



A Study of Academic Resilience of Senior Secondary Students in Their Locality

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Abstract

A good academic achievement by students despite adversity in education is termed academic resilience. Academic resilience indicates the students' performance with their personality and academic situations. The present study focused on investigating the role of academic resilience between urban and rural senior secondary students of Haryana state. A sample of 642 senior secondary students was selected for the study through the survey method from four divisions of the Haryana state and was collected by using simple random sampling. The researcher used the Academic Resilience Scale (ARS-MMSK) developed by Mihir Kumar Mallick and Simranjit Kaur (2016) for data collection. Statistical techniques mean, standard deviation and t-test were used for data analysis.

The major finding of the study is a significant difference in the mean academic resilience of rural and urban senior secondary school students. Results showed Rural students have a higher mean of academic resilience than urban students. It helps students evaluate and revise their academic performance with a score of academic resilience.

Keywords: Academic achievement, Academic resilience, Locality.

1. Introduction:

Education is a tool to make the student responsible for society and the state. Education can make a difference in every country, society, and individual. Education can bring about a civilized world. Students are greeted differently when faced with academic problems and difficulties. (Martin H.W., 2003)

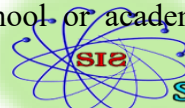
Students of the present era have various kinds of pressures like an exam, peer pressure, their various kinds of submissions within time limits, parents, and teachers' high expectations of them. A student struggles to get a simple try to become stable in life. Life stress has become a static trait of the modern age. Some students do not give up the task easily rather they struggle with circumstances and successfully deal with obstacles termed Resilient.

Academic Resilience:

The term resilience stems from the Latin word 'resiliens' and was originally used to refer to the elastic quality of a substance and first appeared in developmental psychology to elaborate on how some children were efficient and skilled at overcoming adversity and developing as healthy people with positive adaptation. It is not a permanent trait. Resilience Research Centre (2016) defines it as "In context Resilience in the face of serious adversity, the ability of an individual to find their way there psychological, social, cultural, and physical resources maintain good health and the ability to negotiate individually and collectively for the provision of these resources in a culturally meaningful way." (Beri, N, Kumar, D, 2018)

Resilience is the ability to adapt in the face of adversity, such as Unsuccessful, defeat, relationship or family issues, health problems, workplace issues, trauma, school problems, and harassment. Resilience is defined as the ability of individuals to overcome major stressors and negative challenges in their lives and to promote positive personal development despite difficult situations. Educational resilience is the statistically abnormal academic performance of students who hold and face "risk factors" that predict failure for most students in similar situations. (Morales, 2014)

A good academic performance by the learner despite adversity in education is termed academic resilience. Academic resilience – is one of the most important factors in a student's personality and plays an influential role in helping them improve their ability to cope with life's risky situations. Academic resilience develops an ability to deal with the challenges and deficiencies of education. It can be defined as the ability of the learner to deal with educational stress, difficulties, pressure, and challenges of school or academic life like low scoring/grades,





examination stress, school work pressure, completing assignments, etc. Academic resilience is a high priority in every student's life.

Academic resilience can be defined as processes and outcomes that are part of an individual's life story despite obstacles that prevent most others of the same background from succeeding academically. (Morale, 2008) Academic resilience is a vital process involving the continuous development of a learner. There are many factors - institutional, social, environmental, and family which develop resilience among students. Everyone can be resilient but it is possible only when it is developed properly. Educationally resilient learners can change challenging situations by balancing being socially competent, highly goal-oriented, developing good problem-solving abilities maintaining one's aspirations and expectations, and improving their educational concepts. This study shows the relationship between Academic Resilience and Academic Achievement among Secondary School Students. Results concluded that there is a positive and significant relationship between academic resilience and academic achievement among Secondary School Students (Wang & FM, 2015).

Sulong et al., (2019) conducted a study on Academic Resilience among Malaysian Secondary School Students: A confirmatory factor analysis. The results of the study concluded from the confirmatory factor analysis shows that (1) there was a significant relationship between all latent variables such as school external protective factors, resilience traits, and academic achievement (2) school external protective factors and resilience traits can influence academic achievement specifically among students from low-income families in the East Coast of Peninsular Malaysia (Sulong et al., 2019). And Interaction between academic resilience and academic achievement of teacher trainees. The results showed that (1) there were no gender differences concerning any dimension of academic resilience. (2) negative affect and emotional response were negative but insignificant correlates of GPA (Karabıyık, 2020).

Ramin and others (2021) on the mediating role of internal factors in predicting academic resilience. The result concluded that having external protective factors for resilience, we need internal protective factors to become academically resilient. The study showed that the existence of intrinsic motivation and protective features can be considered a prerequisite for academic resilience (Ramin et al., 2021). Ramadhani, R D et al. (2022) conducted a study on the relationship of Self-Determination with Academic Resilience in Facing Lectures. A cross-sectional method research design was used. A Sample of 243 nursing students was collected from a state university in Pekanbaru, Indonesia by using a stratified random sampling technique. Self-determination by Basic Psychological Need Satisfaction Scale (BPNS) in General and the Academic Resilience Scale to measure academic resilience were used for data collection. The study revealed that there is a significant relationship between academic resilience and self-determination. The study suggested that researchers encourage students to build academic resilience and stay motivated to succeed. (Ramadhani, 2022)

Operational definitions

ACADEMIC RESILIENCE- Academic resilience is the student's ability to deal effectively with academic setbacks, stress, and study pressure. In the present study, academic resilience will be gauged by using Academic Resilience Scale (ARS- MMSK) by Mihir Mallick & Simranjit Kaur (2016) concerning the following dimensions academic confidence, sense of well-being, motivation, and ability to achieve goals, relationships with peers and adults and emotional regulation and physical health.

SENIOR SECONDARY SCHOOL STUDENTS students who are studying in 11th & 12th classes, students.

Research Objectives:

1. To compare the senior secondary school students in academic resilience concerning their demographic variable (Locality).

Research Hypothesis:

1. There will be no significant difference in the academic resilience of senior secondary



school students concerning their demographic variable (Locality).

Significance of the study:

It may be surprising to some that peer relationships are critical to the development of hope and academic resilience in students. In an era of declining resilience and alarming levels of student dropouts (Frisby et al., 2020) building classroom connectedness may be a pedagogical tool that all instructors should employ for the success of their students.

We believe that academically struggling students may optimally benefit from models who can demonstrate resilience while simultaneously offering words of encouragement for more psychological interventions that may promote resilience development). We hope that educators and student services personnel find our results to be useful and informative when making decisions about fostering students' resilience and enhancing students' learning experiences. The results suggest that for students who experience early academic adversity, resilience is a protective factor against future academic challenges and that peer competencies facilitate children's academic engagement and achievement.

Academic resilience is a key factor for success in an individual's life as it motivates students to face the challenges they face in their education. After family; school plays an important role in the social environment of the student. Schools are the main source of promoting resilience among students by providing a nurturing environment for academic setbacks. Schools use various tools and techniques to develop student skills and strengths that contribute to academic resilience. In this regard, schools follow various guidelines specially set by the government.

We are talking about NEP 2020, which will revolutionize the education system and meet the needs of all students. NEP takes a holistic approach to the holistic development of students, thereby ensuring a stress-free learning environment for high school students. In this context, interesting and inspirational books have been developed for students at all levels, including high school, including high-quality translations (37 available in all local and Indian languages), and will be widely available in both schools and local public libraries. Public and school libraries are being greatly expanded to build a national reading culture. Electronic libraries are also being set up. A national book promotion policy is developed and extensive efforts are made to ensure the availability, accessibility, quality, and readership of books in all regions, languages, levels, and genres. In addition, NEP 2020 will also rehabilitate public schools and provide effective and adequate infrastructure to ensure safe and engaging schooling for all students at all levels from pre-primary to grade 12. I am envisioning. NEP 2020 proposes that counsellors and well-trained social workers should be made available to work with schools and school facilities to increase the academic resilience of students. NEP 2020 encourages teachers to continue working with students and their parents—voluntary steps like this help students resume learning.

2. Material and Methods

Population for the study: The population in the present research comprised senior secondary school students in four divisions Ambala, Hisar, Karnal, and Rohtak of Haryana state.

Sampling Techniques:

The researcher used **simple random sampling** in the present study while selecting the students from govt—and private schools in four divisions Ambala, Hisar, Karnal, and Rohtak of Haryana state. Here, the students from the 12th class of Haryana state formed the population of the study. This study constituted **642** (322 urban, 320 rural) students from **38** (21 urban, 17 rural) senior Secondary schools in Haryana State.

Procedure:

The researcher approached the selected schools of four divisions Ambala, Hisar, Karnal, and Rohtak with a permission letter from Chaudhary Devi Lal University. The authorities have explained the purpose of the visit, involving a collection of responses to questionnaires as data. The dates of visits to the respective schools were finalized. The students took an hour to fill



out the tool and hand it over to the researcher. The presence of regular teachers in the classroom during the administration of the test added to a sense of discipline in the students as they filled out the tool.

Research Instrument:

A questionnaire is used for data collection. For data collection, the researcher used the Academic Resilience Scale (ARS-MMSK) developed by Dr. Mihir Kumar Mallick and Simranjit Kaur (2016) concerning dimensions of academic confidence, sense of well-being, motivation, and ability to achieve goals, relationships with peers and adults and emotional regulation and physical health. It has 52 items to measure academic resilience, and the response of the student is reported in the form of a “5-point Likert scale ranging from strongly agree to 1= strongly disagree”. The score of the students for the items ranges from 30 to 150. The scale’s internal consistency measured using Cronbach’s alpha is found to be high at 0.78 and the tool has discriminant validity.

Data analysis Techniques:



Apart from the mean, standard deviations and standard error, a t-test was used under inferential statistics to find the mean difference in dimensions of academic resilience concerning locality. All the statistics are computed using SPSS Ver.23.

3. Results and Discussion:

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summary statistics about different variables. Descriptive statistics of all the variables are given below.

Variable	Locality	Sample size	Mean	S.D.	df	t-value	Sign.
Academic Resilience	Urban	322	187.45	22.19	640	4.87	**
	Rural	320	195.41	19.13			

****Significant at the 0.01 level**

As the above Table shows rural students have a higher mean score value (195.41) compared to urban Students (187.45). A statistically significant difference at 0.01 level is observed between the mean scores of urban and rural senior secondary students on the overall dimensions of academic resilience. Hence, hypothesis no. 1, “there will be no significant difference in the Overall dimensions of academic resilience of senior secondary school students concerning their Locality” is rejected. It means there is a significant difference in the academic resilience of senior secondary school students concerning their Locality.

Discussions:

As far as the relation between the locality and Academic Resilience is concerned, a significant difference was found between the dimensions of Academic Resilience of senior secondary students and the locality they belong to. Rural senior secondary students are more academically resilient than urban senior secondary students.

These results are supported by (Hassan Koya & Shahanas E, 2022) , (Padmashri S Rao & A.R. Krishnamurthy, 2018) reveal that early adolescents are less resilient compared to late adolescents. (Muhammmad Bukhori Dalimunthe et al, 2021) , (Nighat Basu & Peer Zada Rayees, 2021) concluded that the mean scores of Academic resilience are significantly higher among rural students as compared to urban students. This may indicate that rural students tend to have more resilient responses than urban students. Urban students lack traits commonly found in resilient students, such as academic confidence, interpersonal skills, a sense of well-being, and problem-solving skills. They need more support to keep up with the rural student's response. To improve the academic resilience of urban students, it is proposed to implement appropriate intervention programs specifically targeted at urban students. Urban students may need techniques to optimize the relationship between academic resilience and academic achievement to achieve academic achievement parity with that of urban



students. This helps overcome obstacles that prevent academic progress. Lack of facilities such as school libraries, looking opportunities, playgrounds, curriculum, and extra-curricular activities, parental support, a regular visit to PTM, and the environment in urban students' facilities may be major factors in the decline in student achievement. The study adds to a growing body of research suggesting that schools may act as a protective factor for less resilient students.

This study was by (Karabıyık, 2020), (Preeti Bala & Renu Verma, 2019), (Simranjit Kaur & Vijay Kumar, 2017), (Subzar Ahmed Dar & Rajib Chakraborty, 2019) who found contradictory results that no significant difference between the means of Academic Resilience concerning demographic variable was found.

Limitations:

This study was delimited to Haryana state only.

This study was confined to senior secondary school students only.

Educational Implication:

The findings of this study may be useful for parents, teachers, school administrators, policymakers, and decision-makers at all levels of education. With the help of the educational implications of this research, we can build and develop high resilience in our nation's future students. Most students tend to have short-term goals that give them short-term satisfaction. They tend to fail when planning a long-term goal that seems difficult now. This should be changed, including programs to achieve this goal.

Promoting academic resilience helps students achieve academic success while promoting overall well-being. It also helps students recover from adversity that threatens their academic success. The psychological, physical, and social needs of students never be ignored. To maintain student resilience within the classroom, teachers, and advisors to maintain a school framework beyond which students can better understand how their perceptions of themselves and their environment affect their academic performance.

School counsellors need to determine how students are feeling at risk. If these feelings are conceived, an enlightenment workshop can be held designed to help students replace negative emotions with positive ones. Counsellors need to recognize the importance of academic resilience for students' success. For this, we may consult with teachers, staff, and administrators to develop school-based programs or policies that can assist our students more resilient in class. Educators should be provided with training workshops, refresher courses, and FDP courses to help them acquire the skills and competencies needed to improve students' academic resilience.

Conclusion:

The study showed that if students are motivated, satisfied, and satisfied with the most complex academic and school situations, they would be more likely to resist their academic work and be more interested in academic activities. The results of the study are expected to help students understand their characteristics (such as academic motivation, satisfaction, resilience), and to enable them to play an important role in building resilience academically and to increase their academic success. The need to develop students' academic resilience in school is essential to improve academic results.

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