



Academic Resilience Of Secondary School Students Of District Kulgam Of Jammu And Kashmir With Reference To Type Of School

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Abstract

Academic Resilience embodies the capacity of students to bounce back and thrive in the face of challenges in the school environment. This research explores the academic resilience of secondary school students and compares government and private students in this regard. The study aimed to test the hypothesis that there is no significant difference in academic resilience between government and private secondary school students. A sample of (240) secondary school students in Kashmir valley kulgam district (120 government and 120 private) was randomly selected for the study. Data collection employed the Academic Resilience scale developed by **Munmi Borah and yeasmin Sultana (2023)**. This scale consists of five dimensions divided into 40 items. Statistical analysis included percentage statistics Means, Standard Deviation and t-test were used through Excel and SPSS. The findings of the study reported that the academic resilience of government and private secondary school students doesn't differ significantly and maximum secondary school students (65%) have an Average/ Moderate level of academic resilience. The mean score of private secondary students have higher values across the five dimensions of academic resilience.

Academic Resilience of Secondary School Students in District Kulgam, Jammu and Kashmir, with Reference to Type of School

Introduction

Education is the process of learning and acquiring knowledge, skills, values and habits. Education is considered both a field of knowledge and an area of operation. As a field of knowledge, it deals with a number of concepts, idea's, principles and thoughts which are educational in nature. The ultimate purpose of education is to contribute to cognitive development of an individual. Education is a process that not only helps us gain new knowledge and achievements but also helps us develop our thoughts, emotions, opinions and perspectives in a logical way. Education operates in a wide spectrum of situations at both micro and micro levels. Education is a concept that concerns the growing and developing of the mind. It involves the systematic instruction of individuals with respect to culture, typically through schooling or private instruction. Education produces skills and knowledge that are supposed to be acquired by learners during their growth as a part of their upbringing. Academic is an educational variable that measures a student's performance ability, with an academic setting encompassing aspects like, grades, tests, scores, knowledge retention, critically thinking skills, and overall academic achievement across different subjects or courses essentially reflecting their level of learning. Academic performance is often evaluated through assessments, exam's, and projects, providing insight into a

student's understanding, skills and knowledge in specific subjects or areas. Resilience refers to an individual's ability to adapt well in the face of adversity, or significant stress essentially " Bouncing back " from challenging students and maintaining mental and emotional well -being despite different circumstances. Resilience is considered as a psychological variable because it is a measurable trait that varies between people and can be influenced by various factors like coping and mechanism, social support and personal outlook.

Academic resilience is a dynamic developmental process that involves many types of protective factors like individual, familial, instructional or socio environmental and these factors help to build resilience in the child. Home family is the first institution that encourages developing resilience in the child. After home, children mature at school because they spend a large amount of time within the educational system. Academically resilient students are able to transform difficult environments into a source of motivation by maintaining personal high expectations and aspirations, being goal oriented, having good problem solving skills and being socially competent. Institutions can play a critical role in fostering academic resilience by providing a supportive environment that enables students to effectively navigate academic challenges, overcome setbacks and bounce back from difficulties. Overall institutions that prioritize fostering academic resilience are better equipped to prepare students to navigate the complexities of higher education, adapt to challenges and achieve long term academic success. Specially in an academic context, resilience refers to students capacity to effectively cope with obstacles, stress and difficulties within the school environment. It can also be described as the increased likelihood of achieving success in various aspects of life, even when faced with adverse circumstances resulted from early experiences and conditions,(Martin and Marsh, 2006). To study the academic resilience and its psychological and educational correlates, specially exploring the psychological and educational factors that contribute to a student ability to bounce back from academic setbacks, to find five key factors that termed the 5-C's: confidence, coordination, control, composure and commitment. Academic Resilience research therefore, offers a pathway toward reducing educational disparities and achieving greater equity to equipping students to succeed regardless of their socio-economic background. Academic resilience helps students manage stress, stay motivated and persevere through difficulties, ultimately leading to higher academic achievement and greater personal growth. Academic Resilience plays a very important role in modern education. It is the students ability to complete and get success in an environment where they face adverse conditions. Academic resilience assists the learners to handle and manage stress, anxiety and pressure in the academic setting. These days, academic resilience is seen as becoming an important part of education as well as the most important part of a student's life. Academic resilience can help protect students from mental health issues like depression and anxiety by providing them with coping mechanisms and sense of control over their learning environment and also academic resilience builds a sense of self belief and motivation, confidence, interest in one's ability to succeed and learning to better academic outcomes. The importance of resilience in education can not be overstated, in the classroom students face numerous challenges from difficult subjects and exams to peer relationships and personal struggles, resilient students are better equipped to handle these obstacles with a positive outlook which improves not only their academic performance but also overall well being. The Majority of the studies revealed that there is insignificant difference at secondary level students of academic resilience with regards to gender. Ali and Kumar (2025). The result of the study showed that the academic resilience of male and female secondary school students doesn't differ insignificantly and maximum secondary school students. Panda (2025). There is no significant difference in academic resilience between boys and girls in both rural and urban areas. Lalthanpuii and Lalhriatpuii (2024). 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. Shikha and Monika (2022). There were not significant differences in the academic resilience of senior secondary students. This study also discovered a significant difference in academic self concept between government and private senior secondary students. Hashmi and Shakir (2023). There is no significant difference in the academic resilience of secondary school students on the basis of gender. In case of academic anxiety, female learners were found to be more academically anxious than male learners. Dar and Chakraborty (2019). There is no significant difference between the means of academic resilience construct and its dimensions with respect to gender. After going through the in-depth review of relevant literature, it came to fore that different studies have been conducted to investigate the concept of academic resilience among secondary school students. However, there is aneess for

a comprehensive understanding of the factors that influence academic resilience in the population. Keep in view the various trend reports a significant research gap has been identified and this the investigator has chosen the research problem which reads as under: " Academic Resilience of Secondary School Students in district kulgam among their type of school

Rationale of the Study

Academic Resilience is crucial in modern society as it enables students to navigate the complexities of the 21st century education system and prepares them for success in an ever changing world. The basic importance of secondary school students is to develop self confidence and self-esteem and prepare students for future challenges and success. So meanwhile the needs of basically taking good steps for secondary school students provides a supportive energy, emotional stability, self-awareness, academic support and resilience. To improve the strength of the educational system, it needs students who are academically aware of their school academics and will do their academically best. Academic resilience is a vital factor in determining secondary school students' ability to succeed in school. Despite its importance, academic resilience remains a relatively underexplored area of research, particularly in the context of secondary school students. The significance of academic resilience lies in its potential to promote student success, despite the presence of challenges and adversity. Students who possess high levels of academic resilience are better equipped to navigate academic difficulties, bounce back from setbacks, and maintain motivation and engagement in the face of obstacles. However, many secondary school students struggle to develop the skills and strategies needed to cultivate academic resilience. Factors such as poverty, lack of access to resources, and inadequate support systems can all contribute to decreased academic resilience. This study aims to investigate the factors that contribute to academic resilience among secondary school students. By examining the complex interplay of individual, social, and institutional factors that influence academic resilience, this study seeks to provide insights into how educators, policymakers, and parents can support students in developing the skills and strategies needed to navigate academic challenges. The findings of this study will contribute to a deeper understanding of academic resilience and its significance in promoting student success. Ultimately, this research aims to inform the development of evidence-based strategies for promoting academic resilience among secondary school students, with the long-term goal of improving academic outcomes and enhancing the well-being and life chances of all students.

Objective of the Study

i. To study the academic resilience of secondary school students in District kulgam. ii. To study the academic resilience of government and private secondary schools.

Hypotheses of the Study

There is no significant difference in Academic Resilience between government and private secondary school students.

Methodology and Procedure

The methodology of the present study has been stated in the following heads-

Method of the study: Keeping the nature of the study under consideration, the descriptive method was used by the researcher for the present study.

Description of the sample:

For the present study the sample consisted of(240) secondary school students, 120 Government and 120 Private secondary school students. The total 12 schools 6 govt and 6 private in district kulgam.

Selection and Description of Tools

The following tools were selected and administered to collect the data for presentation investigation. Munni Borah and Yeasmin Sultana (2023). Academic Resilience scale for students. This scale consists of 40 items divided into five dimensions, i. Socio - emotional skill, ii. Motivation,iii. Cognitive skill,iv. Meta cognitive skill, v. Self belief.

Procedure and Data

The secondary school students government and private students (each 120) which includes 120 government and 120 private were provided with the questionnaires. The questionnaires include Munni Borah and Yeasmin Sultana (2023) Academic Resilience scale. Sufficient time was given to secondary school students to respond

and a strong follow up procedure was followed to get back the duly filled questionnaires within a specific time. After the collection of data, the scoring was done as per the instructions given in the manual.

Statistical Treatment

The data was analyzed by applying Mean, S.D., and t-test.

Analysis and Interpretation

Table 01: Showing Percentage Wise Distribution of Overall Sample on Different Levels of Academic Resilience of Secondary School Students (N 240)

Level of Academic Resilience	N	Percentage
Extremely High	5	2.08
High	52	21.66
Average/Moderate	156	65
Low	25	10.41
Extremely Low	2	0.83
Total	240	100.0

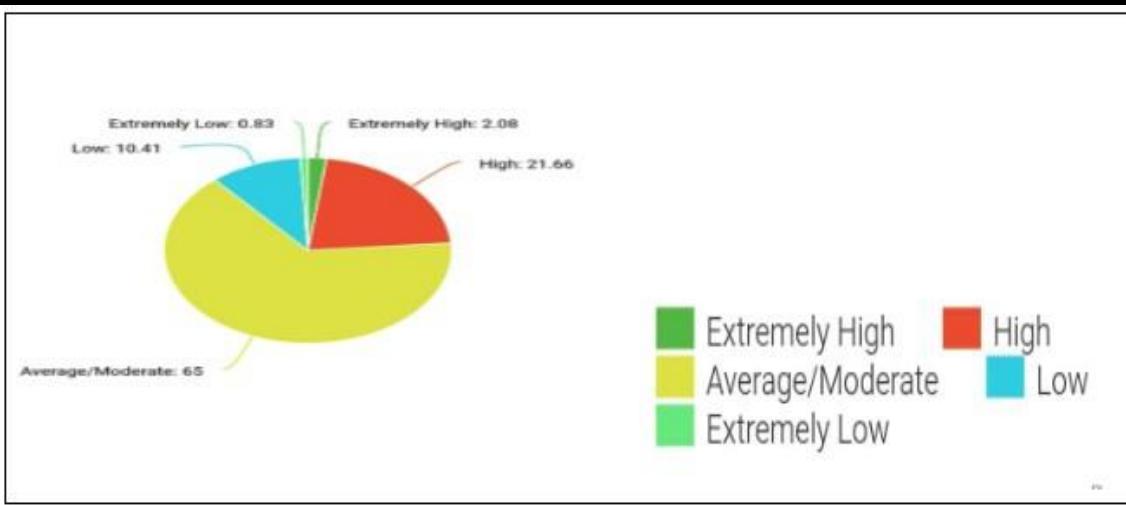


Figure 1: Percentage-wise distribution of overall sample on different levels of Academic Resilience.

Table 01: Shows the percentage wise distribution of overall sample on different levels of Academic Resilience of secondary students. It is evident from the Table that 2.08 % of secondary school students are having

extremely high Academic Resilience, 21.66 % of students have high Academic Resilience, 65 % of students have average/moderate Academic Resilience, 10.41 % of students have low Academic Resilience, 0.83 % of students have extremely low Academic Resilience. For further understanding, it is graphically represented in figure 1.

Table 02. Mean comparison of Government and Private Secondary School Students on Academic Resilience (N = 120) in Each Group.

S. No.	Areas	Group	N	Mean	S.D	t-value	Level of significance
1	Socio-emotional skill (SES)	Government Schools	120	33.05	7.03	0.36	Insignificant at 0.01 Level
		Private Schools	120	33.42	8.89		
2	Motivation (M)	Government Schools	120	49.12	7.40	0.50	Insignificant at 0.01 Level
		Private Schools	120	49.67	8.95		
3	Cognitive Skill (CS)	Government Schools	120	22.65	7.32	0.5	Insignificant at 0.01 Level
		Private Schools	120	23.17	8.86		
4	Meta-Cognitive Skill (MCS)	Government Schools	120	23.72	7.18	0.66	
		Private Schools	120	24.44	8.25		Insignificant at 0.01 Level
5	Self-Belief (SB)	Government Schools	120	23.93	7.54	0.03	Insignificant at 0.01 Level
		Private Schools	120	23.68	8.96		
	Total	Government Schools	120	152.46	8.42	1.79	Insignificant at 0.01 Level
		Private Schools	120	154.5	9.36		

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The table 02 gives details about means, stand deviations and t-values secondary school students on five dimension of academic resilience namely Socio-emotional skill (SES), Motivation (M), Cognitive Skill (CS), Meta-Cognitive Skill (MCS) and Self-Belief (SB) of academic resilience scale. A quick glance at the table reveals that on five dimensions of academic resilience, the two groups differ insignificantly. The result of the test of significance shown in the table 02, makes it clear that the private secondary school students and government secondary school students not differ significantly on socio-emotional skill (t-value 0.36), motivation (t-value 0.50), cognitive skill (t-value 0.5), meta-cognitive skill (t-value 0.66) and self-belief (t-value 0.03) of academic resilience. It was also found that on the total score of academic resilience, the two groups differ insignificantly (t-value 1.79). Thus from the confirmation of the results revealed from table 02, the null hypothesis which reads as “ there is no significant difference between Government and Private secondary school students on academic resilience” stands accepted.

Discussion

Majority of the secondary school students have average / moderate academic resilience and the results line up with earlier studies conducted by " Susan Lalthanpuii and Lalhriatpuii"(2024) . Further study's objective was to study the significant difference between government and private secondary school students of academic resilience. The present study also demonstrated exceptional performance of private schools than government across all five dimensions. This trend suggests that private schools provide students with a unique set of experience and opportunities that foster overall development and prepare them for future success. There is no significant difference between government and private secondary school students regarding the composed and factor scores of academic resilience. However, the mean of private students is higher than government secondary school students. Private students are found to have higher levels of academic resilience such as better access to resources and facilities, more individualized attention and support from teachers, higher parental involvement and expectations, greater opportunities for extra -curricular activities, skills development and also socio economic advantages , higher academic achievement. The findings revealed to government and private secondary school students are in conformity with the findings studies conducted by **Kanswar Ali and prof. Shravan Kumar (2025)**; the result of the study showed that the academic resilience of male and female secondary school students doesn't differ insignificantly and maximum secondary school students. **Rupkumar Panda (2025)**; there is no significant difference in academic resilience between boys and girls in both rural and urban areas. **Susan Lalthanpuii and Lalhriatpuii (2024)**; 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. **Shikha and Dr. Monika (2022)**; there were not significant difference in the academic resilience senior secondary students. This study also discovered an insignificant difference in academic self-concept between government and private senior secondary students. **Anam Tahir Hashmi and Dr. Mohd Shakir (2023)**; there is no significant difference in the academic resilience of secondary school students on the basis of gender. In case of academic anxiety, female learners were found to be more academically anxious than male learners. **Subzar Ahmad Dar and Rajib Chakraborty (2019)**; there is no significant difference between the means of academic resilience construct and its dimensions with respect to gender.

Conclusion

The conclusion of the present study shows that government and private secondary school students have average/ moderate academic resilience. The mean score of both groups of government and private secondary school students have no significant difference. Academic resilience by developing all aspects of social - emotional skill, Motivation, Cognitive skill, Meta cognitive skill, and self belief. This study also showed insignificant differences between government and private secondary school students of academic resilience.

Educational implications

1. Design and implement programs to enhance academic resilience among secondary school students, focusing on coping skills, self motivation and emotional intelligence.
2. Provide teachers with training and resources to foster a support classroom environment, promote positive teacher student relationships and encourage students autonomy.
3. Engage parents in their child's education providing them with strategies to support their child's academic resilience and promoting parental involvement in school activities.
4. Foster an inclusive school environment understanding the diverse needs of students from various Socio economic backgrounds and promoting equal opportunities for all.
5. Establishing counseling services to support students emotional and psychological well - being, helping them cope with academic stress and adversity.
6. provide additional academic support and resources for students struggling with academic resilience such as tutoring, mentoring, and study skills program.
7. Implement regular assessment and constructive feedback mechanisms to help students identify areas for improvement and develop a growth mindset.
8. Encourage students autonomy, self motivation and self directed learning, helping students develop a sense of control and agency over their academic success.
9. improvement academic achievement.
10. Increase student engagement.
11. Reduce dropouts rates.

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