



---

## ROLE OF ACADEMIC BUOYANCY IN ENHANCING ACADEMIC RESILIENCE OF SECONDARY SCHOOL STUDENTS

Mrs. Reshma Rodrigues<sup>1</sup> and Dr. Sunita Magre<sup>2</sup>

<sup>1</sup>Assistant Professor, St. Teresa's Institute of Education.

<sup>2</sup>Associate Professor and Head, Department of Education, University of Mumbai.

### ABSTRACT

Secondary school students who are in their adolescent stage needs to develop their capabilities to deal with minor and major setbacks of academic life. This can be achieved by developing Academic Buoyancy and Academic Resilience in students. Therefore, the purpose of this research was to study academic buoyancy and academic resilience of secondary school students. This study was also intended to ascertain the relationship between academic buoyancy and academic resilience. The study adopted descriptive research methodology of correlation and causal comparison type. Participants included 1169 secondary school students of Greater Mumbai studying in State Board of Maharashtra. Academic Buoyancy Scale, Academic Resilience Scale and Socio-Economic Inventory were administered to participants. Parametric techniques, 't' test and ANOVA were used to test the hypotheses. Study results revealed no significant difference with respect to the gender but showed significant difference in case of SES for academic buoyancy. For academic resilience, the result showed significant difference for both the gender and SES. The study also revealed significant relationship between academic buoyancy and academic resilience. Finally, educational implications of the result are discussed.



**KEY WORDS :** Secondary school students , academic buoyancy and academic resilience.

### INTRODUCTION

All ages of human beings have experienced the importance of education in the development of one's life. But the role of education in the wholistic development of an individual is gaining more importance in the 21<sup>st</sup> century. The reason behind this could be the growth of a nation because of it's educated citizens. The school proves to be an formal agency of developing young minds. There are numerous factors which affects the growth of students. Careful attention to these factors can lead to academic progress of children. Every student requires a type of ability that allows him / her to respond appropriately to the routine academic pressures and challenges experienced in school. Absence of such type of capability when facing academic failures and stress may cause harm to student's self-confidence. A psychological construct that prepares students to face challenges in academic life with greater confidence is known as 'Academic Buoyancy'. It is a factor that help students deal with relatively ongoing academic difficulty. Therefore looking at the importance of academic buoyancy in the student's academic life, the researcher decided to study academic buoyancy of seconadary school students. Another factor that helps students effectively deal academic adversities is the academic resilience. In the last few years, interest in resilience as a psychological construct from the positive psychology frame, has increased. 'Academic resilience' refers to a student's capacity to overcome acute or chronic adversities that are seen as major assaults on educational processes (Martin & Marsh, 2009). Resilience paradigm enables students and teachers to meet modern educational challenges, create a positive and collaborative school climate, achieve higher learning effectiveness and

better social cohesion in class and school (Kiswarday, 2012). Hence, looking at the need and importance of the study of academic resilience, the researcher has selected academic resilience as one of the variable under the present study.

### RATIONALE AND NEED OF THE STUDY

The greatest wealth and strength of any nation is its youth. The kind of future, the nation will have greatly depends on the quality of its youth. Thus, in order to ensure a bright future for our country, we first need to strengthen and empower our youth. The best and prime way to empower our youth is to provide them education. To educate all youth is one of the greatest challenge India is facing from so many years. To overcome this, the Government of India has come up with 'Sarva Shiksha Abhiyan (SSA). Large number of students have benefited because of SSA. SSA had a great impact in terms of raising educational output in terms of quantity. But it also has raised a question on the quality of education. Increasing number of students in classrooms cannot alone serve the purpose of educating India. To raise the quality of education, we must pay careful attention in developing certain abilities among students. Focus on such qualities can help students' effectively deal with challenges of school life. Our student undergo continuous evaluation in their academic life. This continuous evaluation keeps them updated about their performance. But sometimes due to weak performance and unexpected failure students tend to lose their confidence. Cut-throat competitions, vast syllabus, infinite expectations from parents, teachers and society at large deteriorates child's self image and the child starts losing confidence in oneself. This also leads to decreased motivation in school life. To continue schooling in an engaged manner requires students to be academically buoyant and resilient who can face academic challenges and overcome it effectively to move forward. Hence the present research aims at studying Academic Buoyancy in relation to Academic Resilience.

Secondary school students who are in their adolescent stage needs to develop their capabilities to deal with minor setbacks of academic life. This can be achieved by developing Academic Buoyancy in students. Hence, it is necessary to study Academic Buoyancy of secondary school students. There are high number of chances of facing major setbacks in the academic life of secondary school students. Thus it is necessary to prepare secondary school students to deal with such acute adversities which deteriorates their educational growth. Therefore, it is important to study and raise Academic Resilience of secondary school students. Academic Buoyancy and Academic Resilience being constructs of positive psychology helps students raise their confidence, self concept, motivation level. Many research studies conducted abroad and in India have proved its role in attaining educational objectives. Therefore, it is necessary to study Academic Buoyancy of secondary school students in relation to their Academic Resilience.

### REVIEW OF RELATED LITERATURE

The reviewed literature contained the research studies, thesis and dissertations. **Collie, Rebecca J. and Ginns, Paul and Martin, Andrew J. and Papworth, Brad (2017)** studied Academic Buoyancy Mediates Academic Anxiety's Effects on Learning Strategies: An Investigation of English- and Chinese-Speaking Australian Students. The study aimed at exploring relations between academic anxiety and students' use of a range of learning strategies (memorisation, elaboration, personal best [PB] goals and cooperation). The results found mediation effects of academic buoyancy across the four learning strategies. In addition, anxiety was positively associated with memorisation, elaboration and PB goals in the mediation analyses. **Rao Padmashri S. and Krishnamurthy (2017)** studied Study of **Academic Resilience** of Urban High School Indian Students and its Impact on their Scholastic Performance. In this study, the resilience and scholastic performance are measured using appropriate inventories backed by secondary data on their school marks. The study reveals that there is a significant correlation between level of resilience and the scholastic performance of students. There is no significant difference between girls and boys with respect their scholastic abilities as well as their resilience attributes. The study reveals that early adolescents are less resilient compared to late adolescents. **Mallick Mihir K. and Kaur Simranjit (2016)** studied Academic

Resilience among Senior Secondary School Students: Influence of Learning Environment. The study was conducted to explore learning environment and academic resilience of senior secondary school students and to analyze the relationship between learning environment and academic resilience. Study revealed that boys possessed more scores in academic resilience as compared with girls. Student from urban locality possessed high level of academic resilience. Significant positive relation was found between learning environment and academic resilience of senior secondary students. **Putwain, David W. and Daly, Anthony L. and Chamberlain, Suzanne and Sadreddini, Shireen (2015)** studied Academically Buoyant Students Are Less Anxious about and Perform Better in High-Stakes Examinations. Aims of the study were to test a model specifying reciprocal relations between test anxiety and academic buoyancy and to establish whether academic buoyancy is related to examination performance. Findings of the study revealed that academic buoyancy protects against the appraisal of examinations as threatening by influencing self-regulative processes and enables better examination performance. **Mbindyo, Margaret N. (2011)** studied Relationship between **Academic Resilience** and College Success: Cross-National Experiences of Low-Income/First-Generation Students. The present study examines the relationship between academic resilience (defined as the ability to effectively deal with setbacks, stress, or pressure in an academic setting) and the experiences of US students served by TRIO intervention programs (federally funded programs) that serve low-income/first-generation students. The results of the CRQ instrument reveal that academic resilience and academic and social engagement scores for females are higher than for males. **Martin Andrew J. and Marsh Herbert W. (2008)** studied Workplace and **Academic Buoyancy**: Psychometric Assessment and Construct Validity Amongst School Personnel and Students. The present study conducts a psychometric scoping of buoyancy in the school setting. Structural equation modeling showed males to be more buoyant in both samples, but opposite age effects were found with higher buoyancy amongst younger respondents in the student sample and older respondents in the workplace sample. **Borman, Geoffrey D. and Overman, Laura T. (2004)** studied **Academic Resilience** in Mathematics among Poor and Minority Students. The study formulated and tested 4 models of the risk factors and resilience-promoting features of schools. Greater engagement in academic activities, an internal locus of control, efficaciousness in math, a more positive outlook toward school, and more positive self-esteem were characteristic of all low-SES students who achieved resilient mathematics outcomes.

### STATEMENT OF THE PROBLEM

‘Academic Buoyancy of Secondary School Students in relation to their Academic Resilience and Student Engagement.’

### Variables of the Study

1. **Independent Variable** - Academic Buoyancy
2. **Dependent Variables**
  - a. Academic Resilience
  - b. Student Engagement

### Operational Definition of the Terms

**Academic Buoyancy:** Academic buoyancy is defined as a capacity of secondary school students to effectively deal with minor setbacks, challenges, and difficulties related to poor communication skills, completing deadlines, co-curricular events, exam pressure, poor performance, difficult school work, and financial obstacles which are part of their everyday academic (both curricular and co-curricular) life.

- Poor communication skills is defined as an inability of secondary school students expressing one’s views due to the lack of proper language or accent in everyday school life.
- Completing Deadlines is defined as an ability of secondary school students in submitting completed assigned task on or before time in everyday school life.

- 
- Co-Curricular Events is defined as activities, programs and learning experiences that complement to what secondary students learn in everyday school life.
  - Exam Pressure is defined as a feeling of low confidence and fear of performing low experienced by secondary school students in everyday school life.
  - Poor Performance is defined as performance of secondary school students below the required standard in everyday school life.
  - Difficult School Work is defined as difficulty faced by secondary school students in studying at school or at home in everyday school life.
  - Financial Obstacles is defined as secondary school student's poor socio-economic status which obstructs their academic growth and success in everyday school life.

**Academic Resilience:** Academic resilience is defined as an ability of secondary school students in terms of their self efficacy, control, planning, low anxiety and persistence; to rise above major academic adversities (both curricular and co-curricular) that are seen as major assaults on their educational process.

- Self Efficacy is defined as secondary school student's belief about his or her ability and capacity to achieve educational goals despite facing major academic adversities.
- Control is defined as the power of secondary school students to reach educational goals despite facing major academic adversities; by directing one's own behaviour to decisions which are best suited for positive outcomes.
- Planning is defined as secondary school students' skill of effectively carrying out the process of making perfect plans in order to rise above major academic adversities.
- Low Anxiety is defined as secondary school students' capacity to effectively deal with major academic adversities with comfort and ease; assuring positive educational outcomes.
- Persistence is defined as secondary school students' optimistic attitude that prepares them to continue their efforts for positive educational outcomes in spite of facing major academic adversities.
- Major Academic Adversities is defined as hardships faced by secondary school students such as failing in final exam, change of schools, losing rank at major examinations etc. which can hamper student's development in an academic life.

### **Aim of the Study**

To study academic buoyancy of secondary school students in relation to their academic resilience and students engagement.

### **Objectives of the Study**

1. To study academic buoyancy of secondary school students on the basis of their
  - a. Gender
  - b. Socio-Economic Status
2. To study academic resilience of secondary school students on the basis of their
  - a. Gender
  - b. Socio-Economic Status
3. To ascertain the relationship of academic buoyancy with academic resilience of secondary school students on the basis of Total Sample.

### **Hypotheses of the Study**

1. There is no significant difference in academic buoyancy of secondary school students on the basis of their
  - a. Gender
  - b. Socio-Economic Status
2. There is no significant difference in academic resilience of secondary school students on the basis of their
  - a. Gender
  - b. Socio-Economic Status

3. There is no significant relationship of academic buoyancy with academic resilience of secondary school students on the basis of Total Sample.

**Research Method and Research Methodology used for the Present Study**

The present study, has adopted the descriptive method of causal-comparative and correlational types. The correlational method has been used by the researcher to find out strength and extent of relationship of academic buoyancy of secondary school students in relation to their academic resilience. The present study is casual comparative since it aims at comparing academic buoyancy and academic resilience with respect to gender and socio economic status.

**Population and Sample of the Present Study**

All students from Greater Mumbai studying in IX<sup>th</sup> standard of Archdiosean Board of Education (ABE) schools of State Board of Maharashtra comprised the population of the present study. The present study has included 1169 secondary school students from Greater Mumbai studying in IX<sup>th</sup> standard of ABE schools of State Board of Maharashtra.

**Sampling and Sampling Techniques of the Present Study**

For the present study, the researcher has used three-stage sampling. At the first stage, schools were selected on the basis of geographical location, using stratified random sampling. The strata selected were South Mumbai, North Mumbai and Central Mumbai. At the second stage, schools were selected on the basis of type of school, using stratified random sampling. The strata selected were Boy School, Girl School and Co-education School. Finally, at the third stage, students were selected using convenience sampling.

**Sample Size and it’s Composition**

The study has included 1169 secondary school students from Greater Mumbai studying in IX<sup>th</sup> standard of Archdiosean Board of Education (ABE) schools of State Board of Maharashtra.

**Tools used in the Present Study:** The researcher has used the following tools in the study:

- Academic Buoyancy Scale prepared by the researcher
- Academic Resilience Scale prepared by the researcher
- Socio-Economic Status inventory by Patel, 1997

**Data Analysis Techniques used for the Present Study**

The methods used to analysis data included Descriptive Analysis (Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, Fiduciary Limits and Graphical Representation which include Line Diagram and Bar Diagram) and Inferential Analysis (‘t’ test,  $\omega^2$  est, ANOVA, Coefficient of correlation ‘r’).

**Testing of Hypothesis 1**

**Hypothesis 1(a):** There is no significant difference in academic buoyancy of secondary school students on the basis of their Gender (Male and Female).

**Table 1: Relevant statistics of AB by Gender**

Variable	Group	N	Mean	SD	t	P	LOS		100 $\omega^2$
							0.05	0.01	
AB	Male	540	238.4	35.99	0.19	0.8492	NS	NS	-
	Female	629	237.98	40.19					

Tabulated ‘t’ for df = 1167 is 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance

**Interpretation of ‘t’:** The obtained t-ratios for gender difference in academic buoyancy of secondary school students is 0.19 which is not significant at 0.05 level for 1167 degrees of freedom. Hence, the null hypothesis was accepted. Therefore it can be concluded that, there exists no significant difference in academic buoyancy of secondary school students on basis of their gender.

**Discussion:** The findings of the study revealed no significant difference in academic buoyancy of secondary school students with respect to gender. This gave researcher an idea that both girls and boys studying in secondary school show same level of buoyancy with respect to thier academic life. This pointed out to to the fact that the gender of a students does not affect the level of academic buoyancy in case of secondary school students. The findings of the present study contradict the findings of the earlier study conducted by Martin Andrew J. and Marsh Herbert W. (2008) titled ‘Workplace and Academic Buoyancy: Psychometric Assessment and Construct Validity Amongst School Personnel and Students’, which said males were found to be more buoyant than girls. This variation could be due to difference in the upbringing styles of the two samples selected for the studies. It could also be because of difference in the attitude of society towards different genders.

**Hypothesis 1(b):** There is no significant difference in academic buoyancy of secondary school students on the basis of their Socio Economic Status (Lower Class, Middle Class and Upper Class).

**Table 2 (A): Relevant statistics of AB by Socio-Economic Status**

Source of Variation	Sum of Squares (SS)	DF	Mean Squares (MS)	F	P
Between Groups	25639.9171	2	12819.9585	8.86	0.00015
Within	1687716.5226	1166	1447.4413		

**Table 2 (B): Relevant statistics of AB by Socio-Economic Status**

Variable	Group	N	Mean	SD	t	P	LOS		100 ω <sup>2</sup>
							0.05	0.01	
AB	LC	189	232.36	40.45	1.49	0.1368	NS	NS	-
	MC	785	237.16	36.19					
AB	LC	189	232.36	40.45	3.66	0.00028	S	S	3.13
	UC	195	247.89	42.67					
AB	MC	785	237.16	36.19	3.24	0.0014	S	S	0.96
	UC	195	247.89	42.67					

Tabulated ‘t’ for df = 972 and 978 is 1.96 at 0.05 level of significance and 2.59 at 0.01 level of significance

Tabulated ‘t’ for df = 382 is 1.97 at 0.05 level of significance and 2.59 at 0.01 level of significance

**Interpretation of ‘p’:** The obtained p-values for difference in socio economic status in academic buoyancy of secondary school students is 0.0002 which is less than 0.05. Hence, the null hypothesis was rejected. Therefore it can be concluded that, there is significant difference in academic buoyancy of secondary school students on basis of their socio economic status. On further analysing the data, from t-ratios of SES groups it was found that – i)There is no significant difference in academic buoyancy of lower class and middle class secondary school students, ii)There is significant difference in academic buoyancy of lower class and upper class secondary school students; and iii)There is significant difference in academic buoyancy of middle class and upper class secondary school students.

**Discussion:** The findings of the study revealed significant difference in academic buoyancy of secondary school students with respect to socio economic status. Thus, it proved the significant role of socio economic

status in raising academic buoyancy of secondary school students. No significant difference was found in the group of students from lower SES and middle SES, whereas other two groups showed significant difference. It also showed that students of lower SES had lowest academic buoyancy whereas students of upper SES had highest academic buoyancy. The reason behind low level of academic buoyancy of students from lower SES and middle SES could be negative environment for education at home. Also, it could be because of negative treatment given by other sections of society which hampers these student’s confidence. Due to this they tend to lose hope easily which makes them less buoyant academically.

**Testing of Hypothesis 2**

**Hypothesis 2(a):** There is no significant difference in academic resilience of secondary school students on the basis of their Gender (Male and Female).

**Table 3: Relevant statistics of AR by Gender**

Variable	Group	N	Mean	SD	t	P	LOS		100ω <sup>2</sup>
							0.05	0.01	
AR	Male	540	67.18	8.57	12.4	<.0001	S	S	11.56
	Female	629	72.97	7.20					

Tabulated ‘t’ for df = 1167 is 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance

**Interpretation of ‘t’:** The obtained t-ratios for gender difference in academic resilience of secondary school students is 12.4 which is significant at 0.05 level for 1167 degrees of freedom. Hence, the null hypothesis was rejected. The ω<sup>2</sup> estimate obtained is 0.1156. Thus, the effect size of gender on academic resilience is medium. Thus it can be concluded that, there exists significant difference in academic resilience of secondary school students on basis of their gender at 0.05 level of significance. The mean academic resilience scores of males is lower than that of females. 11.56% of the variance in academic resilience is associated with the gender of the secondary school students.

**Discussion:** The findings of the present study revealed significant difference in academic resilience of secondary school students with respect to gender. Thus, it proved the significant role of gender in raising academic resilience of secondary school students. With respect to gender, it was found that female students were more resilient in academics as compared to male students. This threw light on the fact that female students showed more self efficacy, can have control over the adversities, can plan the studies well and had higher level of persistence with low anxiety as compared to male students. From past few years, female students of India have shown tremendous progress in the field of academics. Each years grade X<sup>th</sup> results proves this fact. This points out to the fact that female students of India are serious and sincere about their studies. And hence they could be less chances of major academic adversities that they could be facing. Also, females of India are trained to face adversities of life from their childhood. This could be one the reasons behind their higher level of resilience as compare to males. These findings are supported with the findings of the earlier study conducted by Mbindyo, Margaret N. (2011) titled ‘Relationship between Academic Resilience and College Success: Cross-National Experiences of Low-Income/First-Generation Students’, which said academic resilience scores for females are higher than for males. But the findings of the present study contradict with findings of few other studies. Rao Padmashri S. and Krishnamurthy (2017) found no significant difference between girls and boys in their study titled ‘Study of Academic Resilience of Urban High School Indian Students and its Impact on their Scholastic Performance’. Mallick Mihir K. and Kaur Simranjit (2016) found that boys possessed more scores in academic resilience as compared with girls in their study titled ‘Academic Resilience among Senior Secondary School Students: Influence of Learning Environment’. This variation could be due to difference in the upbringing styles of the two samples selected for the studies. It could also be because of difference in the attitude of society towards different genders.

**Hypothesis 2(b):** There is no significant difference in academic resilience of secondary school students on the basis of their Socio Economic Status (Lower Class, Middle Class and Upper Class).

**Table 4 (A): Relevant statistics of AR by Socio-Economic Status**

Source of Variation	Sum of Squares (SS)	DF	Mean Squares (MS)	F	P
Between Groups	717.1983	2	358.5992	5.16	0.0059
Within	80995.6092	1166	69.4645		

**Table 4 (B): Relevant statistics of AR by Socio-Economic Status**

Variable	Group	N	Mean	SD	t	P	LOS		100ω <sup>2</sup>
							0.05	0.01	
AR	LC	189	68.98	8.48	1.88	0.0607	NS	NS	-
	MC	785	70.27	8.25					
AR	LC	189	68.98	8.48	3.14	0.0018	S	S	2.26
	UC	195	71.71	8.54					
AR	MC	785	70.27	8.25	2.12	0.0346	S	NS	0.36
	UC	195	71.71	8.54					

Tabulated 't' for df 972 and 978 is 1.96 at 0.05 level of significance and 2.59 at 0.01 level of significance

Tabulated 't' for df = 382 is 1.97 at 0.05 level of significance and 2.59 at 0.01 level of significance

**Interpretation of 'p':** The obtained p-values for difference in socio economic status in academic resilience of secondary school students is 0.005874 which is less than 0.05. Hence, the null hypothesis was rejected. Therefore it can be concluded that, there is significant difference in academic resilience of secondary school students on basis of their socio economic status. On further analysing the data, from t-ratios of SES groups it was found that – i) There is no significant difference in academic resilience of lower class and middle class secondary school students, ii) There is significant difference in academic resilience of lower class and upper class secondary school students; and iii) There is significant difference in academic resilience of middle class and upper class secondary school students.

**Discussion:** The findings of the study revealed significant difference in academic resilience of secondary school students with respect to socio economic status. Thus, it proved the significant role of socio economic status in raising academic resilience of secondary school students. With respect to socio economic status, no significant difference was found in academic resilience of students from lower class and middle class. But other two groups i.e. lower class with upper class and middle class with upper class showed significant difference in their academic resilience. From the mean score it was found that the students of low socio economic status possessed least academic resilience whereas students from upper socio economic status were more resilient in academics as compared to rest groups. This proved the fact that students with poor economic status tend to lose confidence, have little control over adversities, lack in planning and lose hope easily. This could be because of the fact that, children from poor families cannot devote their full time and efforts to study. To help their family most of the times they work after or before school hours. Also, their parents low level of education, negligence towards their study and negative attitude towards education contributes to such student's low level of academic resilience. These findings contradict with the findings of earlier study conducted by Borman, Geoffrey D. and Overman, Laura T. (2004) titled 'Academic Resilience in Mathematics among Poor and Minority Students', which said low SES students were more resilient. This variation could be because of the difference in the culture of samples selected for the studies.



**Testing of Hypothesis 3**

There is no significant relationship of academic buoyancy with academic resilience of secondary school students on the basis of Total Sample.

Parametric technique, Coefficient of correlation ‘r’ test was used to test this hypothesis.

**Table 5: Relevant statistics of the significance of ‘r’ of AB and AR for Total Sample**

Variables	Group	N	r	P	LOS		100r <sup>2</sup>
					0.05	0.01	
AB and AR	Total Sample	1169	0.1896	<.0001	S	S	3.60

Tabulated ‘r’ for df 1169 is 0.062 at 0.05 level of significance and 0.081 at 0.01 level of significance.

**Interpretation:** For academic buoyancy and academic resilience, obtained values of r for total sample is 0.1896 which is greater than tabulated value of r which is significant at 0.05 level of significance. Thus, null hypothesis is rejected for total sample. Therefore it can be concluded that, there exists significant relationship between academic buoyancy and academic resilience of secondary school students for total sample. The relationship is positive in nature and the magnitude of the relationship is negligible for students of total sample. 3.6% variance in academic resilience of secondary school students of total sample is due to academic buoyancy.

**Discussion:** The findings for overall sample showed significant relationship in academic buoyancy and academic resilience. Thus, it can be concluded that for secondary school students, academic buoyancy affects academic resilience. This proved the fact that secondary students needs to be academically buoyant in order to be academically resilient.

**CONCLUSION OF THE STUDY**

The research findings throws light on the role of SES in developing student’s academic buoyancy. Thus, the special attention must be paid to students with low SES to make them academically buoyant for their progress. The results also speaks about the importance of gender and SES in raising student’s academic resilience. Thus, school activities must be carefully planned in order to make boys and students from low SES more resilient in academics. It can be also concluded that academic buoyancy affects academic resilience. Therefore, we must take some measures to make our students academically buoyant which will improve their ability of academic resilience. And this will motivate them to do better in their academics by tackling minor and major setbacks of academic life.

**REFERENCES**

**Journals**

1. Borman, G. D.& Overman, L. T. (2004). Academic Resilience in Mathematics among Poor and Minority Students. Elementary School Journal, v104 n3 p177. Abstract retrived October 31<sup>st</sup> 2017, from <https://eric.ed.gov/?q=academic+resilience+&pg=17&id=EJ695968>
2. Collie, R. J.; Ginns, P.; Martin, A. J.& Papworth, B. (2017). Academic Buoyancy Mediates Academic Anxiety's Effects on Learning Strategies: An Investigation of English- and Chinese-Speaking Australian Students. Educational Psychology, v37 n8 p947-964. Abstract retrived October 31<sup>st</sup> 2017, from <https://eric.ed.gov/?q=academic+buoyancy&id=EJ1147856>
3. Mallick M. K. & Kaur S. (2016). Academic Resilience among Senior Secondary School Students: Influence of Learning Environment. Rupkatha Journal on Interdisciplinary Studies in Humanities, Vol. VIII, No. 2. Abstract retrived April 11<sup>th</sup> 2017, from [http://rupkatha.com/V8/n2/03\\_Academic\\_Resilience.pdf](http://rupkatha.com/V8/n2/03_Academic_Resilience.pdf)
4. Martin A. J. & Marsh H. W. (2009). Academic resilience and academic buoyancy: multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs.Oxford Review of

- Education Vol. 35 , Iss. 3. Retrieved October 31<sup>st</sup> 2017, from <http://www.tandfonline.com/doi/abs/10.1080/03054980902934639?src=recsys&journalCode=core20>
5. Putwain, D. W.; Daly, A. L.; Chamberlain, S.& Sadreddini, S. (2015). Academically Buoyant Students Are Less Anxious about and Perform Better in High-Stakes Examinations. *British Journal of Educational Psychology*, v85 n3 p247-263. Abstract retrived October 31<sup>st</sup> 2017, from <https://eric.ed.gov/?q=academic+buoyancy&id=EJ1071459>
  6. Martin A. J. , Marsh H. W. (2008). Workplace and Academic Buoyancy: Psychometric Assessment and Construct Validity Amongst School Personnel and Students. *Journal of Psychoeducational Assessment*, Volume: 26 issue: 2, page(s): 168-184. Abstract retrived April 21<sup>st</sup> 2015, from <http://jpa.sagepub.com/content/early/2008/03/07/0734282907313767.short>
  7. Mbindyo, M. N.(2011). Relationship between Academic Resilience and College Success: Cross-National Experiences of Low-Income/First-Generation Students. Ph.D. Dissertation, The Pennsylvania State University. Abstract retrived October 31<sup>st</sup> 2017, from <https://eric.ed.gov/?q=academic+resilience+&id=ED556226>
  8. Rao P. S. &. Krishnamurthy A.R. (2017). Study of Academic Resilience of Urban High School Indian Students and its Impact on their Scholastic Performance. *Imperial Journal of Interdisciplinary Research (IJIR)*, Vol-3, Issue-9. Abstract retrived April 11<sup>th</sup> 2017, from <http://www.onlinejournal.in>

### Websites

1. Kiswarday V. (2012). EMPOWERING RESILIENCE WITHIN THE SCHOOL CONTEXT.Retrieved June 14<sup>th</sup> 2017, from <https://pdfs.semanticscholar.org/7e01/e549c4dd2709de1ee7b9c4a64790fe9c0543.pdf>



**Mrs. Reshma Rodrigues**

Assistant Professor, St. Teresa's Institute of Education.