



ACADEMIC RESILIENCE OF BOYS AND GIRLS OF HIGHER SECONDARY LEVEL

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Abstract: This study examines the concept of academic resilience boys and girls of higher secondary level, focusing on their ability to persist and thrive despite facing significant academic challenges. Descriptive survey method was used to collect data, to assess academic resilience standardized tool was used. The factors contributing to academic resilience are explored, such as self-efficacy, social support, and coping strategies. Findings suggest that on the dimensions such as self confidence, Motivation and self efficacy girls have better resilience than their counterparts. On the dimensions Anxiety, Stress and emotional support there is no significant difference between the boys and girls. The interventions and support systems should be developed to promote resilience among students. There is importance of academic resilience in shaping positive educational outcomes and future opportunities for secondary students.

Key Word: Academic Resilience

INTRODUCTION

In recent years, the concept of academic resilience has garnered significant attention in the field of educational psychology and student development. Rooted in the broader construct of resilience, academic resilience refers to the ability of students to adapt and thrive in the face of academic challenges, setbacks, and adversities (Martin & Marsh, 2008). This resilience is not merely about bouncing back from failure but entails the capacity to persevere, maintain motivation, and achieve academic success despite obstacles encountered along the educational journey (Henderson & Milstein, 1996).

The concept of academic resilience is pivotal in understanding how higher secondary school students adapt and succeed in the face of academic challenges. Academic resilience is characterized by the capacity of students to overcome obstacles and maintain engagement in learning despite difficulties (- & -, 2024). Studies have shown that academic resilience is associated with positive academic outcomes and can vary based on factors such as gender, type of school, and socio-economic status (CN & FM, 2015; Lalthanpuui & Lalhriatpuui, 2024; Nyambura Mwangi et al., 2018; Saxena & Yadav, 2024). 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

Objective of the Study

To compare the academic resilience of Boys & Girls of higher secondary level.

Hypothesis of the Study

There is no significant difference in academic resilience of boys and girls of higher secondary level.

Research Method Descriptive survey method was used for data collection.

Sample and Sampling Procedure; :-The Sample of the study comprised of 126 students studying in 11th Standard of Prayagraj, Kaushambi and Chunar district. Stratified random sampling 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 Boys & Girls of higher secondary level.

Ho:-There is no significant difference in academic resilience of boys and girls of higher secondary level.

Table no.1

Mean scores of Academic resilience of boys and girls of higher secondary level (Dimension wise)

| | Gender | N | Mean | Std. Deviation | t | P value |
|-------------------|--------|----|-------|----------------|-------|---------|
| Self confidence | Boys | 34 | 29.15 | 5.194 | 2.342 | .021 |
| | Girls | 92 | 31.41 | 4.679 | | |
| Stress | Boys | 34 | 22.79 | 5.851 | 2.828 | .005 |
| | Girls | 92 | 19.87 | 4.875 | | |
| Motivation | Boys | 34 | 25.91 | 3.537 | 2.940 | .004 |
| | Girls | 92 | 27.96 | 3.438 | | |
| Anxiety | Boys | 34 | 19.59 | 6.106 | 1.261 | .210 |
| | Girls | 92 | 18.36 | 4.316 | | |
| Self Efficiency | Boys | 34 | 19.32 | 5.013 | 2.474 | .015 |
| | Girls | 92 | 21.59 | 4.381 | | |
| Emotional Support | Boys | 34 | 30.29 | 6.658 | 1.776 | .078 |
| | Girls | 92 | 32.36 | 5.444 | | |

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|------------|-------|----|--------|--------|-------|------|
| Academic | Boys | 34 | 263.82 | 35.375 | 1.026 | .307 |
| Resilience | Girls | 92 | 270.73 | 32.846 | | |

Self Confidence: It is observed from table no 1 the obtained t value for Self Confidence is 2.342, p-value = 0.021. The t-value suggests a significant difference in self-confidence between boys and girls in ISC schools (p-value <0.05). Boys have a mean self-confidence score of 29.15, while girls have a mean score of 31.41.

Stress: The obtained t value for Stress is 2.828, p-value = 0.005, The t-value indicates a significant difference in stress levels between boys and girls in ISC schools (p-value < 0.05). Boys have a mean stress score of 22.79, whereas girls have a mean score of 19.87.

Motivation: The obtained t value for Motivation is 2.940, p-value is 0.004 The t-value suggests a significant difference in motivation levels between boys and girls in ISC schools (p-value < 0.05). Boys have a mean motivation score of 25.91, while girls have a mean score of 27.96.

Anxiety: The obtained t value for Anxiety is 1.261, p-value is 0.210, The p-value here is greater than 0.05, indicating no significant difference in anxiety levels between boys and girls in ISC schools.

Self-Efficacy: The obtained t-value for Self-Efficacy is 2.474, p-value is 0.015, The t-value suggests a significant difference in self-efficacy between boys and girls in ISC schools (p-value < 0.05). Boys have a mean self-efficacy score of 19.32, while girls have a mean score of 21.59.

Emotional Support: The obtained t-value for Emotional Support is 1.776 and p-value is 0.078, The p-value here is greater than 0.05, indicating no significant difference in emotional support between boys and girls in ISC schools.

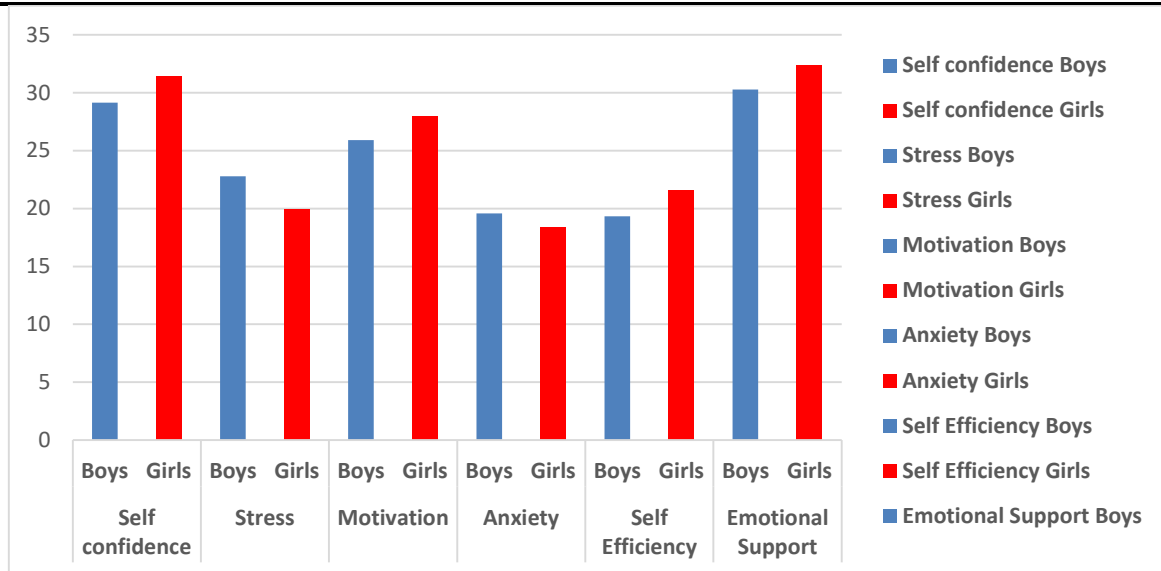
Academic Resilience: The obtained t-value is 1.026, The p-value 0.307 for academic resilience is greater than 0.05, indicating no significant difference in academic resilience between boys and girls in ISC schools.

Hence the researcher fails to reject the null hypothesis. There is no significant difference in academic resilience of boys and girls of higher secondary level.

So it can be concluded that, gender differences were found in 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 ISC schools.

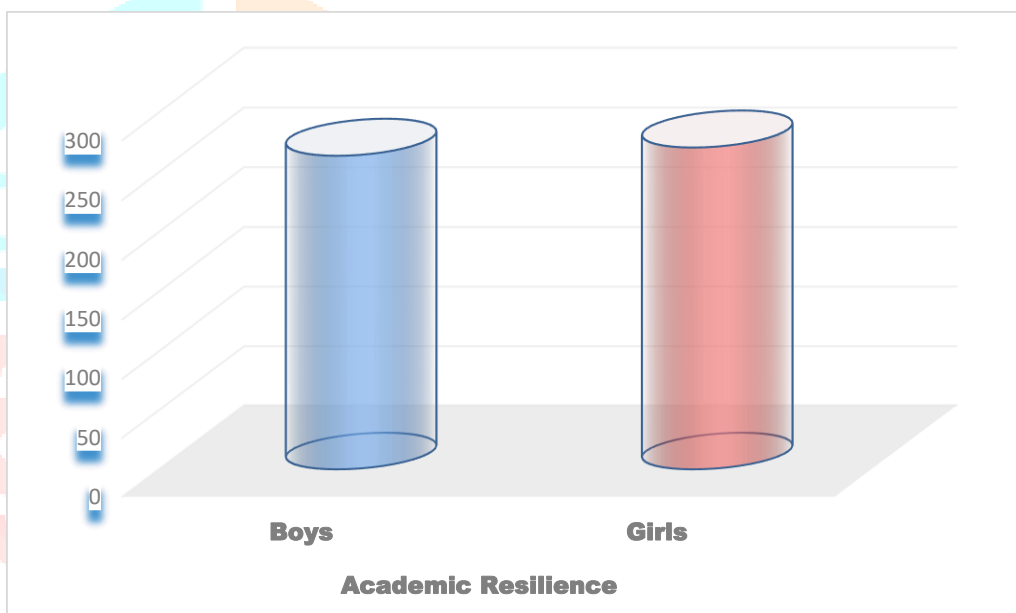
The probable reason might be that the boys might feel less engaged in classroom environments that do not cater to their learning styles or interests, leading to lower motivation and self-confidence.

Boys may exhibit different coping mechanisms in response to academic challenges, boys potentially relying more on problem-solving or action-oriented strategies. Which makes them academic resilient



Graph 1 (b)

Graph 1 (b) Shows the academic resilience of Boys and Girls.



Findings of the study

- ❖ There is no significant differences 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 .
- ❖ 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.
- ❖ There is no significant differences between students 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: Researcher found out that academic resilience of girls was higher than boys. There was a difference in the dimension of academic resilience such as higher stress, anxiety and confidence level in boys compared to girls and lower self confidence and motivation in boys compared to girls. Therefore the school should include the programme to increase the self-confidence & motivation in boys and cope up with the stress and anxiety of the boys of the higher secondary school. Educators can provide individualized support plans that address students' stress & anxiety. This may involve collaborating with other professionals, such as counselors, special educators, and community partners, to develop comprehensive support plans that address academic, social, and emotional needs

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