

Academic Competence as a Personal Factor Influencing Resilience in School Adaptation among Children in Post War Context

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Abstract

Academic competence is indispensable in influencing resilience among children acting as a buffer that protect them from psychological distress. This study examined the role of academic competence in enhancing resilience in school adaptation among children in post war context using a sample of children aged 9 to 21years. Resilience Models and Social Cognitive Theory (SCT) were used to guide the study. Academic competence was measured at by Interviews, Focus groups and teacher reports to capture children's' narratives on war experiences and academic competence. Children's academic competence was assessed using Academic competence Scale (ACS), adapted and modified. Descriptive t-test was used to analyze Quantitative data while qualitative data was analyzed thematically by use of interpretative phenomenological analysis and presented in verbatim. The results showed that majority of the children were low in academic competence at 95% confidence level. Only four items, namely; "I can work hard", "I can do well in school", "I can improve my reading ability", and "I know how I want to be", found to be at 95% confidence level. The study indicated that depleted personal resources as a result of experiencing traumatic events early in life (such as war), can pose a tremendous challenge in school adaptation. The study illustrated the necessity of interventions in post war context.

Keywords: Academic competence, resilience, school adaptation, children, trauma.