



## **STUDYING STUDENTS AT SECONDARY AND HIGHER SECONDARY SCHOOLS FOR ACADEMIC RESILIENCE**

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### **ABSTRACT**

Academic resiliency is essential to modern education. One can overcome obstacles in any area of life with the help of the concept of intellectual resilience. It also helps a person get over challenges they encounter. It is viewed as a capacity for problem-solving. We see that there are a number of difficulties that academics, students, and researchers must overcome. Academically resilient students are better able to endure challenging conditions, withstand pressure, and control stress in the classroom. Academically resilient students develop the ability to deal with failure, learn from their mistakes, adapt to change, and be self-motivated. It has been made clearly clear in papers that Academic Resilience is the most important part of a student's life on the basis of numerous studies. Academic resilience is now acknowledged as a new educational trend and has developed into a crucial component of education. In the literature analysis, awards from the ten most recent years, 2010 to 2018, were examined.

*Keywords: Reviews Literature, Academic Resilience, and Resilience*

### **INTRODUCTION**

Researchers have discovered over the past 20 years that resilience is a crucial quality in a person or learner, required for academic success because it equips them to overcome obstacles. Thus, it becomes a crucial component of the educational system. Everyday challenges or difficult situations that students encounter include academic (challenges or social challenges like classroom situations that make learning difficult or stressful due to learning in capabilities), peer group adjustment, issues with societal or community adjustment, problems with home or family adjustment, etc. Students with poor academic performance, those from underprivileged backgrounds, and those from socially disadvantaged groups are prevalent in the Indian educational system and struggle to compete in today's market. It has been seen that students from these backgrounds suffer significantly both in their personal and academic life. Academic resilience is essential for the integration of these groups because the educational disparities that exist have contributed to dropout rates. Only resilience gives a person the ability to overcome difficult circumstances. "A person's ability allows him to overcome the challenges he has in accomplishing academic, personal, or professional goals." Higher levels of academic resilience will be achieved as a result of

### **REVIEW OF LITERATURE**

In any formal educational set up it is very essential to have a positive environment. A positive environment includes a supportive teachers as well as students. As Fallon C (2010) has also pointed out that towards the significant association between school's environment and resilience among students. Mental health, internal locus of control and social support plays a key role in the development resiliency among students. Studies also points out that there is also need for the development of social support policy by the government. One of the good examples of it is community participation.

In one of the articles Sarwar, Inamullah, Khan, and Anwar (2010) investigated the relationship between resilience and academic achievement of secondary level students of Gujranwala, Pakistan. A resilience scale was used to collect data. The sample consisted of 127 secondary students, with 52 boys and 75 girls. The data exposed that there was no association between resilience and achievement as measured through marks obtained in 10th grade. The boys are more resilient than



girls at the secondary students in Pakistan. This is one of the critics of the academic resilience, but here one has to look how do we understand academic resilience is it only marks? This is a question worth asking for.

On the other hand Fallon (2010) conducted an ex post facto quantitative study to examine the connection between the academic optimism of schools and academic resilience in urban Latino high school students. The study was conducted on 150 low Social Economic Status Latino high school students and 47 teachers at three campuses of a deed high school in Chicago. As per the results, significant relationships were found between academic optimism of schools and academic resilience of students, even when family-related and personal protective factors were controlled for. The findings of the study added in the existing body of research and recommended that schools can serve as defensive factors for low Social economic Status Latino students. This research put a very good example for the school system, where we definitely need a healthy environment for each individual.

In one of the study conducted by Cavazos et al. (2010) provided insight into certain resiliency factors that helped Latino students to achieve greater academic achievement. Certain factors like high educational goals, support and encouragement from parents, intrinsic motivation, internal locus of control, and high self-efficacy were found to play significant role in determining students' level of resiliency. It was recommended that it is the duty of school personnel to instill high expectations among students and implement resiliency skills into their daily activities.

Hartley (2011) conducted a very good research on a sample of 605 under graduate students from twomid-western universities to explore the relationships between measures of interpersonal resilience, intrapersonal resilience, and mental health with respect to academic and social integration and key determinants of academic persistence .In this research the investigator indulged into Regression analysis to examine that how far the inter and intrapersonal resilience and mental health measures contributed to explaining variance in the response variables of university cumulative grade point average (CGPA) and university sense of belonging. As per the results a strong statistical correlation was found between the inter and intrapersonal resilience factors and mental health. This study adds evidence that inter and intrapersonal resilience factors are important to academic persistence and health promotion in higher education. This further depicts that higher the relationship of inter and intra-personal skills, higher the performance in academics.

Kurian (2012) examined the impact of resilience and role model influence on academic achievement of low socio-economic status students. A sample of 502 students of low SES was taken. Findings of the study helps to infer that there is an impact of resilience and role model influence on academic achievement of low socio-economic status adolescent students. According to the researcher the students of low socio economic status had seen an improvement in the achievement of the desired result.

Kwek (2013) explored that one of the major problems with which 1st-year under Graduates (of Domestic and International hospitality and Tourism) are suffering is associated with academic adjustment issues. The factors like students' self-esteem and resilience may ultimately affect their academic performance. The results revealed that self-esteem and resilience are significant predictors of academic performance.

Esteban and Martíá (2014) conducted a study on immigrant youth in Spain with the intent to examine the relationship between resilience and school completion. The sample of the study comprised of 94 students belonging to different nationality, age group and gender. As per results of the study no significant differences were found by gender, age, residence time, or incorporation into the education system. Although differences were found to be associated with cultural groups and variables related with academic self-perception. Results also indicated that young students that continue their studies beyond obligatory education have higher levels of resilience. The study recommended the activation of the relational dimension of social capital in youth through mentoring or service-learning programs.



Shilpa and Srimathi (2015) conducted the study to examine the difference in perceived stress among Pre-University and Under Graduate students, as well studying the relationship between perceived stress and resilience among (50) PreUniversity and (50) Under Graduate students. The data was statistically analysed and results indicated Pre University students had high level of perceived stress and low level of resilience and Under Graduate students had moderate level of perceived stress and high level of resilience. These findings indicated that perceived stress is high among PreUniversity students compared to Under Graduate students as well there existed a high negative relationship between perceived stress and resilience.

## **DISCUSSION**

This research is more focused on resilience rather than academic resilience. In this descriptive and experiment research is done on the basis of resilience. It covers studies of both Indian and Western countries. The schools going students, college students and University students have been taken into consideration. Research was focused on gender and findings tell that some male found more resilience power than females and in some resilience female gender have more resilience than males. Races are also responsible for the lack of resilience. According to a research we find that in American students resilience is present more as compared to any other student. Resilience factor helps in developing academic achievement. It includes motivation, parents support, self-efficiency, society support, Cooperation etc. Social economic status also affects the resilience. Resilience is taken as a part of personality like how the person deals with the situation. It is much related to social support and academic motivation. After all the research we came to the conclusion that academic resilience is very important for the students in their education as well as for their future. It teaches the students to deal with their problems and it helps in making them understand how to handle the situation. Parents, school, society and community can play a very important role in developing the resilience in the child.

## **IMPORTANCE OF THE STUDY:**

- a) Academic resilience will help the child to overcome from their failures. It is a helpful trait for them.
- b) It is applicable and helpful for all the students whether they are in school, college or any institute. It will help them in their career.
- c) It is a psychological factor and we can be used as an instrument in the field of education.
- d) 4. Students always have a fear of facing academic failure, academic resilience can help them in dealing these types of situations.
- e) Parents, teachers, society and community play a vital role in developing this skill. Without their support we can't develop this in student.

## **CONCLUSION**

Academic resilience will definitely help the child to live a better life with confidence. With this the child will learn to cooperate, communicate, inculcate moral values, behave according to the situation, learn to be calm, learn from experiences etc. and all these skills will help the child in the development and help him in his professional and in personal life. Academic resilience is a tool that will help the child to overcome from his fears and failures and help them to get a life changing experience for them. Most studies that investigated academic resilience dealt with samples from school students, but only few studies dealt with university students, which examined the individual and school factors and features associated with academic resilience, this is why the researcher is encouraged to do this research, besides, and we are in bad need of developing ARS for university students. The few studies that do deal with academic resilience are focusing on ethnic minority



groups and extreme underachievers. Students who face academic pressure and study setbacks either in schools or in universities and are in an urgent need of developing their academic resilience.

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