,SD=26.82085) with Pearson Correlation 1and - 0.308, level of significance 0.017. It is correlated with each other. Academic Resilience is negatively correlated. Correlation is significant at 0.05 level (2-tailed). Therefore, the alternative hypothesis is accepted.

The result shows that high family conflict decreases academic resilience of undergraduate students. Family conflict is a risk factor for lower academic achievement, suggesting family interactions play a significant role in how youth perform in the academic setting. Bahrassa, Moin syed, Jenny Su and Lee M. Richard conducted a study on the topic 'Family conflict and academic performance of first-year Asian American undergraduates' . The result of the study demonstrates that family conflict is a significant risk factor for poor academic performance. It indicates that there is a negative relationship between family conflict and the academic performance of the undergraduates.

CHAPTER 5
SUMMARY AND CONCLUSION

There are so many studies done in the area of late adolescence. The present study was conducted to investigate the impact of family conflict on academic resilience of undergraduate students.

The study contains 30 samples of undergraduate boys and 30 samples of undergraduate girls, who are aged 17 to 20 years. The samples of undergraduate students are taken from the christ college, irinjalakuda. The brief family relationship scale and the academic resilience scale are the measures used in this study. The collected data are analyzed using appropriate statistical analysis such as t-test and Pearson Correlation.

TENABILITY OF THE HYPOTHESIS

Hypothesis	Tenability
There is no significant difference in family conflict among undergraduate boys and girls.	Accepted
There is no significant difference in academic resilience among undergraduate boys and girls.	Accepted
There is no significant relationship between family conflict and academic resilience among undergraduate boys and girls.	Rejected

IMPLICATIONS OF THE STUDY

The study was conducted on undergraduate boys and girls about their family conflict on academic resilience. Nowadays, family conflict is a major problem faced by students especially in adolescence and early adulthood. Therefore, it is essential to know the reason behind the problem. Thus the reason causing family conflict can be reduced and improve the academic performance of the students. Sufficient love, care and support can be given to the students. This study addresses that increased family conflict can cause less academic resilience. The result of the present study revealed that the family conflict negatively affects the academic performance of students. So this study helps to

create awareness and provide preliminary information about the causes of family conflict on the students academic resilience.

LIMITATIONS OF THE STUDY

- The sample taken for the study was restricted to districts of kerala, and therefore a complete generalization cannot be done.
- A limitation to be noted is that the sample size was comparatively small but it was able to generate the result.
- The major limitation was that the questionnaires were administered through google form due to pandemic situation of covid 19.
- The answers given by the samples were not so accurate due to administration vid google form.
- The respondents may not have understood the questions properly.

SCOPE FOR FURTHER RESEARCH

- The sample size of the present study is small. Hence, further studies can be conducted by increasing the size of the sample.
- Further studies can be conducted by adding more variables.
- The study can be conducted by changing the population according to convenience would help to get more results.
- The study can be administered directly to the sample rather than google forms for more valid answers.

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APPENDICES

Brief family relationship scale (BFRS)

1. In our family we really help and support each other.

Strongly agree

Agree

Disagree

Strongly disagree

2. In our family we argue a lot. ®

Strongly agree

Agree

Disagree

Strongly disagree

3. In our family we spend a lot of time doing things together at home.

Strongly agree

Agree

Disagree

Strongly disagree

4. In our family we can talk openly in our home.

Strongly agree

Agree

Disagree

Strongly disagree

5. In our family we are really mad at each other a lot. ®

Strongly agree

Agree

Disagree

Strongly disagree

6. In our family we work hard at what we do in our home.

Strongly agree

Agree

Disagree

Strongly disagree

7. In our family there is a feeling of togetherness.

Strongly agree

Agree

Disagree

Strongly disagree

8. In our family we sometimes tell each other about our personal problems.

Strongly agree

Agree

Disagree

Strongly disagree

9. In our family we lose our tempers a lot. ®

Strongly agree

Agree

Disagree

Strongly disagree

10. In our family we do things for each other without being asked.

Strongly agree

Agree

Disagree

Strongly disagree

11. In our family we often put down each other. ®

Strongly agree

Agree

Disagree

Strongly disagree

12. My family members really support each other.

Strongly agree

Agree

Disagree

Strongly disagree

13. My family members sometimes are violent. ®

Strongly agree

Agree

Disagree

Strongly disagree

14. I am proud to be a part of our family.

Strongly agree

Agree

Disagree

Strongly disagree

15. In our family we work out our problems.

Strongly agree

Agree

Disagree

Strongly disagree

16. In our family we really get along well with each other.

Strongly agree

Agree

Disagree

Strongly disagree

17. In our family we are usually careful about what we say to each other.

Strongly agree

Agree

Disagree

Strongly disagree

18. In our family we begin discussions easily.

Strongly agree

Agree

Disagree

Strongly disagree

19. In our family we raise our voice when we are mad. ®

Strongly agree

Agree

Disagree

Strongly disagree

Academic resilience scale (ARS-30)

(1) I would not accept the tutors' feedback

Likely

Often

Neutral

Rare

Unlikely

(2) I would use the feedback to improve my work

Likely

Often

Neutral

Rare

Unlikely

(3) I would just give up

Likely

Often

Neutral

Rare

Unlikely

(4) I would use the situation to motivate myself

Likely

Often

Neutral

Rare

Unlikely

(5) I would change my career plans

Likely

Often

Neutral

Rare

Unlikely

(6) I would probably get annoyed

Likely

Often

Neutral

Rare

Unlikely

(7) I would begin to think my chances of success at university were poor

Likely

Often

Neutral

Rare

Unlikely

(8) I would see the situation as a challenge

Likely

Often

Neutral

Rare

Unlikely

(9) I would do my best to stop thinking negative thoughts

Likely

Often

Neutral

Rare

Unlikely

(10) I would see the situation as temporary

Likely

Often

Neutral

Rare

Unlikely

(11) I would work harder

Likely

Often

Neutral

Rare

Unlikely

(12) I would probably get depressed

Likely

Often

Neutral

Rare

Unlikely

(13) I would try to think of new solutions

Likely

Often

Neutral

Rare

Unlikely

(14) I would be very disappointed

Likely

Often

Neutral

Rare

Unlikely

(15) I would blame the tutor

Likely

Often

Neutral

Rare

Unlikely

(16) I would keep trying

Likely

Often

Neutral

Rare

Unlikely

(17) I would not change my long-term goals and ambitions.

Likely

Often

Neutral

Rare

Unlikely

(18) I would use my past successes to help motivate myself.

Likely

Often

Neutral

Rare

Unlikely

(19) I would begin to think my chances of getting the job I want were poor.

Likely

Often

Neutral

Rare

Unlikely

(20) I would start to monitor and evaluate my achievements and Effort.

Likely

Often

Neutral

Rare

Unlikely

(21) I would seek help from my tutors.

Likely

Often

Neutral

Rare

Unlikely

(22) I would give myself encouragement.

Likely

Often

Neutral

Rare

Unlikely

(23) I would stop myself from panicking.

Likely

Often

Neutral

Rare

Unlikely

(24) I would try different ways to study.

Likely

Often

Neutral

Rare

Unlikely

(25) I would set my own goals for achievement.

Likely

Often

Neutral

Rare

Unlikely

(26) I would seek encouragement from my family and friends.

Likely

Often

Neutral

Rare

Unlikely

(27) I would try to think more about my strengths and weaknesses to help
i work better.

Likely

Often

Neutral

Rare

Unlikely

(28) I would feel like everything was ruined and was going wrong

Likely

Often

Neutral

Rare

Unlikely

(29) I would start to self-impose rewards and punishments depending on my
performance.

Likely

Often

Neutral

Rare

Unlikely

(30) I would look forward to showing that I can improve my grades.

Likely

Often

Neutral

Rare

Unlikely

