

**THE IMPACT OF RESILIENCE AND SELF-ESTEEM
ON THE ACADEMIC SCORE OF ELEMENTARY
SCHOOL CHILDREN: CROSS CULTURAL ANALYSIS**

A Thesis submitted in the partial fulfillment of the requirement for the degree of

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IN

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(Clinical)

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June, 2018

CERTIFICATE

This is to certify that the thesis entitled “**The Impact of Resilience and Self-Esteem on the Academic Score of Elementary School Children: Cross Cultural Analysis**” being submitted in partial fulfillment of requirements for the award of degree of Master of Arts in Psychology, in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala is a bonafide work carried out under the supervision of Dr. Santha Kumari, Professor & Head, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this project has been submitted for the award of any other degree.



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CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled in partial fulfilment of the requirement for the award of Degree of Masters of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala is an authentic record of my own work carried out under the supervision and guidance of Dr. Santha Kumari, Professor & Head, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researchers' work which are duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other institute.

Date: June, 2018

Place: Patiala



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This is to affirm that the above articulation made by the understudy concerned is right and consistent with the best of my insight.



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support, social skills, physical caregiving, psychological caregiving, spiritual,
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ABSTRACT

The objective of this study was to examine the impact of resilience and self-esteem on the academic score, of Indian and European culture. It was conducted on children of the age gap 9-11 years old from elementary schools - The British Co-Ed School (Patiala, Punjab) and The St. Michael's School (Groningen, Netherlands). A total of 160 subject participated in the study, 80 from each school (consisting 40 girls and 40 boys). For this purpose, the Child and Youth Resilience Measure (CYRM) and Rosenberg's Self-Esteem Scale were used for measuring resilience and self-esteem respectively. A descriptive statistics, mean, t-tests, correlation, regression and ANOVA were done to characterize the sample concerning all the variables. The result indicates a couple of things, firstly, that the self-esteem and resilience in children differs across cultures. Secondly, that the Indian children perform well academically as compared to the European children. Next, that the boys have higher resilience than girls and that the girls have higher self-esteem across cultures. Also, that the boys show higher academic performance when compared to girls. Further, we learn that self-esteem has an impact on academic scores across cultures. Lastly, that the resilience has an impact on the academic scores of across cultures.

Key-words: Resilience, Self-esteem, Academic Score and Cross-Cultural

Chapter 1

INTRODUCTION

1.1 SELF-ESTEEM

Self-esteem is an individual's comprehension of how precious or significant he or she is on the planet. The individual has queries like if others like them or not, whether their parents love them, if the family members care about them, whether their teachers respect their ideas or if their abilities and traits are valuable to others. Once these inquiries are answered, the child creates put stock in, security, and a feeling of self-worth, which advances assurance and a feeling of being appreciated.

Self-esteem is also one's essential key towards a positive well-being. Numerous family researchers view self-esteem as the absolute and the most critical factor in molding an individual's years. Researchers have predicted that individuals with high self-esteem are powerful and gainful. They are aware of the fact that they are adorable and fit and don't need to destroy other individuals, ignore them, or view them as less essential or less valuable people.

Self-esteem can be built and also could be destroyed. Therefore, it is built by having someone whom they can look up to as a positive role model, by positive approvals and compliments, concentrating only on the positive, keeping criticism to a least, portraying and accomplishing goals, having an encouraging self talk, doing physical activities, forgiving and forgetting one's self for past mistakes, working on your talents and skills, learning new things and plenty of rest and relaxation.

Whereas, self-esteem could be destroyed by standing out yourself from others, having a bad influence to look up to as a negative role model, putting yourself down as a discouraging self talk or criticism, underestimating your own capabilities, having perfectionist expectations of

oneself, persistent failures, relationship breakdowns, horrible eating schedule, lack of exercise and poor sleeping habits.

Further, individuals with higher self-esteem are likely to meet new people, don't stress over how others will criticize them, have the audacity to communicate and convey their thoughts, experience their lives improved with every new experience, they are more pleasant to associate with, make great pioneers, acknowledge life and will attempt innovative things - they are magnets to optimistic openings and have fewer emotional well-being issues. Such individuals have an "I think I can" kind of an approach.

Whereas, individuals with low self-esteem lose confidence in themselves, tend to stop even before they begin, encounter genuine challenges surrendering their slip-ups and grasp it generally, they believe and feel that they can never be as good as they should be or as others and are reluctant to show their creative imagination since they will be taunted, are disillusioned with their lives, spend almost all of their times by themselves and prefer staying away from everyone, complaint and criticize about the whole thing and would never act on it as if nothing happened, have more events of psychological issues like depression, stress and anxiety. Such individuals have an "I can't do it" kind of an approach.

1.2 RESILIENCE

Resilience is a person's capacity to effectively adapt to troubles or life challenges. We are conceived with the limit with respect to resilience. In any case, resilience isn't something we have or don't have. We take a shot at it for the duration of our lives. Furthermore, we have to begin as ahead of schedule as could be expected under the circumstances. Children take in a great deal by watching their guardians, that is; their folks, educators or companions and so forth.

It is very important to develop resilience as it has a major effect in individuals' lives. Individuals who react to hardships with resilience are more beneficial and live longer and they have pleasant relationships, more effective in school and work and less inclined to become discouraged.

Resilience can be easily built. Numerous things that help sound improvement in children additionally aid manufacture their resilience. These things comprise a protected bond with a loving and caring adult, relationships with positive and encouraging role models, opportunities to gain knowledge of skills and opportunities to contribute in meaningful activities.

We need both outside supports and inner strengths, as they both work together to develop our resilience. The outside support include: disapproving of associations, positive great cases in families and gatherings and gathering resources, for instance, amass centers, parent-child visiting centers, certainty get-togethers, or reinforce programs for children with uncommon necessities. Whereas, the inner strengths include: restraint, thinking abilities, certainty, uplifting standpoint and obligation and support.

1.3 ACADEMIC SCORE

Tutoring has direct effects on children's instructive accomplishment, their securing of education, numeracy and logical learning. These fundamental abilities give the preparation to later "subjects" for example, geography, mathematics, science, art, foreign languages etc. Formal informational abilities are the route to a youth's passage into cutting edge training or bearing and besides business. Nevertheless, social bits of knowledge and estimations are also influenced by school and these may be correspondingly as extraordinary in anticipating later outcome as learning or school instructive modules. Such roundabout effects of school are

more dubious in light of the fact that they are intervened by youths' motivation to take in or decline learning and the attributions they make for clearing up accomplishment and dissatisfaction. Cognitive and motivational mediators of indirect effects continue to exert influence on solitary change outside and past school. This selective review considers the confirmation concerning immediate and backhanded impacts of school on youngsters' improvement. Hence, the essential component of the children's advancement is the encouraging feedback and giving positive reinforcement that one accomplishes by the scoring framework or the imprints or the scholarly score that motivates them to perform.

Chapter 2

LITERATURE REVIEW

2.1 Self-Esteem

Abdallah (1989), found out that there are cultural differences in self-esteem, locus of control, and conformity, and that there was a positive relationship between self-esteem and academic achievement. Lord, Eccles and McCarthy (1994), in the longitudinal investigation found that girls, yet not boys, picks up in self-esteem after change to middle school were related with the level of self-saw physical appeal preceding progress.

Sahlstein and Allen (2002), reported that as age expanded the gender difference in contrast with boys expanded. This implies that between childhood and adolescence there might be a decrease in girls' self-esteem and/or an increase in boys' self-esteem.

Singh (2005), examined self-esteem and academic achievement and presumed that the connection between self-esteem and academic achievement is functioning in two directions; causation streams in the two bearings. Self-esteem and academic achievement specifically impact each other.

Cai, Darker, Deng and Oakes (2007), directed two investigations where as per the main examination they found that Chinese individuals evaluated themselves not as much of distinct than American individuals on a scholarly measure of self-evaluation, however social differences were absent on a measure of brimming with feeling self-regard. Additionally, social differences in overall self-esteem were discarded once subjective self-evaluations were quantifiably controlled. The second study concluded that cultural differences in modesty motivate cultural differences in cognitive self-evaluations. These results suggest that Chinese

feel as positively toward themselves as Americans do, but are less inclined to evaluate themselves in an exceptionally positive manner.

Cai, Darker, Deng and Oakes (2009), found cultural similarities in self-esteem functioning did not affect their differences. Instead, high self-esteem Chinese reacted much like high self-esteem Americans, and low self-esteem Chinese reacted much like low self-esteem Americans. The findings also speak to the cross-cultural importance of self-esteem. They assessed whether self-esteem differences were less influential in China than in America and found no confirmation that this was so. Instead, found that self-esteem differences were just as meaningful in China as in America, with high self-esteem conferring similar benefits in both countries.

Alessandri, Cenciotti, Laguna, Rozycka-Tran, and Vecchione (2017), reported that the communication of individual-level and culture-level factor structures justifies around the area examination and were influenced that culture-level general self-esteem relates, everything considered, to the fabricate routinely inquired about at the individual level.

2.2 Resilience

Ungar (2005), reported that culture has a positive impact on resilience as, children who experience themselves as resilient and are seen by their family, friends and society as resilient are those that successfully steer their way through stress and tensions and according to the strengths and resources available to the child personally, within their family, community and culture depends on their upbringing.

Storer, Cychosz and Lickuder (2006), revealed that academic resilience had positive connections with arranging, control, self-efficacy, perseverance and low nervousness. Furthermore, academic resilience anticipated three instructive results: self-esteem, support, and satisfaction in school.

Scales, Benson, Roehlkepartain, Sesma Jr., Dulmen (2006) found that more elevated amounts of resiliency characteristics are unequivocally corresponded with higher review point midpoints (GPAs) among center and secondary school students.

Like all takes a shot at resilience, Unagar (2008), wore down it and this too is a social jewel, the delayed consequence of a common course of action of feelings, characteristics, and theories found among a get-together of scholastics, tyke supporters, clinicians, and diverse specialists who share an excitement for youths' stand-out techniques for securing themselves when experiencing childhood amidst burden. He completed the book, with the dispute for a more important cognizance of adaptability, one that perceives the assistant, and furthermore the individual factors that energize flexibility, appeared on a sweeping scale in a setting far past that ordinarily discussed in the quality written work. Merged, this and the different running with parts display the requirement for the field of adaptability speculation, research, and practice to grow its focus and social embeddedness in case it is to continue with itself to "survive and thrive".

Ungar (2013), revealed that: (1) resilience is not as much as an individual develop as it is a nature of the earth and its ability to encourage development (nurture trumps nature); (2) resilience appears to be identical and diverse inside and between populaces, with the components that anticipate positive development delicate to individual, logical, and cultural variety; (3) (differential effect); and (3) the effect that any single factor has on resilience varies by the measure of hazard presentation, with the systems that secure against the effect of injury demonstrating relevant and cultural specificity for specific people (cultural variety)

Mwangi, Okatch, Kinai and Ileri (2015), reported that the connection between academic resilience and academic achievement. He comes about uncovered a positive and huge connection between academic resilience and academic achievement.

Erdogan, Ozdogan, Erdogan (2015) found that male understudies indicated essentially higher resilience level than did female understudies and that the male students show higher resilience if there should arise an occurrence of trouble and hardship when contrasted and the female students.

2.3 Academic Score

Srivastava (1981), examined the impacts of self-esteem and academic performance on estrangement among students in an Indian instructive condition and results uncovered a huge principle impact of self-esteem and a cooperation impact of self-esteem and academic performance.

Demo and Parker (1987), explored that self-esteem scores of blacks and whites were not essentially unique, regardless of blacks having fundamentally bring down review point midpoints than whites. The connection between review point normal and self-esteem, in any case, was immaterial among blacks and among white guys, proposing that scholarly accomplishment isn't basic to the self-idea of understudies.

Dee (2005), reported that tests of general intelligence propose no general difference amongst males and females, substantial differences by gender are obvious in scores on particular cognitive tasks: males have a tendency to improve the situation at certain spatial and visual tasks while females have a tendency to exceed expectations verbally .

Glass and Westmon (2014), explored the communication of multiple factors and the sources of between-group variation between international and domestic students attending eight research universities. Most importantly results from this research provide powerful confirmation of a huge connection between belongingness with the cross-cultural cooperation

between, and academic success of, international and domestic students, with relatively sizeable impacts of belongingness on the two results for international students.

Nyambura Mwangi and Ileri (2017), reported in their study that gender may represent contrasts in students' academic resilience. Significant gender differentiates in mean academic resilience scores were found for girls. Girls were found to have higher academic resilience. It could be an indication that girls are more inclined to strong responses than their male partners, in this manner, the last need attributes commonly connected with resilient students they require extra levels of help. It was recommended that appropriate intervention programmers that objective the boys ought to be set up keeping in mind the end goal to raise the resilience status of the boys. To get balance with girls' academic resilience, the boys may require approaches that upgrade the associations between their academic resilience and their academic working which would enable them to beat the boundaries that obstruct their academic resilience.

GAPS IN RESEARCH

Although there is significant amount of work done to study the impact of Self-Esteem and Resilience on Academic Scores or Academic Achievements, there is a paucity research with respect to these variables across cultures. Therefore the present study compares the impact of self-esteem and resilience on academic scores of children across Indian and European cultures. The comparison of boys and girls across cultures is also done to see the gender difference in both Indian and European cultures.

Chapter 3

3.1 MOTIVATION FOR THE STUDY

The aim of the investigation was to examine the association between Resilience and Self-Esteem and their impact on Academic Score of elementary school children. Many investigations have been done in the past exploring the impact of resilience on academic score and the impact of self-esteem on academic score, but very few studies have been done to understand the linkage between these variables across different cultures.

Self-esteem is frequently seen as an important factor in resilience. Resilience is utilized to portray singular contrasts in the capacity to conquer pressure or difficulty. Accordingly, resilience assumes an essential part in person's psychological outcomes when put under pressure. A few investigations have investigated the connection between self-esteem and emotional disorders, such as anxiety and depression.. For instance, Greenberg, Solomon, and Pyszczynski (1992), have demonstrated that self-esteem has a tension buffering capacity. Additionally, dangers to self-esteem has been appeared to induce nervousness or anxiety and to connect with systems that guard and reestablish or restore one's self-esteem (Greenberg, Pyszczynski, and Solomon, 1986). At the point when self-esteem is effectively protected, the level of uneasiness is decreased. Numerous studies reported that individuals with high self-esteem are more joyful and less inclined to be discouraged or depressed than others.

All in all, this study could shed some light over the importance of resilience and self-esteem in children's academic achievement in two different cultures.

3.2 OBJECTIVES

1. To study the cultural difference in resilience and self-esteem on academic scores.
2. To study the gender difference in resilience, self-esteem and academic scores.
3. To study the impact of resilience and self-esteem on academic scores in boys and girls of Indian (Punjab, Patiala) and European (Netherlands, Groningen) cultures.

3.3 HYPOTHESES

To meet the above Objectives the following Hypotheses have been formulated:

H_{1a}: Self-esteem and resilience in children of Indian culture differ from that of European culture.

H_{1b}: Indian children differ in Academic Performance from European children.

Abdallah (1989), found out that there are cultural differences in self-esteem, locus of control, and conformity, and that there was a positive relationship between self-esteem and academic achievement. Ungar (2005), reported that culture has a positive impact on resilience as, children who experience themselves as resilient and are seen by their family, friends and society as resilient are those that successfully steer their way through stress and tensions and according to the strengths and resources available to the child personally, within their family, community and culture depends on their upbringing.

H_{2a}: Boys show higher self-esteem and resilience as compared to girls across both the cultures.

H_{2b}: Boys show higher Academic Performance as compared to girls

Studies show that boys seem to score higher than girls on self-esteem during adolescence. Self-Esteem is widely recognized as a central aspect of psychological functioning during adolescence. Sahlstein and Allen (2002) found that as age increased the gender difference in favor of boys increased. This implies that between childhood and adolescence there might be a decrease in girls' self-esteem and/or an increase in boys' self-esteem. Fewer studies prove that boys have higher resilience than girls. According to Erdogan, Ozdogan and Erdogan (2015), male students showed significantly higher resilience level than did female students and that the male students demonstrate higher resilience in case of difficulty and hardship when compared with the female students.

H₃: Self-esteem has an impact on academic scores across both the cultures (Indian and European).

Studies demonstrate that individuals who have high self-esteem are viable and profitable. According to Singh (2005), the connection between self-esteem and academic achievement is functioning in two directions; causation streams in the two headings. Self-esteem and academic achievement specifically impact each other.

H₄: Resilience has an impact on academic scores across both the cultures (Indian and European).

Research by Scales, Benson, Roehlkepartain, Sesma Jr., Dulmen (2006), found that larger amounts of resiliency qualities are emphatically associated with higher review point midpoints (GPAs) among center and secondary school students.

Chapter 4

METHOD

4.1 SAMPLE

The sample consisted of 160 students from India and Europe. Eighty students each from both the cultures, consisting of 40 girls and 40 boys of the age range of 9-11 years participated in the study. Written consent was taken from the teachers of these participants of respective institutions.

4.2 DESIGN

Self-Esteem, Resilience, Culture and Gender are independent variables. Academic Score is the dependent variable. Descriptive statistics, t-statistics, correlation, regression and ANOVA were used to analyze the data. SPSS 22.0 version was used for the analysis.

4.3 MATERIAL USED

Rosenberg Self-Esteem Scale

The Rosenberg's Self-Esteem Scale (Rosenberg 1965), was used to measure self-esteem of students. The scale is a ten item Likert scale with items answered on a four point scale, from strongly agrees to strongly disagree. The language was very easy for the children to understand the statements and answer them sincerely.

The Child and Youth Resilience Measure

CYRM (Child and Youth Resilience Measure) designed by Ungar and Liebenberg (2011), which is for use with younger children, is prepared in 26-item version. The responses are scored on a scale of one to three. The child CYRM -26 includes a two-page version of the questionnaire with a three-point response scale (No, Sometimes, Yes) and uses the Resilience Smiley Faces as visual aids. The Resilience Smiley Face version of the CYRM encourages

children to follow along with researchers as they read each question. This version of the document works best with children who have some reading skills and enjoy seeing their progress on the questionnaire (See Appendix B).

4.4 PROCEDURE

The respective teachers of the subjects were informed in detail about the study protocol. At first the written consent was taken by the school authorities and later the questionnaires were filled by the subjects. All doubts were cleared beforehand which made it easier for the children. Even though there was no rush and the children took all their time to fill in the questionnaires, it took them around 25-30 minutes to complete it.

Chapter 5

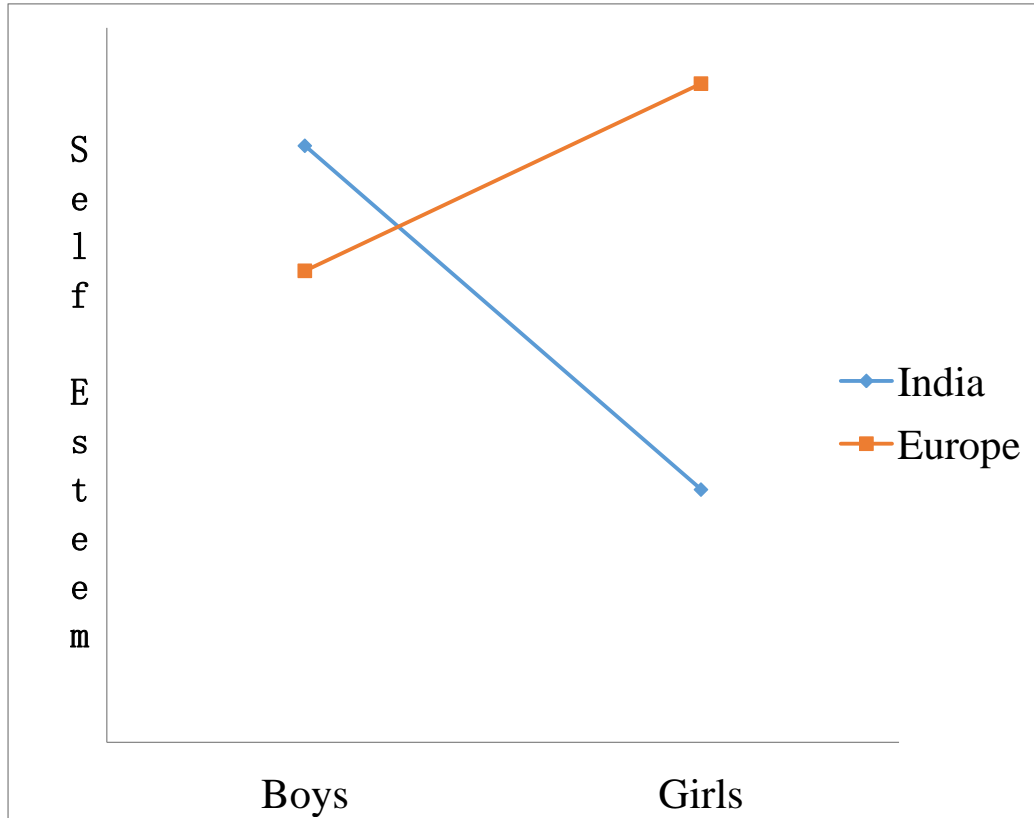
RESULTS

The mean and standard deviation of self-esteem of boys and girls across cultures, were computed. Mean and standard deviation values are presented in Table.1 and Figure.1, indicating the mean scores for boys and girls across cultures (India and Europe).

Table.1: The descriptive statistics for Self-Esteem of boys and girls from both the cultures.

Dependent Variable: Self-Esteem				
Culture	Gender	Mean	Std. Deviation	N
India	Boys	33.350	3.7248	40
	Girls	31.600	3.8015	40
	Total	32.475	3.8417	80
Europe	Boys	28.538	4.4771	40
	Girls	34.220	3.7981	40
	Total	31.450	5.0111	80
Total	Boys	30.975	4.7501	80
	Girls	32.926	3.9993	80
	Total	31.963	4.4804	160

Figure.1: The Self-Esteem of boys and girls of both the cultures.



From the above it is clear that there are cultural differences in self-esteem amongst boys and girls and that the self-esteem in Indian girls was more in that of boys whereas, self-esteem of European girls was lower than that of boys.

Table.2: ANOVA summary table for self-esteem

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Culture	48.035	1	48.035	3.067	.082	.019
Gender	154.483	1	154.483	9.863	.002	.059
Culture * Gender	552.033	1	552.033	35.245	.000	.184
Error	2443.417	156	15.663			

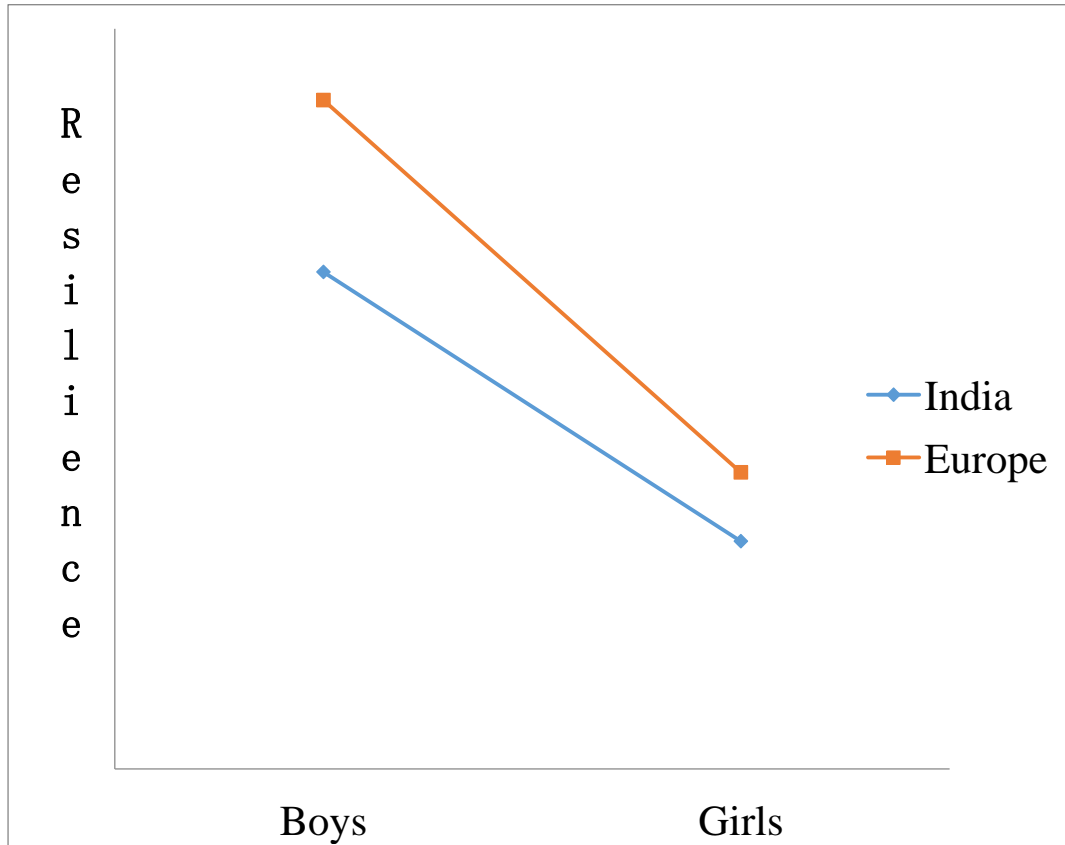
The analysis of variance for self-esteem yielding the main and the interaction effects as presented in Table 2. The main effect of culture yielded an F ratio of $F(1,156) = 3.067$, $p=.082$, $\eta^2 = .019$ indicating that there is no significant difference in self-esteem in Indian ($M=32.48$, $SD=3.84$) and European ($M=31.45$, $SD=5.01$) children. The main effect of gender yielded an F ratio of $F(1,156)=9.863$, $p=.002$, $\eta^2=.059$ indicating that the girls ($M=32.93$, $SD=3.99$) have a higher self-esteem as compared to boys ($M=30.98$, $SD=4.75$). The interaction effect of culture and gender was also significant, $F(1,156)=35.24$, $p=.000$, $\eta^2=.184$.

The mean and standard deviation of resilience of boys and girls across cultures were computed. Mean and standard deviation values are presented in Table.3 and Figure.2, indicating the mean scores for boys and girls across cultures (India and Europe).

Table.3: The descriptive statistics for Resilience of boys and girls from both the cultures.

Dependent Variable: Resilience				
Culture	Gender	Mean	Std. Deviation	N
India	Boys	69.700	4.7404	40
	Girls	71.325	5.0959	40
	Total	70.513	4.9580	80
Europe	Boys	67.154	2.5292	40
	Girls	67.805	2.3154	40
	Total	67.488	2.4287	80
Total	Boys	68.443	3.9992	80
	Girls	69.543	4.2984	80
	Total	69.000	4.1769	160

Figure.2: The Resilience of boys and girls of both the cultures.



From the above it is clear that there are cultural differences in resilience scores amongst boys and girls and that boys from both the cultures (Indian and European) have higher resilience than girls

Table.4: ANOVA summary table for resilience.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Culture	367.882	1	367.882	24.456	.000	.136
Gender	51.787	1	51.787	3.443	.065	.022
Culture * Gender	9.483	1	9.483	.630	.428	.004
Error	2346.691	156	15.043			

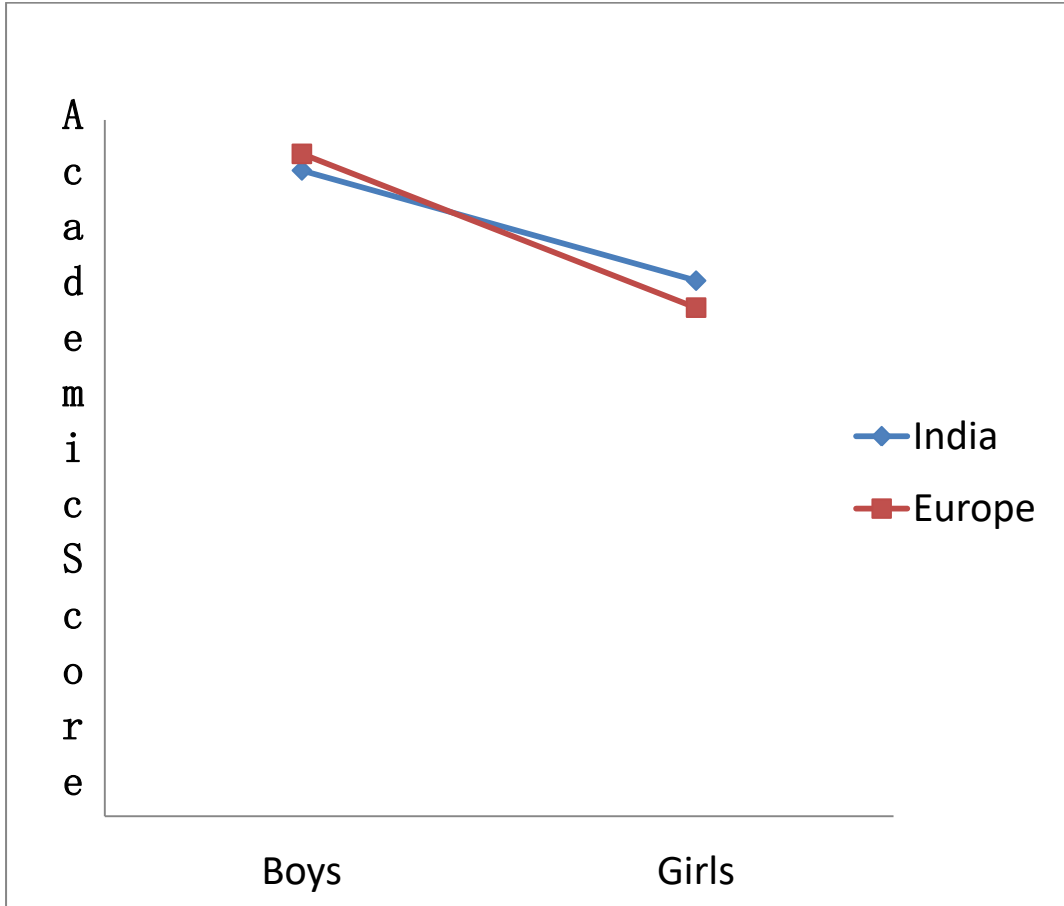
The analysis of variance for resilience yielding the main and the interaction effects as presented in Table 4. The main effect of culture yielded an F ratio of $F(1,156) = 24.456$, $p=.000$, $\eta^2 = .136$ indicating that there is a significant difference in resilience in Indian ($M=70.51$, $SD=4.96$) and European ($M=67.49$, $SD=2.43$) children. The main effect of gender yielded an F ratio of $F(1,156)=3.44$, $p=.065$, $\eta^2=.022$ indicating that there is no significant difference in resilience between girls ($M=69.54$, $SD=4.29$) and boys ($M=68.44$, $SD=3.99$). The interaction effect of culture and gender was also non-significant, $F(1,156)=0.630$, $p=.428$, $\eta^2=.004$.

The mean and standard deviation of academic scores of boys and girls across cultures were computed. Mean and standard deviation values are presented in Table.5 and Figure.3, indicating the mean scores for boys and girls across cultures (India and Europe).

Table.5: The descriptive statistics for Academic Score of boys and girls from both the cultures.

Dependent Variable: Academic Score				
Culture	Gender	Mean	Std. Deviation	N
India	Boys	92.753	5.1376	40
	Girls	95.133	4.5209	40
	Total	93.943	4.9552	80
Europe	Boys	76.923	6.2424	40
	Girls	73.049	5.4633	40
	Total	74.938	6.1363	80
Total	Boys	84.938	9.7784	80
	Girls	83.954	12.1785	80
	Total	84.440	11.0351	160

Figure.3: The Academic Scores of boys and girls of both the cultures.



From the above it is clear there is no difference between boys and girls in the academic performance however, difference in academic scores has been obtained between cultures (Indian and European), where Indian children scored higher as compared to European children.

Table.6: ANOVA summary table for academic score.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Culture	14369.571	1	14369.571	498.017	.000	.761
Gender	22.322	1	22.322	.774	.380	.005
Culture *	391.040	1	391.040	13.553	.000	.080
Gender						
Error	4501.159	156	28.854			

The analysis of variance for academic score yielding the main and the interaction effects as presented in Table 6. The main effect of culture yielded an F ratio of $F(1,156) = 498.017$, $p = .000$, $\eta^2 = .761$ indicating that there is significant difference in academic score in Indian ($M=93.94$, $SD=4.96$) and European ($M=74.38$, $SD=6.13$) children, stating that children from the Indian culture have very high academic score as compared to that of the students from the European culture. The main effect of gender yielded an F ratio of $F(1,156)=0.774$, $p=0.380$, $\eta^2=.005$ indicating that there is no significant difference in academic score between girls ($M=83.96$, $SD=12.18$) and boys ($M=84.93$, $SD=9.78$). The interaction effect of culture and gender was also significant, $F(1,156)=13.553$, $p=.000$, $\eta^2=.080$.

For the further analysis, correlation and regression were computed for all the variables, independent variables being self-esteem and resilience and dependent variable being the academic score in Table.7 and Table.8

Table.7: The correlations of students from both the cultures (India and Europe)

	Self-Esteem	Personal Skills	Peer Support	Social Skills	Physical Caregiving	Psychological Caregiving	Spiritual	Educational	Cultural	Resilience	Score
Self-Esteem	1										
Personal Skills	.030	1									
Peer Support	.082	.198*	1								
Social Skills	.218**	.128	.241**	1							
Physical Caregiving	-.058	.150	.188*	.015	1						
Psychological Caregiving	.023	.126	.072	.113	.233**	1		*			
Spiritual	.133	.055	.217**	.320**	.034	-.004	1				
Educational	-.057	.050	.307**	.181*	.148	.168*	.223**	1			
Cultural	.098	-.013	.164*	.323**	.058	.141	.254**	.283**	1		
Resilience	.142	.486**	.527**	.615**	.330**	.401**	.537**	.503**	.611**	1	
Academic Score	.093	.163*	.197*	.271**	-.027	.007	.525**	.309**	.332**	.356**	1

From the above table, it was observed that there is a positive correlation between resilience and academic score ($r= 0.356$), $p<.01$. A positive correlation was obtained between social skills and self esteem ($r= 0.218$), $p<.01$. Self-esteem and resilience also have a positive correlation ($r=0.142$), $p>.01$, significant at 0.01 level.

Regression analysis was done to predict the impact of self-esteem on resilience, social skills and of academic score on resilience in both boys and girls across cultures is given in Table.6.

Table.8: Regression analysis of self-esteem

Independent Variable	Dependent Variable	B	Standard Error	Beta	t	Significance	Adjusted R square
	Resilience	.132	.073	.142	1.801	.074	.014
Self-Esteem	Social Skills	.055	.020	.218	2.805	.006	.041
Resilience	Academic Score	.942	.196	.356	4.795	.000	.122

In the above table, Adjusted R Square for self-esteem in social skills is 0.041; therefore only 4.1% of variation in social skills can be attributed to self-esteem. The Beta value is 0.055 which indicates that one unit increase in the self-esteem will lead to 0.055 unit increase in the social skills in children. Similarly, adjusted R square for resilience in academic score is .122; hence, only 12.2% variation in academic score can be attributed to resilience. The Beta value is .942 which indicates that one unit increase in the academic score will lead to .942 units increase in the resilience. Significance of impact of self-esteem on resilience is low and thus, it does not have an impact on the resilience (t=1.801).

The correlation and regression of Indian students were computed for all the variables, were presented in Table.9 and Table.10

Table.9: The correlations of Indian students.

	Self-Esteem	Personal Skills	Peer Support	Social Skills	Physical Caregiving	Psychological Caregiving	Spiritual	Educational	Cultural	Resilience	Academic Score
Self-Esteem	1										
Personal Skills	.102	1									
Peer Support	.036	.489**	1								
Social Skills	.395**	.281*	.225*	1							
Physical Caregiving	-.124	.350**	.353**	.072	1						
Psychological Caregiving	.042	.249*	.183	.220*	.372**	1					
Spiritual	.082	.349*	.239*	.373**	.164	.141	1				
Educational	-.114	.350**	.385**	.195	.316**	.277*	.252*	1			
Cultural	.089	.183	.180	.427**	.128	.291**	.148	.221*	1		
Resilience	.149	.727**	.583**	.829**	.496**	.552**	.542**	.561**	.616**	1	
Academic Score	.187	.185	-.094	.271*	.015	.269*	.264*	.023	.228*	.286*	1

From the above table, it was observed that there is a positive correlation between self-esteem and social skills ($r= 0.395$), $p<.01$. A positive correlation was obtained between academic score and resilience ($r= 0.286$), $p>.01$ which was observed to be in the direction of significance. Another positive correlation was obtained between academic score and cultural ($r= 0.228$), $p>.01$, academic score and spiritual ($r= 0.264$), $p>.01$ and academic score and psychological caregiving ($r= 0.269$), $p>.01$.

Table.10: The regression analysis of independent variables as self-esteem and academic score and dependent variables as social skills, resilience, psychological caregiving, spiritual and cultural.

Independent Variable	Dependent Variable	B	Standard Error	Beta	t	Significance	Adjusted R square
Self-Esteem	Social Skills	.116	.030	.395	3.801	.000	.145
Resilience		.286	.108	.286	2.636	.010	.070
Psychological Care giving	Academic Score	1.399	.566	.269	2.469	.016	.061
Spiritual		1.440	.597	.264	2.412	.018	.058
Cultural		.759	.367	.228	2.066	.042	.040

In the above table, Adjusted R Square for self-esteem in social skills is 0.145; therefore 14.5% of variation in social skills can be attributed to self-esteem. The Beta value is 0.116 which indicates that one unit increase in the self-esteem will lead to 0.116 unit increase in the social skills in children. Similarly, adjusted R square for resilience in academic score is 0.070; hence, 70% variation in academic score can be attributed to resilience. The Beta value is 0.286 which indicates that one unit increase in the resilience will lead to 0.286 units increase in the academic score. Adjusted R square for psychological care giving in academic score is 0.061; hence, 61% variation in academic score can be attributed to psychological care giving. The Beta value is 1.399 which indicates that one unit increase in the psychological care giving will lead to 1.399 units increase in the academic score. Adjusted R square for

spiritual in academic score is 0.058; hence, 58% variation in academic score can be attributed to spiritual. The Beta value is 1.440 which indicates that one unit increase in the spiritual will lead to 1.440 units increase in the academic score. Lastly, adjusted R square for cultural in academic score is 0.040; hence, only 40% variation in academic score can be attributed to cultural. The Beta value is 0.759 which indicates that one unit increase in the resilience will lead to 0.759 units increase in the academic score.

The correlation and regression of European students were computed for all the variables, were presented in Table.11 and Table.12

Table.11: The correlations of European students.

	Self-Esteem	Personal Skills	Peer Support	Social Skills	Physical Caregiving	Psychological Caregiving	Spiritual	Educational	Cultural	Resilience	Academic Score
Self-Esteem	1										
Personal Skills	.013	1									
Peer Support	.062	.059	1								
Social Skills	.041	.080	.146	1							
Physical Caregiving	.012	-.243**	.073	-.029	1						
Psychological Caregiving	.018	-.123	-.004	.010	.001	1					
Spiritual	.085	.056	-.062	.049	-.047	-.125	1				
Educational	-.094	-.213	.108	-.002	-.030	.075	-.187	1			
Cultural	.036	-.121	-.042	.025	.002	-.028	-.052	.131	1		
Resilience	.077	.344**	.432**	.560**	.079	.210	.277*	.205	.428	1	
Academic Score	-.137	-.082	-.097	-.063	.033	-.092	-.060	.067	-.166	-.206	1

From the above table, it was observed that there is a positive correlation between self-esteem and social skills ($r= 0.395$), $p<.01$.

Table.12: The regression analysis of independent variable as academic score and dependent variable as resilience.

Independent Variable	Dependent Variable	B	Standard Error	Beta	T	Significance	Adjusted R square
Resilience	Academic Score	.521	.280	.206	1.859	.067	.030

In the above table, Adjusted R Square for Academic score is 0.030; therefore 3% of variation in resilience in children can be attributed to academic score. The Beta value in the above table is 0.521 which indicates that one unit increase in the resilience will lead to 521 unit increase in the academic score in children. Impact of resilience cannot be seen on the academic score ($t=1.859$).

The correlation and regression of the boys from across cultures were computed for all the variables, were presented in Table.13 and Table.14

Table.13: The correlations of the boys from both the cultures (India and Europe)

	Self-Esteem	Personal Skills	Peer Support	Social Skills	Physical Caregiving	Psychological Caregiving	Spiritual	Educational	Cultural	Resilience	Score
Self-Esteem	1										
Personal Skills	-.038	1									
Peer Support	.145	.217	1								
Social Skills	.317**	.100	.223*	1							
Physical Caregiving	-.012	-.053	.153	-.007	1						
Psychological Caregiving	.123	.023	.059	.024	.069	1					
Spiritual	.324**	-.062	.163	.319**	-.012	-.190	1				
Educational	.023	.029	.231*	.156	.086	.104	.159	1			
Cultural	.186	-.109	.212	.430**	.064	.010	.241*	.301**	1		
Resilience	.300**	.400**	.554**	.665**	.186	.224*	.459**	.475**	.653**	1	
Academic Score	.541**	-.168	.100	.230*	.007	-.074	.582**	.187	.296**	.318**	1

From the above table, various positive correlations were observed between self-esteem and social skills ($r= 0.317$), $p<.01$. self-esteem and spiritual ($r= 0.324$), $p<.01$, self-esteem and resilience ($r= 0.300$), $p<.01$, self-esteem and academic score ($r= 0.514$), $p<.01$, self-esteem and peer support ($r= 0.145$), $p>.01$. Negative correlations were observed between self-esteem and personal skills ($r= -0.038$), $p>.01$, self-esteem and physical caregiving ($r= -.012$) $p>.01$.

Table.14: The regression analysis of independent variable as self-esteem and dependent variable as academic score, resilience, personal skills, peer support, social skills, physical caregiving, psychological caregiving, spiritual, educational and cultural

Independent Variable	Dependent Variable	B	Standard Error	Beta	T	Significance	Adjusted R square
Self-Esteem	Academic Score	1.121	.197	.541	5.684	.000	.284
	Resilience	.253	.091	.300	2.775	.007	.078
	Personal Skills	-.012	.037	-.038	-.333	.740	-.011
	Peer Support	.025	.019	.145	1.297	.198	.009
	Social Skills	.078	.026	.317	2.948	.004	.089
	Physical Caregiving	-.001	.012	-.012	-.108	.914	-.013
	Psychological Caregiving	.023	.021	.123	1.091	.279	.002
	Spiritual	.076	.025	.324	3.022	.003	.093
	Educational	.003	.017	.023	.199	.843	-.012
	Cultural	.062	.037	.186	1.674	.098	.022

In the above table, Adjusted R Square for self-esteem in academic score is 0.284; therefore 28.4% of variation in academic score can be attributed to self-esteem. The Beta value is 1.121 which indicates that one unit increase in the self-esteem will lead to 1.121 unit increase in the academic score of children. Similarly, adjusted R square for self-esteem in resilience is 0.078; therefore, 78% of variation in resilience can be attributed to self-esteem. The Beta value is

0.253 which indicates that one unit increase in the self-esteem will lead to 0.253 unit increase in the resilience in children. Adjusted R square for self-esteem in personal skills is -0.011; hence, only 11% of variation in personal skills can be attributed to self-esteem. The Beta value is -0.012 which indicates that one unit decrease in self-esteem will lead to 0.012 unit decreases in personal skills of children.

The correlation and regression of the girls from across cultures were computed for all the variables, were presented in Table.13 and Table.14

Table.15: The correlations of the girls from both the cultures (India and Europe)

	Self-Esteem	Personal Skills	Peer Support	Social Skills	Physical Caregiving	Psychological Caregiving	Spiritual	Educational	Cultural	Resilience	Academic Score
Self-Esteem	1										
Personal Skills	.074	1									
Peer Support	-.032	.163	1								
Social Skills	.058	.142	.249*	1							
Physical Caregiving	-.086	.337**	.229*	.043	1						
Psychological Caregiving	-.159	.227*	.070	.186	.387**	1					
Spiritual	-.112	.177	.270*	.314**	.075	.181	1				
Educational	-.148	.074	.391**	.211	.196	.239*	.288**	1			
Cultural	-.059	.105	.090	.179	.062	.301**	.269*	.267*	1		
Resilience	-.078	.567**	.497**	.559**	.451**	.557**	.608**	.538**	.574**	1	
Academic Score	-.306**	-.159	.292**	.319**	-.050	.084	.491**	.407**	.390**	.399**	1

Negative correlation was observed between self-esteem and academic score ($r=-.306$), significant at the level 0.01. Positive correlations were seen between self-esteem and personal skills ($r=.074$), $p>.01$, self-esteem and social skills ($r=.058$), $p>.01$.

Table.16: The regression analysis of independent variables as self-esteem and academic score and dependent variables as academic score and resilience.

Independent Variable	Dependent Variable	B	Standard Error	Beta	t	Significance	Adjusted R square
Self-Esteem	Academic Score	-.933	.328	.306	2.844	.006	.082
	Resilience	1.127	.293	.399	3.842	.001	.148
Resilience	Academic Score	.141	.037	.399	3.845	.000	.148

In the above table, Adjusted R Square for self-esteem in academic score is 0.082; therefore 8.2% of variation in academic score can be attributed to self-esteem. The Beta value is -.933 which indicates that one unit increase in the self-esteem will lead to .933 unit decreases in the academic score of children. Adjusted R Square for self-esteem in resilience is .148; therefore 14.8% of variation in resilience can be attributed to self-esteem. The Beta value is 1.127 which indicates that one unit increase in the self-esteem will lead to 1.127 unit increase in the resilience of children. Adjusted R Square for academic score in resilience is 0.148; therefore 14.8% of variation in resilience can be attributed to academic score. The Beta value is .141 which indicates that one unit increase in the resilience will lead to .141 unit increase in the academic score of children.

Chapter 6

DISCUSSION

The purpose of this research was to broaden understanding of factors that influence the academic performance of students across cultures. The study examined the impact of two important psychological variables that are "self-esteem and resilience" on the academic scores of the students.

The data was analyzed using descriptive statistics, t-statistics, correlation, regression and ANOVA. The findings of the study firstly indicate that Self-Esteem does not have an impact on Academic Scores; therefore the H_3 was not confirmed. This is in line with the study done by Cai, Brown, Ciping Deng and Oakes (2009). However when the data was analyzed taking boys and girls separately for our second hypothesis, it is seen that both boys' and girls' Self-Esteem have individual impact on Academic Scores and that girls have higher self-esteem than the boys, parallel to the study by Lord, Eccles and McCarthy (1994) rejecting the H_{2a} . Secondly, Resilience has a positive effect on Academic Scores in both the cultures and in boys and girls supporting the studies by Storer, Cychosz and Lickuder (2006), Michael Unagar (2008) and Erdogan, Ozdogan, Erdogan (2015), which proving H_{1a} and H_4 . Further analysis show that there is not much difference in Indian and European cultures in academic performance whereas, in both the cultures boys seem to do a little better compared to girls supporting our H_{1b} and H_{2b} .

The first hypothesis (H_{1a}) was that the self-esteem and resilience in children across cultures differ from each other. The findings of the study reveal that there was no main effect of culture was not observed. However, a significant interaction effect of culture and gender was found. Thereby, separate analysis for culture and gender were done to study the effect of

gender and resilience on academic scores. The findings of separate analysis of culture were in line with the study by Ungar (2005) and by Cai, Darker, Deng and Oakes (2009). Further, hypothesis (H_{1b}) suggests that Indian culture differ in academic performance from European culture, corresponding to this, the findings of the study reveal that the Indian children's academic performance excelled as compared to European children.

The second hypothesis (H_{2a}) was that boys have higher self esteem and resilience as compared to girls. However, the results partially support the hypothesis, it was observed that the girls have higher self esteem as compared to boys in congruent with the study by Lord, Eccles and McCarthy (1994). Whereas, boys had higher resilience as compared to girls, which was in line with the study by, Erdogan, Ozdogan and Erdogan (2015). Further, hypothesis (H_{2b}) suggests that boys show higher academic performance as compared to girls. However, the findings of the study suggest that there was not much difference between boys and girls in academic performance. Hence, the results do not confirm the hypothesis. Similar findings have been reported by Dee (2005).

Further, the third hypothesis proposes that the self-esteem has an impact on academic score across cultures and is confirmed. According to the findings, it is clear that self-esteem and academic scores of a child go hand in hand; higher the self-esteem, higher is the academic score, which is in line with the study by Singh (2005).

Lastly, the fourth hypothesis that resilience has an impact on academic performance across cultures also has been confirmed. The findings of this study reveal that resilience is indeed an individual's ability to cope up with the problem and so in order to perform well in school there is an impact of resilience on academic scores across cultures. A study by Scales, Benson, Roehlkepartain, Sesma Jr. and Dulmen (2006), are in line with the results of the present study.

Chapter 7

7.1 CONCLUSION

The present study was a comparison between two cultures (India and Europe) and the findings suggest that the Self-Esteem, Resilience and Academic Scores of children are found to be higher in Indian children as compared to the European children. Also, there was very less difference in the academic score across the cultures. In addition to this, it was also found that boys from both the cultures had higher resilience and academic scores. Whereas, self-esteem in Indian girls was higher than that of the boys and in Europe the boys had more self-esteem than girls.

7.2 IMPLICATIONS

Self-esteem is an individuals' understands of how important they are to themselves and others. On the other hand, resilience is a person's ability to deal with difficulties and face them with physical and mental strength. Both self-esteem and resilience are important for a child's upbringing.

The present study has implications for parents, teachers and caregivers. Awareness programs can be held for parents to make them understand that the relationship between self-esteem and resilience has an impact on the academic performance of their children. Children with higher self-esteem and resilience have better academic scores.

7.3 LIMITATIONS AND FUTURE RESEARCH DIRECTION

The study made use of purposive sampling. Students included were from specific schools of specific locations which were approachable for the researcher. For a better generalization of the results, random sampling technique could be used in future.

Academic performances are measured on different paradigms such as syllabus, scoring systems, etc. in different cultures which could have amounted to a discrepancy in the present comparative study of academic performance between cultures and genders. For further research, different measures or tools to analyze one's academic scores could be used.

Thirdly, the study questionnaires were used for measuring resilience and self-esteem. Since the study was conducted on children, a better measure of self-esteem and resilience including projective or pictorial tools for the assessment would be ideal.

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APPENDICES

Appendix A: THE ROSENBERG SELF-ESTEEM SCALE

1. I feel that I am as good as other people.
Strongly Agree Agree Disagree Strongly Disagree

2. I think there are lots of good things about me.
Strongly Agree Agree Disagree Strongly Disagree

3. Sometimes, I feel like I am a failure
Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.
Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.
Strongly Agree Agree Disagree Strongly Disagree

6. I feel good about being me.
Strongly Agree Agree Disagree Strongly Disagree


































7. I like being me
Strongly Agree Agree Disagree Strongly Disagree

8. I wish I liked myself more
Strongly Agree Agree Disagree Strongly Disagree

9. Sometimes I feel useless.
Strongly Agree Agree Disagree Strongly Disagree

10. Sometimes I think I am no good at all.
Strongly Agree Agree Disagree Strongly Disagree

Appendix B: CHILD AND YOUTH RESILIENCE MEASURE

	No	Sometimes	Yes
1. Do you have people you want to be like?			
2. Do you share with people around you?			
3. Is doing well in school important to you?			
4. Do you know how to behave/act in different situations (such as school, home and church or mosque)?			
5. Do you feel that your parent(s)/caregiver(s) know where you are and what you are doing all of the time?			
6. Do you feel that your parent(s)/ caregiver(s) know a lot about you (for example, what makes you happy, what makes you scared)?			
7. Is there enough to eat in your home when you are hungry?			
8. Do you try to finish activities that you start?			
9. Do you know where your family comes from or know your family's history?			
10. Do other children like to play with you?			
11. Do you talk to your family about how you feel (for example when you are hurt or feeling scared)?			
12. When things don't go your way, can you fix it without hurting yourself or other people (for example, without hitting others or saying nasty things)?			

	No	Sometimes	Yes
13. Do you have friends that care about you?			
14. Do you know where to go to get help?			
15. Do you feel you fit in with other children?			
16. Do you think your family cares about you when times are hard (for example, if you are sick or have done something wrong)?			
17. Do you think your friends care about you when times are hard (for example if you are sick or have done something wrong)?			
18. Are you treated fairly?			
19. Do you have chances to show others that you are growing up and can do things by yourself?			
20. Do you know what you are good at?			
21. Do you participate in religious activities (such as church, mosque)?			
22. Do you think it is important to help out in your community?			
23. Do you feel safe when you are with your family?			
24. Do you have chances to learn things that will be useful when you are older (like cooking, working, and helping others)?			
25. Do you like the way your family celebrates things (like holidays or learning about your culture)?			
26. Do you like the way your community celebrates things (like holidays, festivals)?			