ACADEMIC SUCCESS, FAILURE AND RESILIENCE IN YOUTH EDUCATION IN A DIGITIZED SOCIETY

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Abstract: The digitized society imposes dynamic in the education of young people from the perspective of free time, but also of the way in which one's own resources and responsibilities are managed. Resilience becomes a necessary skill for managing the stress associated with academic failure (Walsh, 2016b), but also for adapting to the conditions necessary to achieve academic success (Sony & Mekoth, 2022). The purpose of this theoretical analysis is to describe the role of resilience for academic success and failure. It was found that factors such as self-efficacy, self-esteem, parental support, mentoring, but also educational programs that contribute to development of management skills, act in opposition to risk factors (Zimmerman, 2013).

Key words: Academic success, academic failure, resilience, digitized society, antifragility.

1. Introduction

The digitized society requires a series of changes from the perspective of how people work, learn, and communicate, as well as from the point of view of career opportunities. This digital transition specific to present societies becomes inevitable for all areas of human life, including the emergence of new products, and services and the development of societies (Islam & Bhuiyan, 2022). In this context, it becomes important to analyze the specialized literature, considering concepts such as academic success, failure, and resilience in the education of young people, to constructively address the challenges of today's societies.

A digitalized society becomes less challenging for digital natives compared to digital immigrants, Pavalache – Ilie (2024) states that in the digital age, the teacher is no longer the main source of information transmission, the young person/student has real-time access to numerous sources through to which the information provided by the teaching staff can be supplemented. In this context, the importance of the critical thinking of the young person who has the task of filtering the read information is noted.

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Savenka, Yurtsenyuk, and Rotar (2017) state that Internet addiction is recognized by doctors as having harmful effects on the individual like other addictions. This is associated with diminishing mental health, physical health, and manipulation of consciousness and actions both in the case of adults and in the case of children. The replacement of social relations with social life dominated by social networks creates the illusion of an active, intense life, contributing to the appearance of changes in the personality level, but also affecting interpersonal relationships.

In the context of this digitized society, the importance of achieving academic success, perceived as a challenge, is emphasized in the presence of various environments for transmitting information, but also for spending free time.

Academic success, along with young people's satisfaction with the quality of task performance, cognitive resources, learning strategies, and the frequency of using self-directed learning, were associated with elements such as the quality of interactions between the teaching staff and young people, how the training was carried out, but also the availability the learner to recover the gaps and relate with perseverance to the learning activity (Considine and Zappala, 2002).

Academic failure is an early indicator of potential school dropout, and those youth who reach this stage are more exposed to low wages in adulthood compared to those who have completed college (Needham et al., 2004), also characterized by a low level of self-efficacy (Gilar-Corbi et al., 2020).

Academic failure is characterized by the inconsistency shown by young people in the learning process, representing the final stage in a dynamic, cumulative, multifactorial process of disengagement of the young person from an activity that requires sustained intellectual effort. Academic failure leading to school dropout has been found to occur frequently in the first months of the first academic year (Morelli et al., 2021).

According to Hartley (2011), resilience has the major advantage of helping the individual to perceive negative events as manageable challenges, without being distracted from achieving one's goals. This is formed among young people, in an academic context, when teachers provide meaningful opportunities for them to capitalize on their skills, while providing detailed explanations, encouraging young people's active involvement in learning and focusing on the learning process and beyond on the result (Mirza & Arif, 2018).

This article presents an in-depth analysis of the concepts of academic success, academic failure, resilience, and the relationship established between them with the aim of contributing to the improvement of the individual's quality of life.

2. Academic Success

In a study that sought to identify young people's perspective on the meaning of the concept of academic success, Cachia et al. (2018) concluded that young people perceive academic success as a process of personal development, but also as a final goal in the form of qualification university. At the same time, developing skills that facilitate young people's employment in the labor field is as important as acquiring knowledge that

directs them to academic success. Finally, the above-mentioned authors concluded that young people are aware of the responsibility they have for achieving academic success, being necessary to take control of their independent learning but mention the need for support for the formation of learning skills.

Moussa and Ali (2022) demonstrated that a young person's level of happiness is associated with achieving learning-related goals and implicitly with a higher rate of achieving academic success. Along with the level of happiness, other factors influence the achievement of academic success according to Anghel (2023): the influence of the peer group, the affiliation with the peer group, the family, the community of teachers, and the relationships established between students and the previously mentioned elements. Academic performance occurs in the presence of a balance between academic and personal life, for which the skills of managing educational crises and stress become necessary.

Academic feelings are associated with a young person's achievements, activities, and results. Initially, academic emotions were divided into three categories as follows: activation emotions such as pleasure, pride, or anger; deactivating emotions, shame being a part of this category, respectively positive emotions such as joy, pride, and hope. All these are experienced by the individual in educational contexts. It has subsequently been shown that healthy emotions, for example, delight, determine positive effects in terms of academic performance, and conversely, feelings that induce a state of disengagement, for example, fatigue, reduce motivation, affect information processing, thus diminishing academic performance (Cao et al., 2024).

The academic success of young people is an important indicator for evaluating the quality of educational institutions, and it involves six components: academic achievement, satisfaction, the acquisition of skills and competencies, persistence, the fulfillment of learning objectives, and career success (Alyahyan & Dustegor, 2020; York et al., 2015).

Academic adjustment is a contributing factor to academic success. Cazan and Stan (2024) mention that adaptation can be seen as a regulation of behavior and reactions to the requirements and norms specific to a context, in this case, the educational one. An adapted young person is distinguished by time management skills, active participation in situations that involve learning, but also effective relationships with colleagues and teachers. Adaptation can be perceived not only as a change in the environment to meet the demands of the individual but also as a change in the individual to match the demands of the environment. This mutual adjustment becomes essential for achieving academic success as well as social and professional success.

The concept of self-efficacy finds its justification in explaining and achieving academic success in that it represents an individual's judgment of his specific abilities in relation to the performance of a task and is based on the achievement of successes and failures. Realizing differences between mastery and performance goals can contribute to the development of self-efficacy. Mastery goals direct the young person to develop new skills, and to understand the work they are doing, thus improving their level of competence, while performance goals lead them to focus on the skills they already have

and the value they bring. He has for himself, as a person, as a member of a community, but also for others (Linnenbrink & Pintrich, 2002).

It has been shown that the level of self-efficacy is the higher the individual has higher self-regulation skills and a high level of confidence in their own abilities. This self-regulation of learning to achieve academic success can be determined by the desire or avoidance of consequences, but also by external factors such as a sense of duty or assigning personal importance to completing certain tasks. It is not excluded that the self-regulation of learning is due to the intrinsic motivation for learning and implicitly the pleasure of studying a field (Butcher et al., 2021).

In the context of academic success, Voinea (2024) analyzes the mentoring process according to which one person offers support to another to make an important transition in knowledge, in the professional field, or thinking. The teacher becomes a mentor when he supports the young person in the development of skills, identifying the necessary resources for involvement in the learning activity, emphasizing the importance of time management, setting goals, and using the most appropriate strategies with a role in learning and development. At the same time, the mentoring between the teacher and the young person/student implies a cooperative relationship in which both partners can be advantaged from the perspective of improvement.

The effective teacher, who directs young people to academic success, is described by Ozcan (2021) as the one who conveys confidence and security to young people, values first the effort to achieve the goal and then the result obtained, shows flexibility and acceptance towards individual differences, prioritizing their involvement in the educational process.

2. Academic Failure

Academic failure is defined as an educational problem that takes into account the lack of acquisition of basic skills or specific skills of a young person by the field in which he is being trained, which may affect his integration and proper functioning in society (Gutierrez-de-Rozas et al., 2022).

Academic failure, in the case of young people who want to complete higher education, is characterized by two aspects: the intention to abandon university studies and dissatisfaction with the university experience. This dissatisfaction represents a multifaceted concept, referring to the educational offer, the relationships with teachers, but also with other students, respectively the various institutional and university services. Young people in this situation demonstrate negative behaviors towards other students, refusing to give help when they need it (Elsharnouby, 2015).

Young people perceive university dropout and implicitly academic failure as a personal failure with possible negative consequences such as reduced employment prospects, diminished opportunities for improving the quality of life, but also lower financial remuneration (Heublein & Wolter, 2011).

Henry and colleagues (2019) define failure as a person's inability to meet the demands of an achievement context, thus not achieving the desired goal. These achievement

contexts refer to certain tasks to be performed, to the evaluation of those tasks by reference to standards or expectations that indicate the achievement of the goal. These contexts are associated with a series of skills that lead to the achievement of objectives. At the same time, the previously mentioned authors draw attention to the difference between error and failure, specifying that failure is marked by the failure to fulfill a goal in an achievement context, while the appearance of errors does not necessarily prevent the achievement of an objective, they can be corrected or indicate a new strategy that to lead to the achievement of the objective.

Academic failure occurs not only when young people do not demonstrate the acquisition of basic skills, but also when they complete their studies but cannot think critically, solve different problems independently and creatively, show autonomy in learning, respectively to collaborate with others to achieve goals, all of which are useful tools in a digitized society. The diminished performance associated with academic failure signifies the loss of a culture's intellectual capital (Rafoth, 2004).

Hamada (2012) lists the typology of young people's difficulties that can cause academic failure: neurological dysfunctions represented by possible deficiencies that the young person has from birth and whose effect is noticeable at the level of cognitive development; the uneven developmental difficulties according to which the young person's potential is not by the much too high demands of the tasks of an academic nature; difficulties in solving academic tasks marked by the appearance of an imbalance between the activities requested from the teaching staff and the level of achievement.

Ajjawi et al. (2019) concluded from their study of how young people cope with academic failure that the main coping strategies focused on changing behavior and setting success-focused goals. Even when students attributed failure to external causes rather than their actions, they later responded positively by adjusting their behavior. These aspects suggest that persistence in overcoming academic failure and achieving academic success is also supported by taking control of one's learning. Asking for help remains a beneficial strategy for young people facing academic failure, referring to engaging in positive relationships with family members, and friends, but also seeking advice from teachers.

From the perspective of the formal educational environment, it is recommended to differentiate and individualize learning when risks that may lead to academic failure are identified. This way of approaching training, which produces effective learning among young people, can be applied when the teacher dedicates time to getting to know the particularities of the individual at risk and the reasons that generated the emergence of learning difficulties (Sălăvăstru, 2004).

3. The Importance of Resilience

According to the psychological definition, resilience is a dynamic process that considers the adaptation of the individual in the context of some adversity. From a psychological trait perspective, it represents the ability to successfully cope with stress (Connor & Davidson, 2003).

Resilience is associated with physical and mental health, contributing at the same time to the development of relationship skills, increasing the chances of personal and professional success of young people, and achieving emotional balance (Pânișoară, 2024).

Along with the concept of resilience, Rad (2024) describes the importance of the concept of antifragility, which is characterized by three component elements: the young person's ability to enjoy the benefits of chaos, of a situation marked by uncertainty, transforming it into opportunities for learning, intellectual growth; adaptability and ability to learn from difficult experiences; constant evolution and growth under conditions of exposure to stressful factors. It is found that the development of antifragility requires mental flexibility and a good ability to adapt to difficult situations.

There are two types of factors that influence a person's resilience: external protective factors and internal protective factors. External factors refer to the support offered by the environment and the opportunities associated with it, being represented by relationships based on care between colleagues, in the family, in the school environment or the community, the presence of high expectations, respectively the encouragement to participate in meaningful activities. Internal protective factors refer to individual qualities and characteristics (skills, attitudes, beliefs, values), empathy, problem-solving skills, well-defined goals and aspirations, and high self-efficacy (Jowkar et al., 2014).

Table 1 shows the factors that contribute to the acquisition of resilience according to the authors Cowen and Wyman (1988).

Table 1

Factors contributing to the acquisition of resilience
(Cowen & Wyman, 1998)

The young person's level of cognitive functioning.	Approaching an optimistic vision of the young person's future.
Qualities of the young person concerning his temperament, autonomy, social skills, school competence in middle childhood, and increased level of self-esteem.	Exposures to multiple, profound stress early in life, can contribute to the formation of competent, autonomous young people at the age of 18.
Parenting effectiveness – parenting competence, healthy child care practices, parenting styles based on consistent discipline and support, warm, caring, secure family environment, and the existence of a positive self-concept of the parent.	The young person's willingness to identify with healthy role models outside the family (eg teachers) who can be sources of support.
Adapting practices to the young person's age, concerning his childhood.	Strong sense of satisfaction in life.

Resilient youth are described by Alva (1991) as those who maintain a high level of achievement and performance motivation even when faced with stressful work conditions and at risk for low performance. At the same time, they stand out through self-communication based on positivism and recognition of efforts, social support, and also setting goals. This author uses the term "academic invulnerability" in the context of resilience, denoting those young people who demonstrate high levels of achievement, motivation, and performance despite stressful work events and conditions that put them at risk of underachieving or abandoning the academic activity.

Self-efficacy, planning, persistence, anxiety at a healthy level, and tolerance of uncertainty become predictors of academic resilience (Fru-Ngongban, 2023), and in this context, self-efficacy is represented by an individual's beliefs about his ability to engage successfully in a task to achieve the desired result. Increased self-efficacy is associated with active engagement in the task, with experiencing positive emotions regarding the achievement of the task, while low self-efficacy is associated with avoiding challenges, perceiving failure despite an average or low level of the task, respectively giving up achieving the goal with the emergence of difficulties (Bandura, 1997).

4. Conclusions

It is unanimously accepted that digitization can bring benefits to the development of young people, contributing to the increase of their quality of life, but to obtain long-term benefits, it is recommended to introduce it with caution in all spheres of activity (Khaustova et al., 2024). The present society, exposed to digitization in continuous transformation from the perspective of the complexity, but also the facilitation, sometimes apparent, of daily tasks, imposes the need to respect some limits between family, academic/professional activities, and recreation (Ruiz-Martinez et al., 2021). Resilience can become a useful tool to face the challenges of digital society, and the fast pace of everyday life, but also how failure can be managed in different situations.

The occurrence of success in this context is all the more common as ways of measuring academic adjustment are known. Truța (2024) mentions that the measurement of academic adaptation becomes important because it has a predictive role about academic performance and the risk of academic dropout. When this adaptation is measured at different points in time, it also contributes to the identification of the level of efficiency of the interventions whose purpose consists in "facilitating the achievement of success in the academic environment, improving the well-being of young people, respectively reducing the risk of dropping out of studies" (p. 82).

For an effective adaptation of the young person to the academic context, Necșoi (2024) mentions the need to set learning objectives. In this sense, it is recommended that the teacher establish the objectives aimed at in the training activities, and enunciate them before the actual training begins, facilitating the planning and

organization of learning by the young person. At the same time specifying the standards that students must meet, the assessment requirements, but also some concrete examples, the constant monitoring of their learning, helps them to form and strengthen their time management skills, to evaluate their resources according to the complexity of the requirements, respectively to structure their learning.

While academic failure can trigger changes in young people's life trajectories and feelings of despair or disappointment, there are also situations where it can be a positive learning experience, drawing attention to the need to change their learning habits (Ajjawi et al., 2019), thus proving the ability to be resilient.

Resilient youth consistently have positive academic trajectories leading to academic success, lower intentions to drop out of intellectually demanding activities, better grades, and higher quality of life satisfaction (Bittmann, 2021). The existence of positive relationships with important adults in the individual's life, contributes to the formation of resilience, by the fact that they can offer recognition, guidance, and support (Pianta & Walsh, 2014; Yang & Wang, 2021).

As a result of a digitized society, the redefinition of the labor market, the need to train specialists in new professions, but also the creation of new jobs, can be noted. All this can be implemented both using regulations regarding new occupations, but also by competent individuals in the professional field in which they operate. These skills can be obtained both in the presence of academic success and constructive reporting on academic failure, through resilience and antifragility alike (Khandii, 2019). The early identification of young people with learning problems and an increased risk of academic dropout, but also the adoption of preventive measures, contributes to increasing the chances of achieving academic success and their effective integration into society (Alyahyan & Dustegor, 2020).

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