



AMERICAN JOURNAL OF INTERDISCIPLINARY RESEARCH AND INNOVATION (AJIRI)

ISSN: 2833-2237 (ONLINE)

VOLUME 3 ISSUE 1 (2024)

**PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA**

Detailed Analysis of the Academic Resilience of Higher Secondary School Students

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Article Information

Received: December 17, 2023

Accepted: January 25, 2024

Published: January 31, 2024

Keywords

*Academic Resilience, Higher
Secondary School Students,
Gender*

ABSTRACT

The present study analysed the level of academic resilience of higher secondary school students in Mizoram, the southernmost state of North-Eastern India. The sample of the study includes 800 higher secondary school students from Mizoram. The study revealed that higher secondary school students in Mizoram had average academic resilience. The study also found no significant difference between male and female higher secondary school students in their level of academic resilience. The study also revealed that there was no significant difference between male and female higher secondary school students in their levels of motivation and ability to achieve goal, sense of well being and relationship with peers and adults. The research findings also revealed that there was significant difference between male and female students in their levels of academic confidence and emotional regulation and physical health.

INTRODUCTION

The ability to bounce back from adversity and stress is a sign of resilience. It is the mental reservoir of resilience that individuals can draw upon to get through difficult situations without defeat. Academic resilience refers to a student's capacity to effectively manage academic obstacles, stress, and study pressure. When pupils show academic resilience, they overcome obstacles to achieve high academic standards. It refers to academic success during the educational process in spite of a challenging or difficult situation (Mihir K. Mallick and Kaur 2016). Nowadays, there are numerous issues students must deal with in both society and their classrooms. Students will experience pressure and stress if appropriate action is not taken to help them overcome these issues. Deteriorating academic results and a higher dropout rate could result from this. This might result in poor academic achievement and a higher dropout rate.

The topic of academic resilience at this stage of education has been a relatively untouched area of research in the north eastern part of India where the present study has been conducted. The higher secondary stage being a crucial step towards higher education and a very important transitional phase in a student's life. The findings of the research may in some way enable teachers and educators foster in the children academic resilience skills and promote mental well being which is so important at their stage in life.

LITERATURE REVIEW

Azam (2012) conducted a study to examine the role of home and school environment of school going female adolescent in a semi-urban town in India. The study identified and explored which protective factors are responsible for higher levels of resilience in this population. Standardized measures of resilience, home environment and school environment were administered

to a sample of 130 school going girls in their adolescent phase. The study revealed significant relationship between resilience and home and school protective factors.

Mallick and Kaur (2016) conducted a study to explore the learning environment and academic resilience of senior secondary school students and to analyse the relationship between learning environment and academic resilience. 600 high school students were selected from three regions of Punjab. Self constructed and Standardised Learning Environment Scale and Academic Resilience Scale were used for data collection. The study revealed that:

1. Boys possessed higher level of academic resilience as compared to girls.

2. Students from urban locality possessed high academic resilience as compared to students belonging to rural area.

3. Significant positive relation was found between learning environment and academic resilience of senior secondary students.

Prabhu and Shekhar (2017) assessed the level of perceived stress, perceived social support and resilience of school going adolescents in Mangaluru city of southern India with respect to their gender. A cross-sectional research design was used and 206 schools going adolescent from grade 8-10th of four schools of Mangaluru city were selected through convenient sampling. The mean age of the sample was 14.10 years. It was found that adolescents had mild level of perceived stress, high level of perceived social support and moderate resilience. The moderate resilience highlights the scope of resilience building programs in schools of Mangaluru.

Rao and Krishnamurthy (2018) conducted a study to analyse the nature of relationship between academic resilient traits and their actual performance in scholastic tests. The study was carried out on a sample of high school students studying in public school from low socio-economic background. Resilience and scholastic

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performance were measured using appropriate inventory backed by secondary data of their school marks. The study revealed that:

1. There was a significant correlation between level of resilience and scholastic performance of students.
2. There was no significant difference between girls and boys with respect to academic resilience and scholastic abilities. The study has shown that scholastic performance is not just a by-product of innate qualities of an individual but it is possible to enhance the same. Enhancement of scholastic performance involves a combination of academic skill training and resilience enhancing counselling.

Objectives of The Study

1. To find out the level of academic resilience of higher secondary school students
2. To study and compare the level of academic resilience of higher secondary school students with reference to their gender.
3. Detailed analysis of the five dimensions of academic resilience with reference to their gender.

Hypotheses

1. There is no significant difference in the level of academic resilience between male and female higher secondary school students.
2. There is no significant difference between male and female higher secondary school students on the five dimensions of academic resilience.

METHODOLOGY

Population and Sample

The present study is descriptive in nature. Primary data was used to assess academic resilience of higher secondary school students in Mizoram, India. The population comprised of all higher secondary school students of the academic year 2021- 2022 from Mizoram and 800 students studying in higher secondary schools in Mizoram were selected as sample using stratified random sampling technique.

Tool Used

Academic Resilience Scale (2016) standardized by Mahir Kr. Mallick and Sirmanjit Kaur published by National

Table 1: z- Score Norms for Interpretation of the level of Academic Resilience

Range of Z score	Level of academic resilience
+2.01 and above	Extremely high
+1.26 to 2.00	High
+0.51 to + 1.25	Above Average
-0.50 to +0.50	Average
-1.25 to -0.51	Below Average
-2.00 to -1.26	Low
-2.01 and below	Extremely Low

Psychological Corporation, Agra 1971 was employed. Hence, for interpreting for the response, the score of each individual respondent were calculated and interpretation was made as per z-score norms given in the Academic Resilience Scale.

RESULTS AND DISCUSSION

Objective No. 1: Level of Academic Resilience of Higher Secondary School Students

To find out the level of academic resilience of higher secondary school students, the investigator made use of the Academic Resilience Scale standardized by Mahir Kr. Mallick and Sirmanjit Kaur. The research findings of the overall mean, standard deviation and detailed classification into different categories of the respondents are shown in Table 2 and Table 3.

Table 2: Overall Mean of the Academic Resilience of Higher Secondary School Students

Variable	N	Mean	Standard Deviation
Academic Resilience	800	183.35	15.43

From Table 2, the mean score and standard deviation of the level of academic resilience of higher secondary school students were found to be 183.35 and 15.43 respectively. Therefore, it may be inferred that higher secondary school students were having average level of academic resilience. Similar findings were investigated in Kashmir (Jan & Praveen 2023) found that majority of higher secondary school students in Srinagar were found to be having average level of academic resilience. Habeeb (2021) in Aurangabad found that secondary students had average level of academic resilience.

Table 3: Percentage of All Higher Secondary School Students Falling Under Different Levels of Academic Resilience

Range of z-Score	Range of actual score	Level of academic resilience	f
+2.01 and above	216 and above	Extremely High	2 (0.25%)
+1.26 to +2.00	191-215	High	11 (1.37%)
+0.51 to + 1.25	192-203	Above Average	38 (4.75%)
-0.50 to +0.50	176-191	Average	212 (26.5%)
-1.25 to -0.51	175-164	Below Average	276 (34.5%)
-2.00 to -1.26	163-152	Low	177 (22.12%)
-2.01 and below	151 and below	Extremely Low	84 (10.5%)

As shown in Table 3, out of 800 higher secondary school students, 2(0.25%) were having extremely high level of academic resilience, 11(1.37%) were having high level of academic resilience, 38(4.75%) were having above average level of academic resilience, 212(26.5%) were having average level of academic resilience, 177(22.12%) were having low level of academic resilience and 84(10.5) students falling on the extremely low level of academic resilience.

Objective No. 2: Academic Resilience of Higher Secondary School Students with Reference to Their Gender

Level of Academic Resilience of Male Higher Secondary School Students

Table 4 provides valuable insights into the level of academic resilience observed among male students. A small percentage, specifically 0.51%, of individuals exhibited an extremely high level of resilience. These exceptional individuals demonstrate an average resilience score of 238.00, indicating their exceptional ability to effectively cope with academic challenges. Similarly, the High resilience category included 1.53% of the students, with an average score of 225.17. This suggests a relatively strong level of resilience among higher secondary school students.

Table 4: Level of Academic Resilience for Male Students

Category	N	%	Mean	SD
Extremely High	2	0.51	238.00	0.00
High	6	1.53	225.17	3.43
Above Average	21	5.37	211.90	3.60
Average	102	26.09	197.81	3.91
Below Average	138	35.29	184.75	3.32
Low	83	21.23	171.23	3.51
Extremely Low	39	9.97	154.08	9.82

Level of Academic Resilience of Female Higher Secondary School Students

In Table 5, we can explore the distribution of academic resilience levels among female students. The majority of female students fall within the average range of academic resilience. Specifically, the average category represented 26.89% of the female students, with a mean resilience score of 197.29, indicating an average level of resilience. However, a significant number of female students showed below-average resilience levels.

The below average category comprised 33.74% of the female students, and having a mean score of 183.53. It showed that they face more challenges in coping with academic pressures compared to those in the average category. Similarly, the low category includes 22.98%

Moving along the spectrum, the above average category encompasses 5.37% of the male students. This group displayed an above-average mean score of 211.90, highlighting their ability to handle academic pressures relatively well. The largest category, comprising 26.09% of the students, falls within the average range and possess a mean resilience score of 197.81, representing the overall average level of resilience among the male participants. On the other hand, a significant proportion of the male students, accounting for 35.29%, are classified as below average. Students in this group exhibited a mean score of 184.75, indicating lower level of academic resilience compared to the average category.

Furthermore, the low category comprised 21.23% of the students, indicating a relatively low level of resilience having a mean score of 171.23, suggesting that they may face challenges in coping with academic demands. Lastly, the extremely low category represented 9.97% of the male students. Students in this group exhibit the lowest level of academic resilience, with a mean score of 154.08. Their significantly low resilience level indicated a higher susceptibility to academic difficulties. From these findings, it becomes evident that the male participants exhibited a diverse range of resilience levels, with varying capacities to handle academic challenges effectively.

of the female students, with a mean score of 172.02, indicating a relatively low level of resilience. On the other hand, there are smaller proportions of female students who demonstrated higher level of resilience. The high category accounts for 1.22% of the female students, with a mean score of 223.20, indicating a relatively high level of resilience. Likewise, the above average category encompassed 4.16% of the female students, with a mean score of 213.35, suggesting resilience level above the average range.

Additionally, the extremely low category represented 11.00% of the female students, reflecting the lowest level of academic resilience having a mean score of 156.67, indicating significant vulnerabilities in their ability to handle academic challenges.

Table 5: Level of Academic Resilience for Female Students

Category	N	%	Mean	SD
High	5	1.22	223.20	3.19

Above Average	17	4.16	213.35	3.72
Average	110	26.89	197.29	5.03
Below Average	138	33.74	183.53	3.56
Low	94	22.98	172.02	3.70
Extremely Low	45	11.00	156.67	7.26

Key Findings

The findings emphasize the diverse range of academic resilience levels observed among both male and female higher secondary school students. While a majority falls within the average range, it is important to note the significant proportions with below-average, low, and extremely low resilience levels. Providing appropriate support and interventions for individual with lower resilience is essential to help them navigate academic challenges and enhance their overall resilience.

A comparison of the levels of academic resilience of males and females, some patterns emerge. Both genders display similar distribution patterns across resilience categories, albeit with slight variations in proportions and mean scores. Males tend to have a slightly higher percentage of students in the High resilience category, suggesting a relatively higher level of resilience compared to females. Conversely, female showed slightly higher proportions in the below average and low resilience categories, indicating a greater prevalence of lower resilience levels among them. Additionally, there was a slightly higher percentage

of female in the extremely low resilience category. These findings indicated subtle differences in academic resilience levels between males and females. However, it is important to remember that these differences are relatively small, and individual variations within each gender group are likely to be significant. Further research is necessary to gain a deeper understanding of the underlying factors contributing to these patterns and to determine the extent and significance of gender-related differences in academic resilience.

Difference in the Levels of Academic Resilience between Male and Female Higher Secondary School Students

To find out the significance difference between male and female higher secondary school students of Mizoram in their level of academic resilience, a hypothesis was framed and inferential statistic such as t-test was employed. Hypothesis No. 1 states that, “There is no significant difference in the level of academic resilience between male and female higher secondary school students”.

Table 6: Comparison in the level of Academic Resilience of Higher Secondary School Students with reference to their gender

Variable	Gender	N	Mean	SD	MD	SEM	t-value	Significant level
Academic Resilience	Male	391	184.58	16.66	1.22	0.57	0.28	NS
	Female	409	183.35	15.42	1.22			

*NS = not significant

From Table 6 the ‘t’ value for the significant difference between male and female higher secondary school students was found to be 0.28. Therefore, the hypothesis which was framed, “There is no significant difference in the level of academic resilience between male and female higher secondary school students” was accepted. Considering their mean scores, a slight difference was found favouring male respondents but not statistically significant. The finding of the present study conducted in Mizoram can be further assimilated with the findings conducted by some studies which showed no significant differences between male and female higher secondary school students in their level of academic resilience

(Singh & Khatiwore 2020, Guler & Balci 2018, Balci & Batigur 2015).

Objective No. 3: Detailed Analysis of the Five Dimensions of Academic Resilience with Reference to Their Gender

Table 7, presents the descriptive statistics of the students, categorized by gender, on the different dimensions of academic resilience. To examine the mean differences in scores, a 2 x 3 x 4 ANOVA was conducted, where the errors were pooled from the sources of variation including gender, stream, and district.

Table 7: Mean scores, standard deviations, skewness and kurtosis statistics of the students on the dimensions of Academic Resilience by Gender

Gender	Variables	Mean	SD	Skewness	Kurtosis
Male	Academic Confidence	28.52	2.99	-0.15	0.66
	Sense of well-being	36.86	4.18	-0.33	1.81
	Motivation & Ability to get Goals	36.19	4.02	-0.02	0.81

	Relationship with Peers & Adults	35.03	4.26	-0.33	1.67
	Emotional Regulation & Physical Health	48.08	5.5	-0.21	1.44
	Overall Academic Resilience	184.58	16.66	-0.17	1.08
Female	Academic Confidence	28.08	3.27	0.03	0.17
	Sense of well-being	37.08	3.79	-0.04	0.07
	Motivation & Ability to get Goals	36.98	3.82	0.03	0.87
	Relationship with Peers & Adults	35	3.67	0.05	0.37
	Emotional Regulation & Physical Health	46.51	5.25	-0.31	0.38
	Overall Academic Resilience	183.35	15.43	-0.02	0.22

Difference in the Levels of the Five Dimensions of Academic Resilience between Male and Female Higher Secondary School Students

Main Effects of Gender on Academic Resilience

Academic Confidence

The data showed that gender had a significant impact on academic confidence (F-value = 5.72, p = 0.02), indicating that there was a noticeable difference between genders in terms of how confident they feel about their academic abilities. Although the effect size was small, it suggests that gender does play a role in shaping academic confidence.

Sense of well-being

In contrast, gender does not seem to have a significant effect on the sense of well-being (F-value = 0.54, p = 0.46). The result indicated that males and females experience a similar level of well-being when it comes to academic resilience, with gender playing a negligible role in this dimension.

Motivation and Ability to Achieve Goals

Similarly, there was no significant difference between genders in terms of motivation and ability to achieve goals (F-value = 2.06, p = 0.15). This suggests that both males and females exhibited similar level of motivation

and goal-directed behavior in the academic context, and gender has a minimal impact on this aspect of academic resilience.

Relationship with Peers and Adults

Gender does not have a significant effect on the relationship with peers and adults (F-value = 0.01, p = 0.91). The findings indicated that both males and females had similar experiences in their interactions with peers and adults concerning academic resilience, and gender does not play a substantial role in shaping these relationships.

Emotional Regulation and Physical Health: The finding revealed that gender has a significant influenced on emotional regulation and physical health (F-value = 12.80, p < 0.001). This suggested that there was a notable differences between males and females in terms of how they manage their emotions and maintain their physical well-being within the academic context.

Overall Academic Resilience

Gender does not have a statistically significant effect on overall academic resilience (F-value = 2.89, p = 0.09). The result showed that the overall level of academic resilience was not significantly different between males and females students explaining only a small proportion of the variance in this aspect.

Table 8: Main Effect of Gender on the dimensions of Academic Resilience and Overall Academic Resilience

Source of Variation	Variables	Type III SS	df	Mean Sq.	F	Sig.	Partial Eta Sq.
Gender	Academic Confidence	55.47	1	55.47	5.72	0.02	0.01
	Sense of well-being	8.14	1	8.14	0.54	0.46	0.00
	Motivation & Ability to get Goals	28.74	1	28.74	2.06	0.15	0.00
	Relationship with Peers & Adults	0.19	1	0.19	0.01	0.91	0.00
	Emotional Regulation & Physical Health	366.59	1	366.59	12.80	0.00	0.02
	Overall Academic Resilience	722.28	1	722.28	2.89	0.09	0.00

Key Findings

Gender appeared to have a significant effect on academic confidence and emotional regulation/physical health within the dimensions of academic resilience. The results highlighted that male higher secondary school students (Mean = 28.52, SD = 2.99) scored significantly higher than female higher secondary school students (Mean = 28.08, SD = 3.27) on Academic Confidence. Moreover,

male students (Mean = 48.08, SD = 5.5) also scored significantly higher than female students (Mean 46.51, SD = 5.25) on Emotional Regulation and Physical Health. This finding implies that male students may possess greater self-assurance and belief in their academic skills compared to female students, and that males may have better emotional regulation skills and physical well-being in the academic context compared to females. However,

gender does not significantly impact other dimensions such as sense of well-being, motivation and ability to achieve goals, relationship with peers and adults, and overall academic resilience. It is important to note that the effect sizes for gender are generally small or negligible in these dimensions.

CONCLUSION

The present study found that higher secondary school students in Mizoram had average level of academic resilience. The study also revealed that there was no significant difference between male and female higher secondary school students in their level of motivation and ability to achieve goal, sense of well being and relationship with peers and adults. The research findings also revealed that there was significant difference between male and female students in their level of academic confidence and emotional regulation and physical health. However, the present study did not reveal any significant disparities between males and females in terms of overall academic resilience. Therefore, the findings suggest that gender may not be a determining factor in the overall level of academic resilience displayed by individuals. Numerous activities and programme can be done to enhancing the academic resilience of the students through community, family and school efforts. Intervention programmes can be conducted to build up children's academic resilience. Retention and completion-at any level of education-are the areas in the current system that requires a great deal of attention. Focusing on students' academic resilience is a crucial tactic to boost completion and retention rates.

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