



## NEED FOR THE DEVELOPMENT OF ACADEMIC RESILIENCE AMONG SECONDARY SCHOOL STUDENTS

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### INTRODUCTION

Academic is used to describe things that relate to the work done in schools, colleges, and universities, especially work that involves studying and reasoning rather than practical or technical skills. The term "academic" generally refers to anything related to education, scholarship, or the world of academia. Academic is related to education means it pertains to schools, colleges, universities, and the study of various subjects, scholarly academic work means it describes research, theories or discussions that are based on formal study and intellectual rigor, some- times we says that it is non-practical because it is used to describe something that is theoretical rather than practical, often indicating that it may not have real-world application, and academic performance refer to a student's achievements in their studies, including grades and overall educational success. In conclusion we can say that "academic" encompasses a wide range of concepts related to learning, teaching, and scholarly endeavours. Now when we talk about secondary school students, secondary students " refers to individuals enrolled in educational institutions beyond primary education, typically encompassing grades 6-12 and encompassing middle school and high school. It is the stage of formal education that follows primary education and precedes higher education. Secondary school students or adolescents share a significant overlap, as the period of secondary school education largely coincides with the developmental stage of adolescence, characterized by physical, cognitive and social changes. The challenges and opportunities of adolescence such as identity formation peer pressure and emotional changes have significantly impact students' academic performance and overall well-being. In this stage students face various psycho-social problems. Psychosocial issues encompass mental, emotional, social, and spiritual aspects of a person's life, encompassing various challenges like mental health conditions, relationship difficulties, life stressors, internalizing problems, externalizing problems, challenges related to academic performance and peer relationship etc., and all these issues leads stress, anxiety, depression, low self-esteem, hyper activity, delinquency, educational difficulties, frustration, agitation and irritability, substance abuse, family problems, grief, aggression, bullying, and social isolation etc.,



To overcome the above psycho-social issues at first, we have to promote positive mental health and well-being among adolescents here we have to help them by encouraging their physical health, self-

care, positive self-talk etc., The second strategy is we have to develop healthy coping mechanisms and life skills among adolescents, here we have to teach them how to manage stress, identify and solve problems, regulate emotions and good communication skills. Third strategy is fostering positive relationships and social support here we have to facilitate them to establish strong family bonds, meaningful peer relationships and mentorship and role models. Sometimes we have to provide professional help to the adolescents in the form of therapy and counselling, medication, when needed. In this way various types of strategies are there to overcome the psychosocial problems of adolescents but one of the major factors to overcome the psychosocial issues among adolescents is development of academic resilience.

## RESILIENCE

Resilience refers to the ability to successfully adopt to stressors, maintaining psychological well-being in the face of adversities such as unsuccessful, family and relationship issues, school problem, health problems and harassment etc., It is a psychological quality that allows people to be knocked down by the adversities of life and come back at least as strong as before. Resilience is not a trait that people either have or don't have. It involves behaviours, thoughts and actions that can be learned and developed in everyone.

The word resilience originated from the Latin word *Resiliens* it refers to the pliant or elastic quality of a substance. (Greene & Conrad, 2002). In the middle of the 1970's resilience came in to existence in child psychology. The term resilience first appeared in developmental psychology to describe how some children are able and proficiency at overcoming adversity and developing as healthy people with positive adaption. It is defined as overcoming obstacles in achieving personal, professional and academic objectives. Resilience is not a single skill it is combination of skills and coping mechanisms such as competence, confidence, connection, character, contribution, coping and control.

Masten et al., 2007 Resilience is characterised as resistance to psychosocial risks without necessarily anticipating a favourable outcome but rather focusing on the approach or process by which the person deals with risks.

Fergus & Zimmerman 2005 classified factors that contribute to resilience in to two categories; asset and resources The first is used as internal qualities of a person possess such as self-efficacy and self-esteem. The later one is the outside such as parental support mentor guidance. These factors help a person develop healthy well-being.

Noble et al., 2019 Resilience is a trait that can help people cope with adversity, trauma and difficult events.

## ACADEMIC RESILIENCE

Many studies have found that the development of a child is affected by biological, psychological and social conditions of his or her family, peer group, school and community. All the above factors influence on the learning of the child. There are some students who perform very well in their academic career and achieve their targets even when they face different difficulties and pressure in their surroundings. Sometimes they are unaware of the fact that is responsible behind their performance and success. So it is really important that why some students succeed in school while their peers from similar socio-economical backgrounds do not. There is a term that is commonly used to refer such types of students as Academically resilience.

Academic resilience is a student's ability to successfully deal with the academic stress, pressure and challenges in academic setting for example exam stress and pressure, poor grades competition deadlines etc., So we can say that Academic resilience is the ability to overcome the difficulties to encountered in achieving the academic goals. Academic resilience is a dynamic developmental process in which external and internal protective factor of the student helps in effective adjustment, academic

competence and success. External protective factors are the environmental social support and opportunities available in the home, school, community and peer group in the form of caring relation, encouragement to participate in different activities etc., Internal protective factors are individual qualities and characteristics such as skills, beliefs and values associated with positive developmental outcomes. Self-efficacy, self-awareness, strong self-belief, persistence, high expectation, autonomy, coping mechanism, cooperation, empathy etc., are the internal factors that emerge naturally and contribute positive academic results. These factors help students to develop and enhance resiliency traits and help them dealing with academic problems effectively.

Wang et al. 1994 Academic resilience is the heightened likelihood of educational success despite personal vulnerabilities brought about the environmental conditions and experience.

Martin and Marsh (2006) Academic resilience as good academic achievement despite adversity in the educational process. It is the ability to successfully deal with academic and setbacks and challenges that are related to academic area.

Morales 2008 Academic resilience can be understood as the process and result that are part of the life story of an individual who has been academically successful instead of obstacles that prevents the majority of others with a similar background from succeeding.

Fallon 2010 Academic resilience is defined as the ability of the student to deal effectively with setbacks, challenges and pressure in the school setting over time.

### **NEED AND IMPORTANCE OF ACADEMIC RESILIENCE**

India, the second most populated country after China and has biggest educational system in the world. As a developing country it comprises of students from different socio-economic, geographical and disadvantage groups background which acts as great challenge for quality education. At-risk children are present in every classroom in India, such as students with homelessness, learning challenges, aggression, physical and psychological impairment etc., There are so many students who are financially, socially and geographically struggling to deal with competitive environment today. Students of rural residency have lower literacy rate and the disadvantage students are experience hardship in both their academic and personal lives. These types of difference resulted the school dropouts, hence in order to include these groups academic resilience is essential. Developing of academic resilience among students will make them continue to perform well in school even when faced with challenging situations that increase the likelihood receiving the poor grades.

### **NEED AND IMPORTANCE OF ACADEMIC RESILIENCE IN SECONDARY LEVEL**

The Secondary level of education is an important stage in an individual's life. This stage is considered as crucial because students have to attended their board exams and have to study more diligently. They have a lot of pressure to perform well in the exams. The placement at a prestigious institution depends up on the student's performance, this leads a lot of competition among the students in the academic field. There is a lot of pressure expectations from the family and society to the students which leads a stage to them where the fell lot of stress and anxiety. In this situation if these students possess Academic Resilience, they will be able to handle stress, anxiety and pressure in an academic setting. As we know secondary school students comes under the Adolescence period which is a very important stage in a person's life. It is transition period between childhood to adulthood in terms of both physical and psychological development. Accordioning to many researchers, If an adolescence has lack of Resilience, he/she may experience psychological maladaptation and psychopathology in adulthood. It is also a period of emotional instability through which he may face various problems such as depression, stress, anxiety, hazardous sexual behaviour, aggression and violence disobedience etc., These issues significantly affect how well the adolescent student succeeded academically in school. In this situation there is a requirement of a mechanism wherein adolescents create their future by a new method of coping strategy in which they view different types of opportunities instead of obstacles.

Academic resilience determine how well adolescents can handle certain societal obligations particularly those related to education. Society's future depends upon the psychological well-being of its young people, and for the psychological well of a student depends up on the academic resilience of the students.

### HOW TO DEVELOP ACADEMIC RESILIENCE AMONG SECONDARY SCHOOL STUDENTS

Academic resilience is a dynamic developmental process it involves a variety of factors such as personal, parental and institutional factor. These factors help students to be resilient, because child has the potential to be a resilient child but this can only happen when the child get proper or right care. The family is the first institution that plays a vital role for the development of resilience in the child. After family, school plays vital role for the development of resilience because the child spends a lot of time in school. The school can create a suitable positive learning environment for the growth of the child. Positive learning environment means the school environment should be safe, inclusive and encouraging. The teachers should be empathetic and provide constructive feedback and the teachers engage students in activities that are relevant and challenging. The school can develop problem-solving skills like critical thinking, decision-making etc., among students by encouraging students to analysing problems, identifying solutions and evaluating outcomes. The school may help students to develop Resilience in the child through variety of techniques such as by cultivating a growth mindset, prioritizing self-care, building a strong support network, setting realistic goals, developing their feelings of self-worth and self-efficacy and practicing mindfulness and stress management techniques. In this way school have a significant impact on how resilient people become and help the child to grow physically, psychologically and socially.

### CONCLUSION

Academic resilience is very crucial for students to overcome challenges and achieve academic success. It is the capacity for healthy development and successful learning despite challenging or threatening circumstance. In academics we see students are dealing with a lot of psychosocial problems such as anxiety, depression, conduct disorder, ADHD, substance abuse, social relationships, aggression and bullying etc., Academic resilience helps these students to deal with unfavourable conditions effectively, handle and manage the psychosocial issues of secondary school students. Because of academic resilience involves the ability to thrive despite challenges, it requires a combination of personal qualities, effective coping mechanisms and a supportive environment. To overcome psychosocial issues of adolescents we have to focus on building healthy relationships, development of coping skills, managing stress, seeking support when needed, prioritizing self-care and engaging in activities that promote well-being. Academic resilience in adolescents is very crucial because it equips them with the skills to navigate challenges, maintain motivation and achieve academic success despite adversity and foster well-being. This article presents the various of ways such as building their self-efficacy, promoting positive coping skills, encouraging a growth mindset and supporting learning environment at home and school through which we can develop academic resilience among secondary school students. The main contribution of this work lies in the relationship between academic resilience, parental style and school environment. This study would be useful for the policy makers and administrators and suggest them the need to come up with the policies to enhance the commitment level of the teachers.

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