

# Academic Resilience Among Higher Secondary School Students of Kozhikode District

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## Abstract

Academic resilience refers to an individual's ability to adapt, persist, and thrive academically despite facing various challenges, setbacks, or adversities. It involves the capacity to overcome obstacles, bounce back from academic failures, and maintain positive engagement in learning despite difficulties. Academic resilience goes beyond mere academic achievement; it encompasses the development of psychological and emotional strengths that contribute to a student's overall academic success and well-being. The present study investigates the Academic resilience among higher secondary school students and its relation with gender, locale, management and stream of study. Data regarding the Academic resilience was collected from 161 higher secondary school students using Academic resilience scale. One-sample t-test was used to know the level of Academic resilience and Independent sample t-test was used to test the significance of difference. Study reveals that the level of Academic resilience is significantly high among higher secondary school students. There is no significant difference in the Academic resilience based on gender of students, locale of the school, management of school and stream of study. The components of Academic resilience such as Perseverance, Emotional response, Self-reflection and Adaptive help seeking are also significantly high among higher secondary school students.

**Key words:** Self-resilience, academic resilience, higher secondary.

## Introduction

Resilience, as a psychological construct, manifests in certain individuals as the capacity to achieve success despite facing adversity. It characterizes the ability to rebound from challenges, surpass expectations, and is regarded as a valuable asset in the realm of human characteristics. Academic resilience specifically contextualizes this construct within the educational domain and denotes an elevated probability of achieving educational success despite facing various adversities.

In the academic context, individuals with high levels of academic resilience are better equipped to overcome obstacles, navigate challenges in the educational environment, and ultimately achieve success in their academic pursuits. This resilience is not only pertinent to facing academic setbacks but also extends to the broader aspects of personal and psychological well-being within the educational context. Academic resilience signifies a robust ability to adapt, persist, and thrive academically, even when confronted with difficulties or setbacks. It acknowledges the potential for individuals to excel in their educational endeavours despite adverse circumstances.

Academic resilience refers to an individual's ability to adapt, persist, and thrive academically despite facing various challenges, setbacks, or adversities. It involves the capacity to overcome obstacles, bounce back from academic failures, and maintain positive engagement in learning despite difficulties. Academic resilience goes beyond mere academic achievement; it encompasses the development of psychological and emotional strengths that contribute to a student's overall academic success and well-being.

**Perseverance:** Perseverance is the persistence and determination to continue working towards goals despite obstacles, challenges, or failures. Perseverance is essential for overcoming difficulties in various aspects of life, including academics, career, and personal development.

**Emotional regulation:** Emotional regulation refers to the ability to manage and control one's emotions effectively in response to various situations, stimuli, or stressors.

**Self-Reflection and Adaption:** Involves introspection and thoughtful examination of one's thoughts, feelings, and actions. Adaption - The ability to adjust or change one's approach based on self-reflection and feedback from experiences.

**Adaptive Help-Seeking:** Adaptive help-seeking involves seeking support or assistance in a proactive and strategic manner.

In summary, navigating challenges involves a dynamic interplay between perseverance, emotional regulation, self-reflection, and adaptive help-seeking. Integrating these concepts allows individuals to not only endure difficulties but also learn and grow from them, fostering resilience and personal development.

### Review of literature

Fayiza Jan and Amina Praveen (2023) conducted a study on Academic Resilience and Adolescent students. The study aimed to assess the degree of academic resilience among higher secondary school students in the Srinagar district of Kashmir. The researchers employed a simple random selection procedure, selecting 476 students from higher secondary schools in the district as the study's sample. To measure academic resilience, the researchers utilized the academic resilience scale, a standardized questionnaire developed by Mallick and Kaur in 2016. The findings of the study indicated that higher secondary school students in Srinagar, on average, demonstrated a moderate level of academic resilience. Additionally, the results highlighted a notable gender difference, with females exhibiting higher levels of academic resilience compared to their male counterparts. This information suggests that, based on the academic resilience scale used, the students in the Srinagar district, while displaying a moderate level of resilience on average, show variations based on gender, with females showing relatively higher levels of academic resilience than males. The study provides valuable insights into the academic resilience of higher secondary school students in the specified region.

Supervía et al., (2022) conducted a study on the mediating role of self-efficacy in the relationship between resilience and academic performance in adolescence. This study aims to analyse the relationship between resilience and academic performance and the possible mediating role of self-efficacy. The study comprised 2652 students with ages ranging from 12 to 19 years from 14 secondary schools in Zaragoza, Aragón, Spain. The study's findings unveiled notable correlations among self-efficacy, resilience, and academic performance in adolescent students. Additionally, the study identified that self-efficacy serves as a

mediating factor between resilience and academic performance. This suggests that self-efficacy plays a crucial role in explaining how resilience contributes to patterns of adaptive behaviors among adolescent students, particularly in the academic context. These results carry practical implications for educational policies. Understanding the interplay between self-efficacy, resilience, and academic performance can inform the development of targeted interventions and strategies within educational settings. Educators and policymakers may consider implementing programs that enhance both resilience and self-efficacy among students to potentially improve their academic outcomes. Recognizing the mediating role of self-efficacy provides insight into the mechanisms through which resilience influences academic performance, offering avenues for tailored educational approaches that support students in overcoming challenges and achieving success.

### **Purpose of the Study**

The purpose of the present study is to examine the level of Academic resilience among higher secondary school students of Kozhikode district. It also intended to determine how the gender, locale of school, management of school, stream of education affect their levels of Academic resilience.

### **Objectives**

1. To assess the level of Academic resilience among higher secondary school students of Kozhikode district in Kerala.
2. To compare the Academic resilience among higher secondary school students based on gender.
3. To compare the Academic resilience among higher secondary school students based on locale of the school.
4. To compare the Academic resilience among higher secondary school students based on management of the school.
5. To compare the Academic resilience among higher secondary school students based on stream of education of the students.

### **Hypotheses**

1. There exist different levels of Academic resilience among higher secondary school students of Kozhikode district in Kerala.
2. There is no significant difference in the Academic resilience among higher secondary school students based on gender.
3. There is no significant difference in the Academic resilience among higher secondary school students based on locale of the school.
4. There is no significant difference in the Academic resilience among higher secondary school students based on management of school.
5. There is no significant difference in the Academic resilience among higher secondary school students based on stream of education.

### **Research methodology**

The study developed is quantitative, descriptive as well as inferential. Inquiry towards the level of academic resilience, the subject under study is a survey type of research, because it is concerned with the collection of data for describing and interpreting existing level of academic resilience among the higher

secondary school students. The population selected for the study is higher secondary students of Kozhikode districts.

**Sample:** A total of 161 higher secondary school students from various schools in Kozhikode District, Kerala have been selected as the sample. For which two batches consisting of students from science, and commerce of first year and second year of each selected school were identified as the sample. The participants were asked to complete the online survey form by clicking on the link sent to them via whatsapp.

**Research Instrument**

The research instrument, which was developed by the researcher, was used as the data collection tool to collect the responses from the participants for this study. It comprised a total of 18 questions and which consists of two parts. The first part contains five demographic and background questions, and the second part consisted of 13 closed-ended statement about higher secondary school students’ Academic Resilience, which were rated on a five-point Likert scale, with one indicating “strongly disagree” and five indicating “strongly agree.” The statements covered components of Academic Resilience, which included statements dealing with Perseverance, Emotional response, Self-reflection and Adaptive help seeking. The tool was experimented to a small group of another school as a trial and corrective measures were used. Reliability of the tool was ensured by using Cronbach Alpha and it is found to be 0.675. Inferential statistics was used for summarizing the properties of a population from the known properties of the sample of the population.

**Analysis and Interpretation**

Profile of the respondents selected for the current research work from the higher secondary school students is presented in Table 1.

**Table 1: Profile of the respondents**

Variable	Group	Number	Percentage
Gender	Male	56	34.78
	Female	105	65.22
Locale	Rural	63	39.13
	Urban	98	60.87
Stream	Science	94	58.39
	Commerce	67	41.61
School Management	Government	83	51.55
	Aided	78	48.45
Total		161	100.0

It is evident from the table 1 that 34.78% of the students belong to male and the 65.22% of the respondents belong to the female categories; 39.13% of the respondents fall in rural and 60.87% urban categories; 58.39% students belong to science and 41.61% students belongs to commerce. Based on the school management, 51.55% belongs to government and 48.45% from aided school.

**Academic Resilience**

To measure the academic resilience among higher secondary school students, the components such as Perseverance, Emotional response, Self-reflection and Adaptive help seeking were measured using 20

statements with responses of five-point likert-scale having strongly agreement to strongly disagreement.

**Academic resilience**

One sample t-test was applied to measure the level of academic resilience among higher secondary school students and the results are presented in Table 2.

H0: Academic resilience among higher secondary school students of Kozhikode district in Kerala is significantly high.

**Table 2: Level of Academic resilience among higher secondary school students**

Components of academic resilience	Mean	SD	Test value	t-value	p-value
Perseverance	22.81	4.73	18	12.904	0.000
Emotional response	13.34	3.00	12	5.678	0.000
Self-reflection	24.33	4.17	18	19.275	0.000
Adaptive help seeking	15.02	3.25	12	11.803	0.000
<b>Academic resilience</b>	<b>75.51</b>	<b>9.97</b>	<b>60</b>	<b>42.650</b>	<b>0.000</b>

**Perseverance:** Table reveals that the mean score of Perseverance is 22.81 with a standard deviation of 4.73. The result of the one sample t-test shows that the calculated t-value is 12.904 and p-value is 0.000. Hence it can be concluded that the perseverance score (22.81) among higher secondary school students is significantly higher than the test value (18), since the p-value is less than 0.05.

**Emotional response:** Table shows that the mean score of emotional response is 13.34 with a standard deviation of 3.00. The result of the one sample t-test discloses that the calculated t-value is 5.678 and p-value is 0.000. From this, it can be concluded that the Emotional response score (13.34) among higher secondary school students is significantly higher than the test value (12), since the p-value is less than 0.05.

**Self-reflection:** Table shows that the mean score of self-reflection is 25.33 with a standard deviation of 4.17. The result of the one sample t-test reveals that the calculated t-value is 19.275 and p-value is 0.000. From this, it can be concluded that the Self-reflection score (24.33) among higher secondary school students is significantly higher than the test value (18), since the p-value is less than 0.05.

**Adaptive help seeking:** Table explains that the mean score of adaptive help seeking of higher secondary school students is 15.02 with a standard deviation of 3.25. The result of the one sample t-test reveals that the calculated t-value is 11.803 and p-value is 0.000. From this, it can be concluded that the adaptive help seeking score (15.02) among higher secondary school students is significantly higher than the test value (12), since the p-value is less than 0.05.

**Academic resilience:** Table explains that the mean score of Academic resilience of higher secondary school students is 75.51 with a standard deviation of 9.97. The result of the one sample t-test reveals that the calculated t-value is 42.65 and p-value is 0.000. From this, it can be concluded that the Academic resilience score (15.02) among higher secondary school students is significantly higher than the test value (42), since the p-value is less than 0.05.

**Comparison of Academic resilience based on gender**

Differences in Academic resilience between Male and Female student of higher secondary school was compared using independent sample t-test and the result is presented in Table 3.

H0: There is no significant difference in the Academic resilience among higher secondary school students based on gender.

**Table 3. Comparison of Academic resilience between Male and Female student**

Gender	N	Mean	SD	t-value	p-value
Male	56	77.03	13.19	0.891	0.374
Female	105	75.18	9.17		

Table shows that the Academic resilience among Male students is slightly higher ( $M = 77.03, SD = 13.19$ ) as compared to Female students ( $M = 75.18, SD=9.17$ ),  $t(159) = 0.891, p = 0.375$ . The table shows that there is no significant difference between the mean scores of male and female students in Academic resilience. Thus, null hypothesis stated that, ‘There is no significant difference in the Academic resilience among higher secondary school students based on gender’ is accepted at 0.05 level.

**Comparison of Academic resilience based on locale of the school**

Differences in Academic resilience between Rural and Urban students of higher secondary school is presented in Table 4.

H0: There is no significant difference in the Academic resilience among higher secondary school students based on locale of the school.

**Table 4. Comparison of Academic resilience between Rural and Urban students**

Locale	N	Mean	SD	t-value	p-value
Rural	63	76.38	8.36	0.429	0.669
Urban	98	75.37	10.21		

It is seen from the table that the Academic resilience among rural students is slightly higher ( $M = 76.38, SD = 8.36$ ) as compared to urban students ( $M = 75.37, SD = 10.21$ ),  $t(159) = 0.429, p = 0.669$ . The table shows that there is no significant difference between the mean scores of rural and urban students in Academic resilience. Thus, null hypothesis stated that, ‘There is no significant difference in the Academic resilience among higher secondary school students based on locale of the school is accepted at 0.05 level.

**Comparison of Academic resilience based on management of school**

Differences in Academic resilience between government and aided school students of higher secondary was compared using independent sample t-test and the result is presented in Table 5.

H0: There is no significant difference in the Academic resilience among higher secondary school students based on management of school.

**Table 5. Comparison of Academic resilience between Government and Aided school students**

Management	N	Mean	SD	t-value	p-value
Government	83	74.74	10.11	1.651	0.103
Aided	78	77.54	9.39		

Table shows that the Academic resilience among government school students is slightly lower ( $M = 74.74, SD = 10.11$ ) as compared to aided school students ( $M = 77.54, SD=9.39$ ),  $t(159) = 1.651, p = 0.103$ . The table shows that there is no significant difference between the mean scores of government and aided school

students in Academic resilience. Thus, null hypothesis stated that, ‘There is no significant difference in the Academic resilience among higher secondary school students based on management of school’ is accepted at 0.05 level.

### Comparison of Academic resilience based on stream

Comparison of Academic resilience among higher secondary school students based on stream of study – science and commerce – was done using t-test and the result is presented in Table 6.

H0: There is no significant difference in the Academic resilience among higher secondary school students based on stream of study.

**Table 6. Comparison of Academic resilience based on stream of study**

Stream of education	N	Mean	SD	t-value	p-value
Science	94	76.74	9.43	1.877	0.062
Commerce	67	73.77	10.49		

Table discloses that the academic resilience of science stream students is higher ( $M = 76.74$ ,  $SD = 9.43$ ) and it is lower among commerce students ( $M = 73.77$ ,  $SD = 10.49$ ). The result explains that there is significant difference between science and commerce students in academic resilience among higher secondary school, since the p-value (0.062) is less than 0.05. Thus, null hypothesis stated that, ‘There is no significant difference in the Academic resilience among higher secondary school students based on stream of study’ is accepted at 0.05 level.

### Findings of the study

- Academic resilience among the higher secondary school students is significantly high.
- The components of Academic resilience such as Perseverance, Emotional response, Self-reflection and Adaptive help seeking among the higher secondary school students is significantly high.
- Study shows that Academic resilience among Male students is slightly higher ( $M = 77.03$ ,  $SD = 13.19$ ) as compared to Female students ( $M = 75.18$ ,  $SD=9.17$ ),  $t(159) = 0.891$ ,  $p = 0.375$ . There is no significant difference in the Academic resilience among higher secondary school students based on gender.
- Analysis explains that Academic resilience among rural students is slightly higher ( $M = 76.38$ ,  $SD = 8.36$ ) as compared to urban students ( $M = 75.37$ ,  $SD = 10.21$ ),  $t(159) = 0.429$ ,  $p = 0.669$ . There is no significant difference in the Academic resilience among higher secondary school students based on locale of the school.
- Academic resilience among government school students is slightly lower ( $M = 74.74$ ,  $SD = 10.11$ ) as compared to aided school students ( $M = 77.54$ ,  $SD=9.39$ ),  $t(159) = 1.651$ ,  $p = 0.103$ . There is no significant difference in the Academic resilience among higher secondary school students based on management of school.
- Academic resilience of science stream students is higher ( $M = 76.74$ ,  $SD = 9.43$ ) and it is lower among commerce students ( $M = 73.77$ ,  $SD = 10.49$ ). The result explains that there is significant difference between science and commerce students in Academic resilience among higher secondary school, since the p-value (0.062) is less than 0.05.

### Conclusion

The study investigates the academic resilience among higher secondary school students and its relation

with gender, locale of the school, management of school and stream of study. Study reveals that the level of academic resilience is significantly high among higher secondary school students. It is also seen that, the components of academic resilience such as Perseverance, Emotional response, Self-reflection and Adaptive help seeking among the higher secondary school students is significantly high. Study reveals that there is no significant difference in the academic resilience based on gender of students, locale of the school, management of school and stream of study.

Furthermore, the study suggests that the development of academic resilience in students is not only beneficial for their current academic endeavours but also has the potential to positively influence their future personal and professional lives. Academic resilience is viewed as a skill that equips students to navigate challenges, cope with worries and disappointments, and gain valuable life experiences that contribute to their overall growth and development. The study emphasizes the multifaceted advantages of cultivating academic resilience in higher secondary school students, highlighting its potential long-term impact on their ability to face life's challenges.

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