



ACADEMIC RESILIENCE OF HIGHER SECONDARY STUDENTS

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Abstract: This study examines the concept of academic resilience among secondary students, focusing on their ability to persist and thrive despite facing significant academic challenges. Through including surveys, factors contributing to academic resilience are explored, such as self-efficacy, social support, and coping strategies. Findings suggest that fostering resilience among secondary students can enhance their academic success and overall well-being. Implications for educational practice and future research directions are discussed. This abstract highlights the significance of academic resilience in secondary students, emphasizing its role in overcoming obstacles and achieving success in education. It discusses the benefits of fostering resilience, including improved academic performance, enhanced mental well-being, and greater long-term success. Additionally, it explores the implications for educators and policymakers, emphasizing the need for targeted interventions and support systems to promote resilience among students. Overall, the abstract underscores the critical role of academic resilience in shaping positive educational outcomes and future opportunities for secondary students.

Key Word: Academic Resilience

I. INTRODUCTION

Education, as an essential pillar of human development, shoulders the enormous responsibility of nurturing the future generation, sculpting young minds into academically proficient.

In the landscape of education, the concept of academic resilience has emerged as a pivotal area of study, particularly concerning higher secondary school students. Academic resilience refers to the ability of students to persist and succeed academically despite facing various challenges and adversities. This Study aims to provide a comprehensive overview of the study of academic resilience of higher secondary school students, focusing specifically on students in the 11th grade, belonging to both genders, and enrolled in the Indian Certificate of Secondary Education (ICSE) and Central Board of Secondary Education (CBSE) board. With the increasing emphasis on academic achievement and the rising prevalence of stress and mental health issues among students, there is a pressing need to explore factors that foster resilience in the academic domain. By understanding the determinants of academic resilience, educators, policymakers, and parents can implement targeted interventions and support systems to bolster students' ability to overcome obstacles and thrive academically.

Research Question

What is the academic resilience of higher secondary school students?

Objective of the Study

To study the academic resilience of higher Secondary students based on board

Hypothesis of the Study

There is no significant difference in academic resilience of ICSE & CBSE board students

Research Method Descriptive survey method was used for data collection.

Sample and Sampling Procedure

Sample:-The Sample of the study comprised of 200 students studying in 11th Standard of Prayagraj, Kaushambi and Chunar district. Stratified random technique was used for selecting the sample.

Statistical Technique: - Mean, SD & t-test was used to analyze the data.

ANALYSIS AND INTERPRETATION OF THE DATA

To compare the academic resilience of higher secondary students of ICSE & CBSE Board.

Ho:- There is no significant difference in academic resilience of higher secondary students of ICSE & CBSE Board.

Table no. 1

Academic Resilience of higher secondary school students of CBSE and ICSE board.

	Boards	N	Mean	Std. Deviation	t	P value
Self confidence	CBSE	91	30.45	4.334	.542	.588
	ICSE	128	30.80	4.872		
Stress	CBSE	91	22.05	5.945	1.817	.071
	ICSE	128	20.67	5.254		
Motivation	CBSE	91	26.47	4.083	1.804	.073
	ICSE	128	27.41	3.542		
Anxiety	CBSE	91	19.53	5.875	.929	.354
	ICSE	128	18.83	5.196		
Self Efficiency	CBSE	91	20.78	3.861	.345	.731
	ICSE	128	20.98	4.614		
Emotional Support	CBSE	91	30.43	5.594	1.539	.125
	ICSE	128	31.66	6.030		
Academic Resilience	CBSE	91	269.00	28.561	.009	.993
	ICSE	128	269.04	33.394		

Self-confidence: It is observed from table no 1 that the Self Confidence: t-value = 0.542, p-value = 0.588The p-value (0.588) is greater than 0.05, indicating no significant difference in self-confidence between students from CBSE and ICSE schools.

Stress: t-value = 1.817, p-value = 0.071The p-value (0.071) is slightly greater than 0.05, suggesting a borderline significant difference in stress levels between students from CBSE and ICSE schools. However, it doesn't reach conventional significance levels.

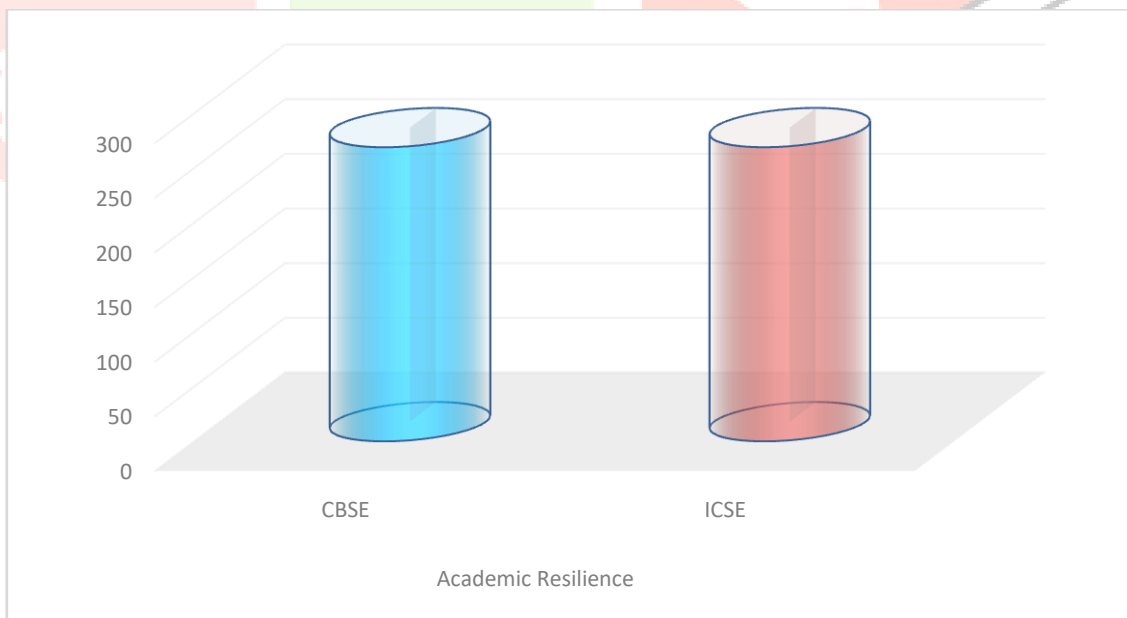
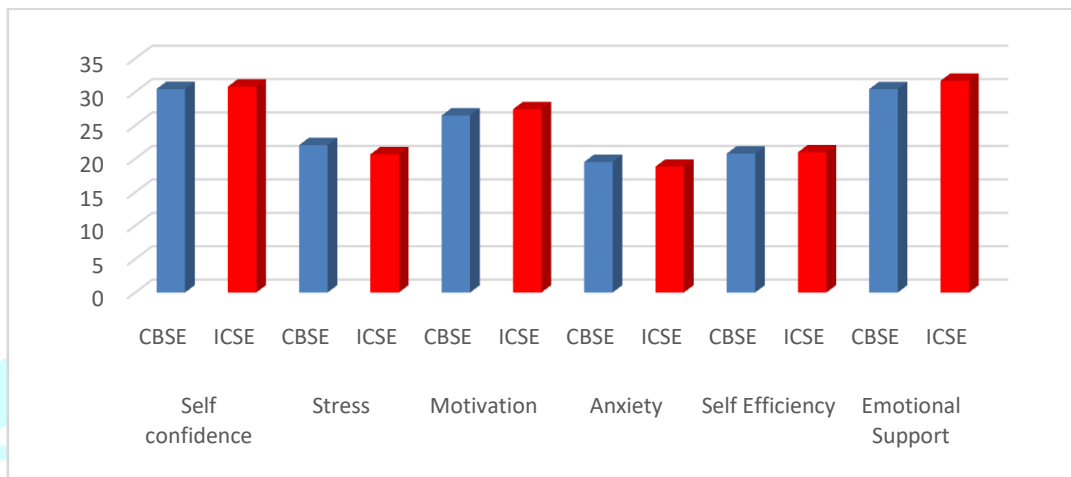
Motivation: t-value = 1.804, p-value = 0.073Similar to stress, the p-value (0.073) is slightly greater than 0.05, indicating a borderline significant difference in motivation levels between students from CBSE and ICSE schools. However, it doesn't reach conventional significance levels.

Anxiety: t-value = 0.929, p-value = 0.354 The p-value (0.354) is greater than 0.05, indicating no significant difference in anxiety levels between students from CBSE and ICSE schools.

Self-Efficacy: t-value = 0.345, p-value = 0.731 The p-value (0.731) is greater than 0.05, indicating no significant difference in self-efficacy between students from CBSE and ICSE schools.

Emotional Support: t-value = 1.539, p-value = 0.125 The p-value (0.125) is greater than 0.05, indicating no significant difference in emotional support between students from CBSE and ICSE schools.

Academic Resilience: t-value = 0.009, p-value = 0.993 The p-value (0.993) is much greater than 0.05, indicating no significant difference in academic resilience between students from CBSE and ICSE schools. So it can be concluded that no significant differences were found between students from CBSE and ICSE schools in terms of self-confidence, stress, motivation, anxiety, self-efficacy, emotional support, and academic resilience.



Findings of the study

- ❖ There is no significant differences were found in the dimension of academic resilience such as self-confidence, motivation, self-efficacy, emotional support, and academic resilience between boys and girls.
- ❖ There is a statistically significant difference in academic resilience between boys and girls. Boys demonstrate higher academic resilience compared to girls in the CBSE School.
- ❖ There is gender differences in the dimension of academic resilience such as self-confidence, stress, motivation, and self-efficacy, while no significant differences were found in anxiety, emotional

support, and academic resilience. Boys tended to have lower self-confidence and motivation but higher stress levels compared to girls in ICSE schools.

- ❖ There is no significant differences were found between students from CBSE and ICSE schools in the dimension of academic resilience such as self-confidence, stress, motivation, anxiety, self-efficacy, emotional support, and academic resilience.

Educational implications

- Educators can incorporate resilience-building strategies into the curriculum and instructional practices. This may involve teaching students about the importance of perseverance, self-regulation, and growth mindset, as well as providing opportunities for them to develop these skills through interactive and engaging activities.
- Educators can benefit from training and professional development opportunities focused on understanding and promoting academic resilience. This may include learning about trauma-informed practices, social-emotional learning (SEL) strategies, and resilience-building interventions that can be implemented in the classroom.

Conclusion

Study on academic resilience has shown that despite facing various challenges, individuals can adapt, persist, and succeed academically. Academic resilience encompasses several factors, including psychological, social, and environmental elements. By understanding the multifaceted nature of resilience and its determinants, stakeholders can work collaboratively to create supportive environments that empower individuals to succeed in their educational pursuits.

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