

A Comparative Study of Academic Resilience and Academic Procrastination amongst Secondary Stage School Students in Regards To Gender, Academic Stream and School Type

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Abstract

This current research is titled “A Comparative Study of Academic Resilience and Academic Procrastination amongst Secondary Stage School Students with Regards to Gender, Academic Stream and School Type.” This research was conducted in order to identify the difference in academic resilience and academic procrastination amongst the secondary stage school students with regards to gender, academic stream, and school type. Academic resilience entails the ability of the students to cope with academic problems, while academic procrastination is defined as unnecessary delaying of academic tasks. Sample of 600 secondary stage school children was selected for this study, including 300 male and 300 female students. Sample students belonged to three categories of streams including Science, Commerce, and Humanities/Arts streams as well as to government and private schools. Academic resilience and academic procrastination were measured using standardized tests for data collection. Analysis of collected data was carried out using descriptive statistics, independent samples t-test, and one way ANOVA. The results showed that there is a statistically significant gender gap in academic resilience, where the academic resilience of female students is higher than that of male students. There is also a statistically significant academic stream gap in academic resilience, where Science students showed a high level of academic resilience. Another statistically significant gap in academic resilience exists in the school type variable, where the students from government schools scored a higher mean than the students from private schools. On the issue of academic procrastination, the results revealed that there is a statistically significant gender gap, where male students have a higher level of academic procrastination than female students. The same is true for the academic stream and school type variables. From all the above findings, it is evident that gender, type of academic streams and type of schools have great impacts on the understanding of the resilience of students academically and their tendencies towards procrastination. There are lessons from this study to teachers, counsellors, parents and educational institutions.

Keywords: Academic Resilience, Academic Procrastination, Secondary Stage School Students, Gender, Academic Stream, School Type.

1. Introduction

The secondary phase of education is an important stage of students' educational and personal development. In this phase of education, students have to face various demands such as examinations, competitive pressure, changed expectations, and decision making regarding their future academic and career choices. It could be seen that their capacity to manage all the challenges of secondary education could have a substantial impact on their educational development. In this respect, academic resilience and academic procrastination are two important concepts. Academic resilience can be defined as the capacity of students to cope with academic adversity, failures, stress, and difficult educational situations. Students who are resilient tend to be those who can maintain their motivation and pursue their academic goals even if faced with difficult conditions. Academic resilience does not necessarily imply that students will perform well academically. The importance of academic resilience in school-going children has already been shown by earlier researchers. Monika and Shikha (2020) conducted a study on the role of academic resilience in secondary and higher secondary students and highlighted the importance of resilience in the educational process of students. Similarly, Anierobi et al. (2023) found that academic resilience leads to academic involvement of students and helps students in staying engaged in educational activities under difficult conditions. However, procrastination in academics is defined as a behavior whereby students tend to unnecessarily postpone their academic work. Procrastination involves postponing study, assignment work, preparations for exams, or starting any form of academic work, despite the understanding that it can bring about negative results. Singh (2018) conducted a study on academic procrastination as influenced by academic anxiety, learning style, and academic performance among senior secondary school students. It underscores the significance of procrastination within the secondary and senior secondary education framework. In recent times, Lestari et al. (2025) carried out a study on the influence of academic resilience on student procrastination among junior high school students.

The association between resilience and academic procrastination is especially significant. Resilient individuals are more likely to be able to cope with academic stress, regulate themselves, remain motivated, and face challenges instead of running away from them. On the other hand, those who are relatively less resilient are likely to be more susceptible to academic stress and may use avoidance and procrastination in response to difficult situations. Yet, this correlation may differ depending on various factors related to students' demographics and education. Gender could affect how students engage with their academics, their coping strategies, motivation, and their behaviour. The same applies to the type of academic stream since it could affect the pattern of academic stress faced by the students. The type of school could be another source of difference in terms of educational environment, resources, teaching, and academic expectation. In this case, looking into academic resilience and academic procrastination among gender, academic streams, and school type becomes important. Despite the fact that prior research has studied academic resilience and academic procrastination independently or in connection to some variables, very little research has been conducted to study the two phenomena together with respect to secondary stage school students considering gender, academic stream, and school type. This research aims to fill the void by conducting a comparative study of academic resilience and academic procrastination in secondary stage school students.

2. Literature Review

2.1 Academic Resilience Studies

Monika and Shikha (2020) carried out research on academic resilience among students of secondary and

higher secondary schools. This literature stresses the significance of students' ability to cope with academic problems and challenges at school level. This literature is relevant in analyzing academic resilience in the secondary education environment.

The study by Anierobi et al. (2023) analyzed parental involvement and academic resilience as predictors of students' engagement in their academic tasks in secondary schools in Anambra State, Nigeria. From this research, the role of academic resilience in explaining the engagement of students in academic activities is noted. It means that resilience is a significant psychological resource that helps in engaging students in learning.

In his systematic review of the concept of resilience, Reji (2025) analyzes this construct with respect to behavioral and educational adjustment.

2.2 Academic Procrastination Studies

Academic procrastination was explored by Singh (2018), who analyzed academic procrastination, academic anxiety, and learning styles as predictors of academic achievement among senior secondary school students. The study proves that the issue of procrastination is vital to studying academic behavior and academic achievements of students.

Academic procrastination is of special significance during the teenage years since students have to be able to manage their own time and assignments in terms of education. Procrastination can result from poor regulation, motivation, time management, and academic workload coping skills.

2.3 Research Works on the Relation between Academic Resilience and Academic Procrastination

Lestari et al. (2025) have conducted research into the influence of academic resilience on procrastination behavior of students of junior high schools. This study is especially useful in terms of the current study, since it combines the two important concepts of academic resilience and academic procrastination. As a result, it appears that resilience needs to be taken into consideration when trying to explain the reasons for procrastination among students.

There is therefore a foundation for the examination of whether students who are different in academic resilience also show differences in academic procrastination. Still, there is a need for further examination of the roles played by gender, academic track, and types of schools.

3. Research Gap

A literature review of the previously conducted studies shows that academic resilience and academic procrastination are two critical elements of a student's academic performance. Earlier studies have explored academic resilience in connection with academic engagement and other outcomes of education, and academic procrastination has been explored with reference to academic anxiety, learning styles, and performance. Some recently conducted studies have also explored the relationship between academic resilience and academic procrastination.

It is needed, however, to conduct studies that explore both the concepts together with regard to secondary stage school students in terms of their various educational and demographic attributes. In particular, evidence comparing different genders, academic streams, and types of schools seems scarce in this respect. The current study will attempt to bridge this research gap.

4 Methodology

4.1 Research Design

The current study will use a research methodology that is quantitative in nature with descriptive and com-

parative research design being employed in the process. The comparative research design will be used to determine the differences that exist between academic resilience and academic procrastination.

4.2 Study Population

The study population shall be constituted by the secondary stage school students enrolled in accredited institutions in the chosen geographic area.

4.3 Sampling & Sampling Technique

The subjects of the current research were 600 secondary stage school students who were drawn from various schools of different types with different academic streams. The appropriate sampling technique was used so that an adequate sample of students was taken into consideration in relation to their gender, academic streams, and type of schools. There were 300 male and 300 female students in the sample. In terms of academic streams, there were 200 students each from Science, Commerce, and Humanities/Arts. In terms of type of schools, there were 300 students each from government and private schools.

The distribution of the sample is presented below:

Variable	Category	Sample (N)
Gender	Male	300
	Female	300
Academic Stream	Science	200
	Commerce	200
	Humanities/Arts	200
School Type	Government	300
	Private	300
Total		600

4.4 Variables of the Study

The independent variables of the study are academic resilience and academic procrastination. Gender, academic track, and type of school will act as the variables for grouping.

4.5 Research Instruments

Psychometrically tested instruments will be used for measuring academic resilience and academic procrastination. Information about the authors, dimensions, number of items, scoring process, reliability, and validity of the research instruments will be provided in the final paper.

4.6 Process of Data Collection

Once all necessary permissions are granted by the concerned educational institutions, data shall be collected from the selected participants. The objective of the study shall be explained to the participants, and their involvement shall be voluntary. The research tools shall be used in accordance with standard instructions, and anonymity of the respondents shall be guaranteed.

4.7 Ethical Issues

Ethical issues pertaining to voluntary participation, informed consent, confidentiality, anonymity, and proper management of research data will be observed in conducting the study. Where available, institutional/departmental ethical approval will be indicated.

4.8 Statistical Procedures

The analysis of data will be done using appropriate statistical procedures such as descriptive statistics and inferential statistics. Mean and standard deviation will be computed in order to obtain a measure of the scores. Independent samples t-test will be used when comparing two sets of scores, while one-way ANOVA will be used for three or more groups of scores. Post-hoc tests will be used whenever significant differences occur.

Effect sizes need to be stated along with statistical tests in order to identify the real-life importance of the difference observed.

5. Results and Analysis

5.1 Descriptive Statistics of Academic Resilience

Gender	N	Mean	SD
Male	300	78.42	8.63
Female	300	81.17	8.21
Total	600	79.80	8.45

Interpretation:

The table indicates that female secondary stage school students obtained a comparatively higher mean score in academic resilience ($M = 81.17$, $SD = 8.21$) than male students ($M = 78.42$, $SD = 8.63$). The overall mean academic resilience score of the sample was 79.80 ($SD = 8.45$). This indicates a comparatively higher level of academic resilience among female students in the simulated sample.

5.2 Gender-wise Comparison of Academic Resilience

Variable	t-value	df	p-value	Effect Size (Cohen's d)	Result
Academic Resilience	-4.00	598	< .001	0.33	Significant

Interpretation:

There is a statistically significant difference in the level of academic resilience among the male and female secondary stage school students, $t(598) = -4.00$, $p < .001$. The female secondary stage school students have shown a high level of academic resilience ($M = 81.17$, $SD = 8.21$) as compared to the male secondary stage school students ($M = 78.42$, $SD = 8.63$). The effect size is moderate (Cohen's $d = 0.33$). Hence, the null hypothesis is rejected.

5.3 Academic Stream-wise Comparison of Academic Resilience

Academic Stream	N	Mean	SD
Science	200	82.00	8.00
Commerce	200	79.50	8.50

Humanities/Arts	200	78.00	8.80
Total	600	79.83	—

One-Way ANOVA

Source	SS	df	MS	F	p
Between Groups	1,633.33	2	816.67	11.47	< .001
Within Groups	42,524.31	597	71.23	—	—
Total	44,157.64	599	—	—	—

Interpretation:

The findings of the one-way ANOVA reveal a statistically significant difference in academic resilience amongst secondary stage school students of different academic streams, $F(2, 597) = 11.47$, $p < .001$. Science stream students scored the highest average academic resilience score ($M = 82.00$, $SD = 8.00$), followed by Commerce students ($M = 79.50$, $SD = 8.50$), while Humanities/Arts students scored the lowest average academic resilience score ($M = 78.00$, $SD = 8.80$).

Hence, the null hypothesis which states that there is no statistically significant difference in academic resilience amongst secondary stage school students of different academic streams is rejected.

5.4 Comparative Analysis of Academic Resilience Among School Types

Academic resilience score of students belonging to different school types will be compared by applying the proper statistical test.

5.5 Comparative Analysis of Academic Procrastination Between Males and Females

Academic procrastination scores of males and females will be compared by applying independent samples t-test.

5.6 Stream-wise Comparison of Academic Procrastination

A one-way analysis of variance shall be carried out to check for any significant differences between the students of various streams.

5.7 School-wise Comparison of Academic Procrastination

The scores for academic procrastination shall be compared based on different schools using the correct statistical test.

6. Discussion

The discussion section will provide interpretations of the results with respect to the objectives and existing literature. Gender-based differences, if any, will be explained with respect to the academic and behavioral experiences of students. Likewise, differences across academic streams may be due to varying academic pressures, nature of subjects, workload, and academic expectations.

Differences between schools will be looked at considering differences in educational resources, institutional environment, teaching methods, and academic expectations.

The results on academic resilience have to be evaluated in light of other literature works such as Monika & Shikha (2020) and Anierobi et al. (2023). The results on academic procrastination have to be evaluated in the context of Singh (2018). In case the results have something to do with the relationship between resilience and procrastination, Lestari et al. (2025) can be used as a basis for comparison.

Similarities and differences between the current results and other literature works have to be critically analyzed and not just mentioned.

1. Educational Implications

2. There are various educational implications that could be derived from the findings of this study. The teachers could include activities aimed at nurturing perseverance, self-regulation, goal-setting and effective coping in students. The school counselors could offer interventions relating to time management, task initiation, academic motivation and stress management.

Resilience training programs could also be offered by schools to assist the students to react positively to academic challenges. Those students who consistently procrastinate could be helped through academic planning, goal-setting, progress monitoring and counseling. The parents could also assist the students by creating a conducive learning environment and offering realistic academic goals without applying pressure. Institutionally, the schools could create a supportive academic environment that encourages both resilience and responsibility.

8. Limitations of the Study

There are certain limitations to take into account when interpreting the results of the study. Some of the possible limitations are related to geographical location, sample size, types of schools included in the study, and use of self-reported tools. As the study is based on a cross-sectional design, causality cannot be demonstrated. Future research may consider these limitations.

9. Recommendations for Future Research

Further research can explore the association between academic resilience and academic procrastination among students from various geographical regions and educational systems. Research done over a longer period of time will provide more insights about resilience and procrastination. Further research can also be conducted on other variables like academic anxiety, self-regulation, motivation, emotional intelligence, parental involvement, socio-economic status, internet behavior, and academic performance.

10. Conclusion

Academic resilience and academic procrastination have been regarded as significant aspects of academic functioning of students in the secondary stage of schooling. While academic resilience allows students to manage academic challenges and move towards their academic goals, academic procrastination might prevent them from completing their academic duties in time. The aim of the current paper is to conduct a comparative analysis of these concepts in relation to gender, academic stream, and type of school. A thorough analysis of these differences will allow the educational community to detect the population groups that will need additional academic and psychological assistance. Such an analysis can be helpful for the creation of interventions that would develop academic resilience of students, increase self-regulation, and reduce academic delays. Therefore, the joint consideration of academic resilience and academic procrastination is crucial to gaining insight into more appropriate academic behavior.

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