



Research Article

## EXPLORING ACADEMIC RESILIENCE IN HIGHER SECONDARY LEARNERS FACTORS, STRATEGIES AND IMPLICATIONS FOR EDUCATIONAL SUCCESS

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### ABSTRACT

This study investigates the role of Academic Resilience in the academic performance of higher secondary learners, focusing on factors, strategies, and implications for educational success. Academic Resilience is defined as the dynamic process through which students navigate and overcome adversity in their educational pursuits, involving the development of cognitive, emotional, and behavioral strategies to adapt positively to challenges. The study aims to assess the contribution of Academic Resilience to the academic performance of higher secondary learners, exploring potential gender differences. The research utilizes the Academic Resilience Scale (ARS) developed by Mihir Kumar Malik and Simranjit Kaur, comprising 52 items with a 5-point Likert scale. Data analysis is conducted using SPSS 28.0.0 version software, employing descriptive statistics, t-tests, mean, and standard deviation. The findings reject the null hypothesis that posited no noteworthy influence of Academic Resilience on academic performance, indicating a significant positive relationship. Additionally, the study identifies a significant difference in Academic Resilience between boys and girls, with boys demonstrating higher resilience. The conclusion highlights the substantial impact of Academic Resilience on academic success and suggests implications for educational interventions and support strategies, especially for students facing challenges in their academic journey.

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### INTRODUCTION

Education encompasses both the act of imparting knowledge and the process of acquiring or sharing information. It extends to the preparation of individuals for adulthood. In contrast to various informal and non-formal methods of socialization, education focuses on the methodologies of teaching and learning within formal classroom settings or environments akin to classrooms. Academic resilience refers to the capacity of students and researchers to exert determined efforts for achieving success amidst challenging circumstances, characterized by adopting positive behavioral changes such as cultivating discipline. Some researches outlined six fundamental components that form the foundation of academic resilience. These elements include fostering self-assurance, establishing connections, defining objectives, coping with stress, prioritizing well-being, and sustaining motivation—all of which are intricately linked to achieving academic excellence. Academic resilience is the dynamic process through which students navigate and overcome adversity in their educational pursuits. It involves the development of cognitive, emotional, and behavioral strategies that enable individuals to adapt positively to challenges, persist in the face of setbacks, and ultimately achieve academic success.

### REVIEW OF RELATED LITERATURE

Hassim (2016) explored that with some dimensions students could adjust their behavior and they perform better in terms of academic resilient. Hernandez & Bialowolski (2016) found positive student attitude to mathematics, teachers confidence in student performance and test language being spoken at home were associated with greater academic stress. Jowkar (2014) investigated achievement orientation critical role in students' academic achievement. Kader (2020) investigated positive correlation between academic resilience and protective factors among secondary school students. Khan (2021) found Academic Resilience in the students was found to be moderate and there was positive correlation found between Academic Resilience and Academic Achievement.

#### Statement of the problem

Exploring Academic Resilience in Higher Secondary Learners Factors, Strategies and Implications for Educational Success

#### Objective of the study

- To assess the contribution of Academic Resilience on Academic Performance of Higher secondary learners.
- To find out the impact of gender on Academic Resilience of Higher secondary learners.
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**Hypotheses of the study**

- H<sub>01</sub>.** There will be no noteworthy influence of Academic Resilience on Academic Performance of higher secondary learners.
- H<sub>02</sub>.** There will be no significant difference of Academic Resilience among boys and girls of higher secondary schools.

**Sample**

This study has been conducted on higher secondary learners of Vadodara district in Gujarat. 100 students (50 girls and 50 boys) have been drawn from government and private schools with random sampling method.

**TOOLS**

- ARS (Academic resilience scale) which is developed by Mihir Kumar Malik and Simranjit Kaur (2015) used to collect the data for Academic resilience having 52 items with 5-point Likert scale.
- For academic performance scores obtained by the students in class 10th board examination.

**Data Analysis**

With descriptive survey after the data collection, data were entered into SPSS 28.0.0 version software for statistical analysis and Mean, standard deviation and t-test has been applied to analyze the data.

**RESULT AND DISCUSSION**

**H<sub>01</sub>.** There will be no noteworthy influence of Academic Resilience on Academic Performance of Higher secondary learners.

To determine the difference between Academic Resilience and Academic Performance of Higher secondary learners’ t- test, mean and standard deviation statistics has been applied.

**Table 1** Variable wise, N, M, S.D. and t-value

Variables	N	Mean	Standard Deviation	t-value	p-value
Academic Resilience	100	256.48	23.66	3.04	Significant
Academic Performance		69.18	12.38		

df=98, p> .05

From the above table it can be seen that mean value of Academic Resilience is 256.48 and standard deviation is 23.66 whereas mean value of Academic Performance is 69.18 and standard deviation is 12.38 and t- value is 3.04 at df=98 which is greater than standard value 1.98 which is significant at .05 level. Therefore it shows a significant difference. On the basis of above findings, null hypothesis, “There will be no noteworthy influence of Academic Resilience on Academic Performance of higher secondary learners” is rejected. Hence it can be concluded that Academic Resilience plays very important contribution to Academic Performance of higher secondary school learners.

**H<sub>02</sub>.** There will be no significant difference of Academic Resilience among boys and girls of higher secondary school. To determine the difference between Academic Resilience and Academic Performance of Higher secondary learners t- test, mean and standard deviation statistics has been applied.

**Table 2** Gender wise, N, M, S.D. and t-value

Gender	N	Mean	Standard Deviation	t-value	p-value
Boys	50	278.23	25.32	5.97	Significant
Girls	50	240.88	22.91		

df=98, p> .05

From the above table it can be seen that mean value of Academic Resilience of boys is 278.23 and standard deviation is 25.32 whereas mean value of Academic Resilience of girls is 240.88 and standard deviation is 22.91 and t- value is 5.97 at df=98 which is greater than standard value 1.98 which is significant at .05 level. Therefore it shows a noteworthy difference in context of gender. On the basis of above findings, null hypothesis, “There will be no significant difference of Academic Resilience among boys and girls of higher secondary school” is rejected. So it can be concluded that boys have greater Academic Resilience quality.

**CONCLUSION**

From the above analysis it can be concluded that Academic Resilience influences the performance of students in their academics. The students who want to come back to academics when they gone away from their studies from many of reasons but again they want to restart their studies with full energetic manner they can do well. In addition boys are better in their academics in terms of Academic Resilience as compare to girls’ counterparts.

**Educational Implications**

This research study on how academic resilience influences the academic performance of higher secondary school students can have several important implications for education. Here are some potential implications

1. The study informs educators to create curriculum promoting academic resilience by integrating activities for resilience, fostering a growth mindset, and teaching coping skills.
2. The study emphasizes teacher training to recognize and assist students with academic difficulties, as teachers play a pivotal role in nurturing resilience through a positive learning atmosphere.
3. Institutions should enhance student support services, including counseling and mentorship, to address emotional well-being, foster resilience, and help students cope with academic stressors.
4. Collaborating with educators, parents can reinforce resilience-building strategies at home, contributing to a comprehensive approach that supports students both academically and emotionally.
5. Policymakers may integrate academic resilience measures into education policies, allocating resources for mental health support, establishing positive school climate guidelines, and incorporating resilience-building into the formal curriculum.
6. The study may suggest personalized learning to consider individual resilience differences, tailoring educational experiences to enhance academic outcomes based on each student's unique needs and challenges.
7. The study can inspire further research into specific factors contributing to academic resilience in higher

secondary students, leading to targeted interventions and strategies.

8. Schools should consider assessing academic resilience in their evaluations to gain insights into students' well-being and preparedness for academic challenges.

In conclusion, the implications of the research study on academic resilience and academic performance extend to various aspects of education, from classroom practices to policy considerations. Implementing the insights gained from such studies can contribute to the development of a more resilient and successful student population.

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