

## Assessment of Institutional Resilience and Management of Universities in Rivers State

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**Abstract:** *This study assessed institutional resilience and management of universities in Rivers State. Three research questions and three hypotheses guided the study. The study adopted the correlational survey research design. The population of this study was 501 undergraduate students in Rivers State (Rivers State University = 258, and Ignatius Ajuru University of Education = 243) all in the Department of Educational Management, Faculty of Education. Using census sampling technique, the total population of 501 undergraduates was used in the study. A self-structured questionnaire titled "Assessment of Institutional Resilience and Management of Universities Questionnaire" (AIRMUQ) with a four-point rating scale, was used in generating data for the study. The instrument was validated by two experts in the field of Measurement and Evaluation, while a reliability index of 0.78 was obtained using the Cronbach Alpha. The Pearson's Product Moment Correlation was used to answer the research questions, t-transformed was used to test the formulated null hypotheses at 0.05 significant level. The study found that there is a significant relationship between operational, regulatory, and constitutional resilience and management of Universities in Rivers State. Given the above, it was recommended among others that operational, regulatory, and constitutional resilience could be increased by removing hindrances and uncertain situations during university studies, developing positivity in students to focus on their studies, increasing students' understanding about their short term and long term goals, and providing maximum teachers' support.*

**Keywords:** *Assessment, institutional resilience, management of Universities.*

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### Introduction

Education is considered as the fundamental human rights and higher education is necessary for the growth of every country. Today, higher education is considered to be of dominant status and the capital investment for social as well as financial development of a society. During higher education, students encounter many academic obstacles that result in their failure. Students can eradicate their academic obstacles through resilience (Masten,

2016). Generally, resilience is the capacity for successful adaptation in spite of challenging circumstances. But academic resilience is documented as student's ability to deal effectively with academic setbacks, stress, and study pressure. Resilience is the capability to overcome the difficulties encountered in achieving professional, personal and academic goals. According to Rutter (2016), resilience is an active process. Resilience results from exposure to adversity, rather than avoiding adversity. Resilient people are able to manipulate their environments in such a way as to protect themselves from the negative consequences of the adverse condition. Merely avoiding a negative event does not constitute resilience. In the view of Yates (2016), resilience is different from coping with an adverse situation. Many people cope with adverse situations by avoiding the situations, this does not constitute resilience.

Research has exposed that this quality is regular and not uncommon, as individuals usually show strength through life encounters (Ahmed, 2006). Many researchers highlighted that there are some people who resist the threatening situations in life and some of them do not resist and succumb to the negative situations in life. The people who show resilience and face harsh circumstances, do it successfully with the help of some elements. Resilience is reserve capacity, which makes someone ready to cope with adversities, which may occur in future. Additionally, Tremayne and Curtis (2007) stated that there are eight factors such as self-belief, optimism, purposefulness, direction, adaptability, ingenuity, challenge and orientations, which influence academic resilience

Luthar (2010) asserted that students having this ability do not mean that they are undefeatable but that the students react against calamities and resultantly this process of resilience is accomplished. In other words, an individual must show some actions to overcome the hardships of life. Therefore, it is the interaction between an individual talent and the adverse environment, which determines whether the person shows resilience or downfall. To elaborate further, family environment is undoubtedly important for individuals but social environment, containing cultural background and the community of a person, also plays a vital role for resilience with which difficulties in achieving professional, personal and academic goals can be overcome. During higher education students face many academic difficulties that need to be solved by practicing academic resilience.

Academic resilience refers to the student's achieving good educational outcomes even with hardships (Martin & Marsh, 2013). According to Yavuz and Kutlu (2016), academic resilience is the process and results that are part of the life story of a student who has been academically successful, despite obstacles that prevent the majority of others with the same background from succeeding. Academic resilience, unlike psychosocial resilience, is not defined by how well-adjusted or emotionally healthy an individual might be. Rather, academic resilience is defined solely by exceptional academic achievement in the face of adversity. Further, academic resilience is a satisfactory performance of cognitive or academic tasks in spite of disadvantageous backgrounds. According to Fry and Keyes (2010), academic resilience is the ability to effectively deal with stress, setback, or pressure in the academic setting. Academic resilience has two factors such as the individual student's defensive characteristics (related to internal protective factors) and their environments (related to external protective factors) that add to the modification and

academic success of the students at academic threat. Internal protective factors are individual qualities and characteristics (values, beliefs, skills and attitudes) connected with optimistic developmental outcomes.

Internal protective factors such as collaboration and communication, strong problem solving skills, empathy, aspirations and well-defined goals, high self-efficacy and self-awareness are internal protective factors developed both naturally and in response to environmental protective factors, and they contribute to positive, social, health and academic outcomes as well. External protective factors are accessible at home, institution, community, and close groups, in the form of high expectations, encouragement for participation in meaningful activities and caring relations (Yates, 2016). Institutional structures do not respond in any rapid and fluid way to alterations in the domestic or international environment. Institutions once established tend to reproduce themselves. In a given environment (of internal and external factors), the institutions and the patterns of behaviour generate stability. This behaviour will replicate as long as this context remains the same (Greif & Laitin, 2014). Two main reasons account for such tendency to stability:

- (i) The impact of past institutions.
- (ii) The mechanisms by which institutions are reinforced.

If institutions, adjust relatively quickly to developments in social, political and economic environments, and if the institutions in which students learn, do not shape their behaviour by providing incentives and guiding collective behaviour, there would be little point in studying the processes of institutional stability. Attention could be focused either on the motivations of individuals or groups or in the external and contextual factors. However, if both, formal and informal institutions, matter as determinants of the context in which human action and decision-making takes place, the study of institutional dynamics performs an important role in the agenda of social sciences research (Greif & Laitin, 2014).

However, while some studies stated that academic self-efficacy causes academic success of the students (Barlow, 2012; Joo, 2010 & Bassi, 2017), other studies claimed that academic success makes academic self-efficacy stronger if students can perform duties assigned to them without being overwhelmed, it might also mean that their academic motivation is high. Students with lower levels of motivation may have difficulties in completing a difficult academic assignment as a result their academic self-efficacy weakens giving room for poor management of the University. While the literature is examined it could be clearly seen that there is a strong significant optimistic relationship between academic self-efficacy and management of Universities. However, while some studies stated that academic self-efficacy causes academic success of the students, further studies claimed that academic success makes academic self-efficacy stronger as students can perform a duty assigned to them without being overwhelmed (Greif & Laitin, 2014).

Resilience is not a single ideology but it consists of various components, which everybody owns either to a greater or lesser degree. Therefore, when we call someone as 'resilient' being, we actually refer to somebody who has a relatively high degree of these components. A resilient person may also be extremely high on certain components, and low on some other components. Similar is the case with the students who face many barriers on the way

to their academic success, which may include challenging courses, demanding routines, technological mishaps, and disruptive living situations that make it difficult to study. Such students must learn to overcome their own optimistic behaviour and negative attitudes that would make them able to complete their educational dreams (Ahmed, 2006).

The study operationalized the following measures of institutional resilience: operational, regulatory, and constitutional resilience. Operational resilience is the ability of an institution to change or adapt during times of stress, disruption, or uncertainty. It is also a key factor for success and employee morale in turbulent times. More than business continuity planning, operational resilience encompasses a holistic and strategic framework. According to Gartner (2017), operational resilience is a set of techniques that allow students, staff, processes, and information systems to adapt to changing patterns in the institution. This inclusive definition recognizes that business, operations, finance, and information security are all interconnected and need to be viewed together. Operational resilience is a necessary framework to navigate an increasingly uncertain world whether that means a global pandemic, sophisticated, cyber-attacks, climate uncertainty, potential information technology disruptions, growing regulatory scrutiny, or fickle customer expectations. Operational resilience is an important tool for helping students to handle adverse situations in the school. Every institution experiences occasional problems. These problems can range from staffing issues to natural disasters affecting the institution's facilities and making it impossible for normal academic operation to continue. The goal behind operational resilience is to identify potential problems before they happen and come up with a plan to either mitigate the effects or to allow the institution to quickly recover (Barlow, 2012).

Regulatory resilience is the ability of the students to anticipate, absorb, recover from, and adapt to disruptive events, particularly high-impact, low-frequency events and monitor academic processes. It entails **to re-emerge from a critical default-like situation**, relying on its built-in resources, modalities and adaptabilities. These resources, modalities and adaptabilities comprise financial strength, institutional flexibility, and regulatory action and supervisory foresight (Bassi, 2017).

Constitutional resilience refers to the abilities of institutions to cope with attacks and in the end to cope with a real crisis. Some students are naturally resilient, with personality traits that help them remain unflappable in the face of challenges. However, these behaviours are not just inborn traits found in a select few, resilience is the result of a complex series of internal and external characteristics, including genetics, physical fitness, mental health, and environment (Joo, 2010).

Resilience is what gives students and staff the psychological strength to cope with stress and hardship in the school. It is the mental reservoir of strength that students are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient students are better able to handle adversity and rebuild their lives after a struggle. Dealing with change or loss is an inevitable part of life. At some point, everyone experiences varying degrees of setbacks. Some of these challenges might be relatively minor (not getting into a class or being turned down for a promotion at work), while others are disastrous on a much larger scale (hurricanes and terrorist attacks). Those who lack

resilience may become overwhelmed by such experiences. They may dwell on problems and use unhelpful coping mechanisms to deal with them. Disappointment or failure might drive them to unhealthy, destructive, or even dangerous behaviours. These individuals are slower to recover from setbacks and may experience more psychological distress as a result.

In the view of Odidison (2014), management activities are known as principles of management which include: planning, *organizing, commanding, coordinating, controlling and staffing*. In the views of Olaniyi and Aina (2014), it is an established fact that the vision of Universities is to be pace-setting institutions in terms of learning, character building and service to mankind with a mission to produce competent and resourceful graduates with high moral standards in our society, and the total development of student and teachers in an enabling environment through appropriate teaching, research and service to humanity, influenced by the constitutional ethics and culture of our Nigerian State.

Today, it is obvious to state that many children face challenging circumstances which have led to failure in educational institution and to poor management of Universities. Though variables outside students' control often predict poor management in Universities, some students are able to persevere, and typically experience academic and social success. Success, despite adversity, has been defined as resilience (Brackenreed, 2017; & Rutter, 2016). According to Rojas (2018), resilience is based on the assumptions that all people face adversity at one time or another and individuals handle adverse circumstances differently. The reason, one individual responds better to adversity than another, is not entirely clear. Some researchers view resilience as a personality trait that cannot be changed. Whitman (2019) has described resilience as a personal attribute that can be altered by environmental factors. Resilience has been conceptualized in different ways, including developmental outcomes, a set of competencies, or coping strategies. It is generally accepted that many factors, both personal and environmental, influence how individuals respond. For the purpose of this study, resilience is viewed as a personal characteristic that can be affected by external sources such as teachers, staff and even programmes within the school environment. When students demonstrate academic achievement despite risk factors, these students can be viewed as academically resilient.

### **Statement of the Problem**

Today, higher institutions play a vital role in every field related to nation's growth. Universities that are responsible for imparting higher education are improving students according to their sources, yet many obstacles are eminent to the achievement of students academically. Academic resilience enable students to deal positively with the hindrances occurring during their studies. Researchers (Fraenkel, 2012 & Luthar, 2010) strongly recommend that academic resilience is one of the possible solutions for helping students to persist in Universities. Research is required about institutional resilience for the improvement of the management of academic problems and understanding the positive and negative role of institutional resilience on the management of Universities. Thus, the present study assessed institutional resilience and management of universities in Rivers State.

## Research Questions

The following research questions guided the study:

1. What is the relationship between operational resilience and management of Universities in Rivers State?
2. What is the relationship between regulatory resilience and management of Universities in Rivers State?
3. What is the relationship between constitutional resilience and management of Universities in Rivers State?

## Hypotheses

The following research hypotheses were formulated for the study and were tested at 0.05 level of significant.

1. There is no significant relationship between operational resilience and management of Universities in Rivers State.
2. There is no significant relationship between regulatory resilience and management of Universities in Rivers State.
3. There is no significant relationship between constitutional resilience and management of Universities in Rivers State.

## Methodology

The study adopted the correlational survey research design. The population of this study was 501 undergraduate students in Rivers State (Rivers State University = 258, and Ignatius Ajuru University of Education = 243) all in the Department of Educational Management, Faculty of Education. Using census sampling technique, the total population of 501 undergraduates was used in the study. A self-structured questionnaire titled "Assessment of Institutional Resilience and Management of Universities Questionnaire" (AIRMUQ) with a four point rating scale was used in generating data for the study. The instrument was validated by two experts in the field of Measurement and Evaluation, while a reliability index of 0.78 was obtained using the Cronbach Alpha. The Pearson's Product Moment Correlation was used to answer the research questions, and t-transformed was used to test the formulated null hypotheses at 0.05 significant level.

## Results

**Research Question 1:** What is the relationship between operational resilience and management of Universities in Rivers State?

**Table: 1. Relationship between Operational Resilience and Management of Universities in Rivers State.**

| Variables                      | N   | $\sum x$<br>$\sum y$ | $\sum x^2$<br>$\sum y^2$ | $\sum xy$ | r-value | Decision          |
|--------------------------------|-----|----------------------|--------------------------|-----------|---------|-------------------|
| Operational Resilience (X)     | 501 | 31266                | 563342                   | 934025    | 0.83    | Positive (Strong) |
| Management of Universities (Y) | 501 | 42081                | 740183                   |           |         |                   |

Source: Survey Data, 2023.

Table 1 displays the relationship between operational resilience and management of Universities in Rivers State. The calculated  $r = 0.83$  shows a strong positive relationship between operational resilience and management of Universities in Rivers State. In essence, operational resilience allows students and staff to process information systems in other to adapt to the changing patterns in the institution which in turn enhances the management of Universities in Rivers State.

**Research Question 2:** What is the relationship between regulatory resilience and management of Universities in Rivers State?

**Table: 2. Relationship between Regulatory Resilience and Management of Universities in Rivers State.**

| Variables                      | N   | $\sum x$<br>$\sum y$ | $\sum x^2$<br>$\sum y^2$ | $\sum xy$ | r-value | Decision          |
|--------------------------------|-----|----------------------|--------------------------|-----------|---------|-------------------|
| Regulatory Resilience (X)      | 501 | 38674                | 496603                   | 946759    | 0.78    | Positive (Strong) |
| Management of Universities (Y) | 501 | 44678                | 646981                   |           |         |                   |

Source: Survey Data, 2023.

The information in Table 2 shows the relationship between regulatory resilience and management of Universities in Rivers State. The calculated  $r = 0.78$  indicates a strong positive relationship between regulatory resilience and management of Universities in Rivers State. This implies that as regulatory resilience anticipates, absorbs, recovers from, adapts to disruptive events, and monitors academic processes, management of Universities improves.

**Research Question 3:** What is the relationship between constitutional resilience and management of Universities in Rivers State?

**Table: 3. Relationship between Constitutional Resilience and Management of Universities in Rivers State.**

| Variables                      | N   | $\sum x$<br>$\sum y$ | $\sum x^2$<br>$\sum y^2$ | $\sum xy$ | r-value | Decision          |
|--------------------------------|-----|----------------------|--------------------------|-----------|---------|-------------------|
| Constitutional Resilience (X)  | 501 | 41127                | 663459                   | 975097    | 0.73    | Positive (Strong) |
| Management of Universities (Y) | 501 | 46793                | 741178                   |           |         |                   |

Source: Survey Data, 2023.

Table 3 displays the relationship between constitutional resilience and management of Universities in Rivers State. The calculated  $r = 0.73$  shows a strong positive relationship between constitutional resilience and management of Universities in Rivers State. This entails that constitutional resilience improves the ability of University management to cope with attacks and crisis in the institution.

## Test of Hypotheses

**Hypothesis 1:** There is no significant relationship between operational resilience and management of Universities in Rivers State.

**Table 4: t-transformed of Relationship between Operational Resilience and Management of Universities in Rivers State.**

| Variables                      | N       | $\sum X$<br>$\sum Y$ | $\sum X^2$<br>$\sum Y^2$ | $\sum XY$ | df      | r-cal | t-trans | t-crit | Decision |
|--------------------------------|---------|----------------------|--------------------------|-----------|---------|-------|---------|--------|----------|
| Operational Resilience (X)     | 50<br>1 | 31266                | 563342                   | 934025    | 49<br>9 | 0.83  | 23.81   | 1.96   | $H_0$    |
| Management of Universities (Y) | 50<br>1 | 42081                | 740183                   |           |         |       |         |        | Rejected |

\* Significance at 0.05 level.

**Source: Survey Data, 2023.**

In Table 4, the t-transformed value of 23.81 is greater than the t-critical value of 1.96 for 256 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that “there is no significant relationship between operational resilience and management of Universities in Rivers State” is hereby rejected and the alternate is accepted. Thus, there is a significant positive relationship between operational resilience and management of Universities in Rivers State.

**Hypothesis 2:** There is no significant relationship between regulatory resilience and management of Universities in Rivers State.

**Table 5: t-transformed of Relationship between Regulatory Resilience and Management of Universities in Rivers State**

| Variables                      | N       | $\sum X$<br>$\sum Y$ | $\sum X^2$<br>$\sum Y^2$ | $\sum XY$ | df      | r-cal | t-trans | t-crit | Decision |
|--------------------------------|---------|----------------------|--------------------------|-----------|---------|-------|---------|--------|----------|
| Regulatory Resilience (X)      | 50<br>1 | 38674                | 496603                   | 946759    | 49<br>9 | 0.78  | 19.94   | 1.96   | $H_0$    |
| Management of Universities (Y) | 50<br>1 | 44678                | 646981                   |           |         |       |         |        | Rejected |

\* Significance at 0.05 level.

**Source: Survey Data, 2023.**

Table 5 displays the t-transformed value of 19.94 which is greater than the t-critical value of 1.96 for 256 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis that “there is no significant relationship between regulatory resilience and management of Universities in Rivers State” is hereby rejected and the alternate is accepted. The implication is that there is a significant positive relationship between regulatory resilience and management of Universities in Rivers State.



**Hypothesis 3:** There is no significant relationship between constitutional resilience and management of Universities in Rivers State.

**Table 6: t-transformed of Relationship between Constitutional Resilience and Management of Universities in Rivers State.**

| Variables                      | N       | $\sum X$<br>$\sum Y$ | $\sum X^2$<br>$\sum Y^2$ | $\sum XY$ | df      | r-cal | t-trans | t-crit | Decision |
|--------------------------------|---------|----------------------|--------------------------|-----------|---------|-------|---------|--------|----------|
| Constitutional Resilience (X)  | 50<br>1 | 41127                | 663459                   | 975097    | 49<br>9 | 0.73  | 16.99   | 1.96   | $H_0$    |
| Management of Universities (Y) | 50<br>1 | 46793                | 741178                   |           |         |       |         |        | Rejected |

\* Significance at 0.05 level.

**Source: Survey Data, 2023.**

In Table 6, the t-transformed value of 16.99 is greater than the t-critical value of 1.96 for 256 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that “there is no significant relationship between constitutional resilience and management of Universities in Rivers State” is hereby rejected and the alternate is accepted. The implication is that there is a significant positive relationship between constitutional resilience and management of Universities in Rivers State.

### Discussion of Findings

Based on the analysis of data, Research Question 1 revealed the relationship between operational resilience and management of Universities in Rivers State evident. The calculated  $r = 0.83$  shows a positive relationship between operational resilience and management of Universities in Rivers State. In essence, operational resilience allows students and staff to process information systems in other to adapt to the changing patterns in the institution which in turn enhances the management of Universities in Rivers State. The corresponding test of Hypothesis 1 established that the t-transformed value of 23.81 is greater than the t-critical value of 1.96 for 499 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant relationship between operational resilience and management of Universities in Rivers State is hereby rejected and the alternate is thus accepted. Thus, there is a positive relationship between operational resilience and management of Universities in Rivers State.

This finding was supported by the view of Barlow (2012) that operational resilience is the ability of an institution to change or adapt during times of stress, disruption, or uncertainty. It is also a key factor for success and employee morale in turbulent times. More than business continuity planning, operational resilience encompasses a holistic and strategic framework. According to Gartner (2017), operational resilience is a set of techniques that allows students and staff, processes and information systems to adapt to

changing patterns in the institution. This inclusive definition recognizes that business, operations, finance and information security are all interconnected and need to be viewed together. Operational resilience is a necessary framework to navigate an increasingly uncertain world whether there is a global pandemic, sophisticated cyber-attack, climate uncertainty, potential information communication disruption, growing regulatory scrutiny, or fickle customer expectation. Operational resilience is an important tool for helping students to handle adverse situations in the school. Every institution experiences the occasional problems. These problems can range from staffing issues to natural disasters affecting the institution's facilities and making it impossible for normal academic operation to continue. The goal behind operational resilience is to identify potential problems before they happen and come up with a plan to either mitigate the effects or to allow the institution to quickly recover (Barlow, 2012).

The analysis of data on Research Question 2 revealed the relationship between regulatory resilience and management of Universities in Rivers State: the calculated  $r = 0.78$  shows a strong positive relationship between regulatory resilience and management of Universities in Rivers State. This implies that as regulatory resilience anticipates, absorbs, recovers from, adapts to disruptive events and monitors academic processes, management of Universities improves. The corresponding test of Hypothesis 2 revealed that the t-transformed value of 19.94 is greater than the t-critical value of 1.96 for 256 degree of freedom at 0.05 level of significance, and thus the null hypothesis which states that there is no significant relationship between regulatory resilience and management of Universities in Rivers State is rejected and the alternate is accepted. The implication is that there is a positive relationship between regulatory resilience and management of Universities in Rivers State.

In support of this finding, Bassi (2017) established that regulatory resilience is the ability of students to anticipate, absorb, recover from, adapt to disruptive events, and monitor academic processes. It entails **to re-emerge from a critical default-like situation**, relying on its built-in resources, modalities and adaptabilities. These resources, modalities and adaptabilities comprise financial strength, institutional flexibility, regulatory action, and supervisory foresight. This type of resilience is what gives students and staff the psychological strength to cope with stress and hardship in the school. It is the mental reservoir of strength that students are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient students are better able to handle adversity and rebuild their lives after a struggle. Dealing with change or loss is an inevitable part of life.

The analysis of data on Research Question 3 revealed the relationship between constitutional resilience and management of Universities in Rivers State. The calculated  $r = 0.73$  shows a strong positive relationship between constitutional resilience and management of Universities in Rivers State. This entails that constitutional resilience copes with attacks and crisis in the management of Universities in Rivers State. The corresponding test of Hypothesis 3 revealed that the t-transformed value of 16.99 is greater than the t-critical value of 1.96 for 256 degree of freedom at 0.05 level of significance, thus the null hypothesis that "there is no significant relationship between

constitutional resilience and management of Universities in Rivers State” is rejected and the alternate is accepted. The implication is that there is a positive relationship between constitutional resilience and management of Universities in Rivers State.

In line with this study, Joo (2010) asserted that constitutional resilience refers to the abilities of constitutions to cope with attacks and real crisis. Some students are naturally resilient, with personality traits that help them remain unflappable in the face of challenges. However, these behaviours are not just inborn traits found in a select few. Resilience is the result of a complex series of internal and external characteristics, including genetics, physical fitness, mental health, and environment. At some point, everyone experiences varying degrees of setbacks. Some of these challenges might be relatively minor (not getting into a class or being turned down for a promotion at work), while others are disastrous on a much larger scale (hurricanes and terrorist attacks). Those who lack resilience may become overwhelmed by such experiences. They may dwell on problems and use unhelpful coping mechanisms to deal with them. Disappointment or failure might drive them to unhealthy, destructive, or even dangerous behaviours. These individuals are slower to recover from setbacks and may experience more psychological distress as a result.

### **Conclusion**

It is obvious to state that many children face challenging circumstances which have led to failure in educational institutions and poor management of Universities. Though variables outside students’ control often predict poor management of Universities, some students are able to persevere, and typically experience academic and social success. Success, despite adversity, has been defined as resilience. Resilience is based on the assumptions that all people face adversity at one time or another and individuals handle adverse circumstances differently. The reason, one individual responds better to adversity than another, is not entirely clear. Some researchers view resilience as a personality trait that cannot be changed. Resilience is seen as a personal attribute that can be altered by environmental factors. Resilience has been conceptualized in different ways, including developmental outcomes, a set of competencies, or coping strategies. It is generally accepted that many factors, both personal and environmental, influence how individuals respond. In summary, operational, regulatory, and constitutional resilience have been found to have strong positive relationship with management of Universities in Rivers State.

### **Recommendations**

From the findings of the study, the following recommendations are made:

- (1) Operational resilience could be increased by removing hindrances and un-certain situations during University studies, developing positivity in students to focus on their studies, increasing students’ understanding about their short term and long term goals and providing maximum teachers’ support.
2. Regulatory resilience should be improved by providing a charming physical environment, proper guidance by University staff, collaboration among University staff and teachers’ focus on students’ character building.

3. Constitutional resilience should be enhanced as to modify the removal of political influence in Universities, quality assessment system and unique educational process must be practiced inside Universities.

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