A Study of Academic Resilience among Students of Secondary and Higher Secondary Schools

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Abstract: *Academic Resilience plays a very important role in modern education. The concept of academic resilience enables the person to encounter the difficulties of life in any area. Further, it helps in overcoming the challenges faced by an individual. It is seen as a skill of problem solving. In academics we see educators, learners and researchers are dealing with lot of problems. Academic resilience assists the learners to deal with unfavorable conditions effectively, handle and manage the stress and pressure in the academic setting. Academic resilience has numerous competencies like students learn to face disappointment, learn from failures, changes, ability of self-motivation. Now a days, Academic Resilience is seen as an emerging trend of education system and has become an important part of education on the basis of different researches it has been made very clear in paper that Academic Resilience is most important part of student's life.The literature review has covered the scholarships of last ten years from 2010 to 2018.*

Keywords: Resilience, Academic Resilience, Reviews Literature

1. Introduction

During last two decades researchers have found that resilience is an important trait in a person/learner, necessary for academic success because Academic Resilience enables them to face challenges. So, it becomes an important part of education system. Students face many challenges or difficult situation in everyday life like, academic (difficulties or social challenges like classroom situations difficulty in learning or stress due to learning in capabilities) or adjustment with peer group, problems in society or community adjustment, home or family adjustment etc. In Indian education system, we see that there are students who are academically weak, who come from disadvantaged groups and socially backward groups who find it difficult to deal with present competitive world. Cases have been found that students coming from these backgrounds suffer drastically in their academics as well as in their personal lives. The inequalities prevailing in our education system has led to drop outs,so for the inclusion of these groups, academic resilience plays a vital role. Resilience is the only characteristic, which enables a person to get over tough situations. "It is the ability of an individual which enables him to overcome the difficulties encountered in achieving academic, personal or professional goals". The upward mobility in academic resilience will result in higher achievement of educational goals.

2. 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 two mid-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.Findingsof 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.

Social relation is different from personal academic resilience. Social relationship is very essential. Paul (2014) analyzed relationship between resilience, academic motivation and social support. Based on a survey research design, study was conducted on 200 college students with the use of convenience sampling method. It came to light that significant relationship exists between the three sub-scales of intrinsic academic motivation and resilience. Study also indicated that resilience and social support are independent of each other. The study helped to infer that social support was found to be unrelated to resilience, which would strengthen the idea that resilience is a part of the personality one possesses and it may or may not be related to a person's social functioning.

Esteban and Martía (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) Pre-University and (50) Under Graduate students. The data was statistically analyses 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 Pre-University students compared to Under Graduate students as well there existed a high negative relationship between perceived stress and resilience.

Shubhan (2015) conducted research to explore the level of resilience among International students in public higher education institutions in Malaysia. The sample included 120 International students. Application of t-test, Pearson correlation and One-way ANOVA.Helped to infer that resilience varies among International students on the 45 basis of gender and their program of study. In addition to this, the factor of marital status showed significant difference between levels of resilience among International students. While, a significant correlation was found between the level of resilience and age.Intergroup relations with other students.

Sabouripour (2015) conducted a study on 291 International students to explore the relationship between variables of resilience, optimism and social support. It was found that International students are more prone to stress as well as anxiety as they are required to adjust to new environment. Results of regression analysis revealed that optimism and social support were found as significant predictors of resilience. As per the results significant differences were found in students belonging to different races. African students were found as most resilient students in comparison to other races covered under study.

McGillivray (2015) examined the attributes of resilient university students in Australian, by comparing the differences between high and low resilient students on levels of reported psychological distress, sleep disturbances and mindfulness. The study was conducted on the sample of 89 university students in the age group of 18 to 57 years. Results showed that university students with high levels of resilience reported significantly lower levels of psychological distress and higher levels of mindfulness as compared to university students who had low levels of resilience. No significant differences were found between high and low resilient students with regard to sleep disturbances. The study also recommended that universities should develop such kind of strategies which are helpful in

promoting resilience in students, reducing mental health issues so that students can sustain even in the presence of academic pressure.

Narayanan (2016) conducted a study on the sample of 377 first years local under graduate students from Public University of Malaysia. The study was conducted to find out the role of perceived social support and self-efficacy as predictors of resilience among students. In this study the effects of certain variables like stress, age, gender, and cumulative grade point average (CGPA) were controlled. Application of multiple regression revealed that both perceived social support and self-efficacy were significant predictors of resilience. The interaction effect between these variables was also found to be positive as well as significant. With the application of ordered probity model, it also came into light that in case a student scored higher on levels of perceived social support as well as on self-efficacy, it lowered the probability of the student falling in the category of low resilience and increased the probability of being in the moderately and highly resilient category.

Lee (2016) in a study discussed that some students who have demonstrated resilient behaviors like (have overcome negative experiences, gained inner strength in the process) had a person in a supporting role with whom they have achieved a positive emotional connection and source of encouragement when things did not look well. Emotional support and guidance provided by significant others like teachers, parents, and peer groups played a key role in improving the academic performance and in the absence of emotional support, performance and achievement was not satisfactory.

Morales (2016) examined the approach of university students towards adversities and their emotional support mechanisms. The literature review of the study points out the dire need to improve emotional resilience in university students so that they may not face either personal or educational setback. The study recommends that it is the duty of college administrators to promote resilience among students by creating such an environment at school which fosters personal and professional development among students as fostering resilience will impact student's lives in positive ways by creating a better future for our society.

Muhammad and Munawar (2017) conducted an experimental research to ascertain the effectiveness of intervention programmers in fostering academic resilience of students at risk of failure at secondary school level. The study was conducted on 62 students of 9th and 10th class. The control group was treated in traditional manner. One of the researchers acted as a resilience teacher. The treatment lasted for three months. The pre-test and posttest analysis revealed that the intervention was significantly effective in enhancing students overall academic resilience.

Sabouripour et al. (2017) conducted a descriptive correlation study on 251 of Iranian Graduate students of university Putra Malaysia to explore the relationship between social 46 support, optimism, self-efficacy and psychological well-being and level of resilience with the application of simple random sampling method. The study also aimed to examine the extent to which social support, optimism, self-efficacy and psychological well-being significantly predict the level of resilience among Iranian Graduate students. Findings indicate that there are positive relationships between optimism, social support self efficacy, and well-being and resilience. Falling off examination revealed that self-efficacy; individual growth, hopefulness, and purpose in life are significant predictors of resilience.

Houpy (2017) conducted study on 62 (3rdyear) and 55 (4thyear) medical students of University of Chicago and found that these students confront multiple stressors during their clinical years. Results indicated that medical student mean resilience was lower than the general population sample. Resilience was also found higher in males in comparison to females. Study helped to conclude by fostering resilience, negative effects of stressors can be mitigated, burnout can be prevented, and students can be enabled to thrive after difficult experiences.

Rajan et al. (2017) conducted study on the influence of locus of control, academic engagement and self-efficacy on the tutorial resilience among the varsity children."The study was primarily conducted on high school students from Malabar, Kerala, India. In total 155 students were taken into consideration, out of which 81 were females and 74 were male students. Results indicated positive correlation between academic resilience and self efficacy. Further female group indicated a significant difference ($t = 3.53$, $p < 0.01$) from male group in academic resilience indicating that females are higher in their academic resilience as compared to the males.

OECD (2018) Organization for Economic Cooperation and Development conducted a research regarding academic resilience among children from 70 different countries, wherein it was found that Asian children are among the most academically resilient one in the world. As per the research 6 out of 10 regions pertaining to children with high academic resilience were located in Asia. Hong Kong (53% successful candidates), Macao (52% successful candidates) and Singapore acquired the top three positions in the research. Overall 25% students were found as resilient, out of 70 countries covered under research. From the above-mentioned studies, it is concluded that academic resilience is highly influenced by certain factors like family and peer support, teacher feedback, positive association with school, worth placed on school, peer belongingness (Gonzalez and Padilla 1997). Apart from this, studies also reveal that students with high level of resilience possess certain attributes like high level of encouragement as well as training to attend college, like coming to school and individual involved in high school activities, skill, knowledgeand experience less conflicts and difficulties in there.

3. 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 tells 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 help 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 ant 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 vital role in developing this skill. Without their support we can't develop this in student.

4. 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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