

Gender Differences in Academic Resilience: A Study Among Secondary School Students

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Abstract:

Academic resilience is the student's ability to deal with adverse academic situations, difficulties in academic areas and academic achievement. In this 21st century, the purpose of the Indian education system is to develop resilience among students to create a productive human being for Indian society (NEP, 2020). In the present context, secondary students face different problems in academics and society. Academic resilience has a pivotal role in the setbacks of this adverse academic problem. For that, this study aimed to know the academic resilience of secondary students of Al-Ameen Mission Belpukur, West Bengal, India. A standard academic resilience scale developed by Munmi and Yeasmin (2023) was used to collect data to measure the academic resilience of secondary students. In this study, 146 students were considered through the purposive sampling method. For analyzing data Mean, Standard Deviation, Percentage and t-test were used through Excel and SPSS. The result of the study showed that the academic resilience of male and female secondary school students does not differ significantly and maximum secondary school students (47.26%) have an Average level of academic resilience.

Keywords: Academic Resilience, Secondary School students, Cognitive Skill, Meta Cognitive Skill

Introduction:

During adolescent periods, students are crucially overwhelmed by difficult situations in life such as in personal, social, emotional, and academic areas, and to stress out from this type of difficult psychological situation. Resilience is an individual's ability to recover from adverse or stressful circumstances (Garland et al., 2010) bring back from psychological damage (Benard, 2004) psychological risk factors that help people develop healthy personality traits and positive outcomes (Bonanno, 2004). Richardson et al., (1990) describe resilience as the capacity to effectively handle disruptive, stressful, or challenging situations, which ultimately enhances an individual's protective and coping abilities compared to their state before facing such challenges. In this 21st century the purpose of Indian education system is to develop resilience among students to create a productive human being for Indian society (NEP,2020). In the context of academics, Gizir (2004) academic resilience is "the ability to deal with setbacks, stress or pressure in the classroom", a stable trajectory of healthy functioning after a highly adverse event. In addition, said that when students cope with academically adverse situations, overcome obstacles, adjust to misfortunes, bounce back from perceived failure, and strongly deal with adverse academic psychological situations. Previous studies have shown that various resilience factors significantly contribute to academic resilience among students in dealing with adverse situations. Protective factors like- self-regulation, relational skills, problem-solving skills, involvement in positive activities, caring adults, positive peers, parenting

competencies positive community, economic opportunities, positive school environments etc. significantly enhance resilience among secondary students (Abdul Kader & Abad, 2017a). Both external and internal protective factors predict academic resilience (Zuill, 2016). Fallon (2010) highlighted that parental involvement is a crucial protective factor that contributes to academic resilience in Latino students from low socioeconomic backgrounds. Sulong et al., (2019) emphasized that school external protective factors, including school engagement, play a vital role in fostering academic resilience among students. Self-efficacy significantly influences academic resilience among postgraduate students (Olodude et al., 2020). JOWKAR et al., (2014) identified specific resilience traits, such as perseverance and adaptability, as essential components that contribute to academic resilience in educational settings.

Needs and Significance of the study:

The Present study aims to determine the levels of academic resilience of secondary school students and different domains of academic areas socio-emotional skill, motivation, cognitive skill, meta-cognitive skill and self-belief. Adolescent periods students are also crucial to managing adverse academic situations due to their social family and peer pressure. adolescence is a time of physical, cognitive, emotional, and social transformations that often lead to various behaviours (Palminteri et al., 2016). To deal with this type of adverse situation and help to cope, it is important to know the academic resilience of secondary students.

Objectives of the Study:

1. To study the levels of Academic Resilience of Secondary School Students.
2. To study the levels of Academic Resilience of Secondary School Male Students.
3. To study the levels of Academic Resilience of Secondary School Female Students.
4. To compare the Mean Scores of Academic Resilience of Male and Female Secondary School Students.

Hypothesis:

H₀₁: There is no significant difference in the Mean Scores of Academic Resilience of Male and Female Secondary School Students.

Methodology:

Variable: Academic Resilience

Demographic variable: Gender (Male and Female)

Sample and Sampling: 146 Class X students of Al-Ameen Mission Belpukur, West Bengal, India and Purposive sampling was used for the present study.

Method of the Study: The study used descriptive survey method.

Statistical Techniques: The study used descriptive and inferential statistics.

Statistical Operations: For calculating value, researcher used Excel and SPSS software.

Tool Used: In this study, the academic resilience scale developed by Munmi and Yeasmin (2023) was used to collect data to measure the academic resilience of secondary students. This scale consists of 40 items which are divided into 5 areas: Socio-Emotional Skill, Motivation, Cognitive Skill, Meta Cognitive Skill and Self-Belief. The reliability of this scale was 0.75 (Spearman Rho) and 0.76 (Cronbach Alpha) and the content validity index was 0.81. As per norms of the Academic Resilience scale, the secondary students who obtained Z scores of 1.82 & above +0.61 to +1.81, - 0.60 to +0.60, -0.61 to -1.81, and -1.81 to below

are considered extremely high level, high level, Average, low level and Extremely Low level of Academic Resilience.

Result of the study:

Objective 1: To study the levels of Academic Resilience of Secondary School Students.

The first objective was to study the levels of academic resilience of secondary school students. The data were analysed with the help of percentages and the results are given in table no 1.

Table 1. Levels of Academic Resilience of Secondary School Students

Levels	Number of students	Percentage %
Extremely Low	6	4.11
Low	63	43.15
Average	69	47.26
High	8	5.48
Extremely High	0	0

From Table 1, it can be seen that 4.11 % of secondary school female students exhibited Extremely Low, 43.15 % low, 47.27 % Average, 5.48 % High and 0 % Extremely High-level Academic Resilience. Therefore, it can be said that **maximum** (47.26%) of secondary school Students have **average** level of academic resilience in the Al-Ameen Mission Belpukur, West Bengal.

Objective 2: To study the levels of Academic Resilience of Secondary School Male Students.

The second objective was to study the level of academic resilience of secondary school male students. The data were analysed with the help of percentages and the results are given in table no.2.

Table 2. Levels of Academic Resilience of Secondary School Male Students

Levels	Number of students	Percentage %
Extremely Low	6	6.38
Low	42	44.49
Average	39	41.49
High	7	7.45
Extremely High	0	0

From Table 2, it can be seen that 6.38% of Secondary School Male Students exhibited Extremely Low, 44.49 % low,41.49% Average, 7.45% High and 0 % Extremely High-level Academic Resilience. Therefore, it can be said that **maximum** (44.49%) of Secondary School Male Students have **Low level** of Academic Resilience in the Al-Ameen Mission Belpukur, West Bengal.

Objective 3: To study the levels of Academic Resilience of Secondary School Female Students.

The third objective was to study the levels of academic resilience of secondary school female students. The data were analysed with the help of percentages and the results are given table no. 3.

Table 3. Levels of Academic Resilience of Secondary School Female Students.

Levels	Number of students	Percentage %
Extremely Low	0	0
Low	21	40.38
Average	30	57.69
High	1	1.92
Extremely High	0	0

From Table 3, it can be seen that 0 % of secondary school female students exhibited Extremely Low, 40.38 % low, 57.69% Average, 1% High and 0 % Extremely High-level Academic Resilience. Therefore, it can be said that **maximum** (57.69%) of secondary school female students have **average** level of academic resilience in the Al-Ameen Mission Belpukur, West Bengal.

Objective 4: To compare the Mean Scores of Academic Resilience of Male and Female Secondary School Students.

H₀1: There is no significant difference in the Mean Scores of Academic Resilience of Male and Female Secondary School Students.

The fourth objective was to compare the mean scores of academic resilience of male and female secondary school students. The data were analysed with the help of t-test and result are given in table no. 4.

Table 4. Gender-wise M, SD, N, and t-value of Academic Resilience

Gender	N	Mean	S. D	df	t-value	Remarks
Male	94	140	13.37	144	.853	Not Significant at .05 level
Female	52	141.79	9.44			

From Table 4, it can be seen that the t-value is .853 which is not significant at 0.05 level with the degree of freedom 144. It indicates that the mean scores of academic resilience of male and female secondary school students not differ significantly. Thus, the null hypothesis that there is no significant difference in mean scores of academic resilience of male and female secondary school students is not rejected. It may therefore be said that **male and female secondary school students were found to have academic resilience to the same extent.**

Discussion:

In the study academic resilience are found have same extent of male and female students which mean students have same cope up abilities of students. It may be reason that this Al-Ameen Mission, Belpukur, West Bengal is the private institution where male and female students lived in hostel and they are treated equally.

The research study is line up with earlier study Monika & Shikha (2020) showed that no significance difference of academic resilience among male and female Students. (Martin & Marsh, 2006) also found that boys and girls do not differ significantly in academic resilience.

The findings presented here also contradict some of the earlier studies were showed a significant difference between male and female academic resilience of secondary school student K.R. Santhosh et al., (2017), girls

have low scores of Academic Resilience as compared to male (Mallick & Kaur, 2016; N. Mwangi et al., 2017; Rao & Krishnamurthy, 2018; Deb & Arora, 2012; Latief et al. 2020). Another some studies found that female students are more resilient as compared to male students (Abdul Kader & Abad, 2017; Sarwar et al., 2010).

Most of the students do not have high level of academic resilience and 0% of students have extremely high-level academic resilience to cope with adverse situations. To develop academic resilience, teachers should actively embrace efforts to promote, and fostering greater resilience in students yields numerous positive outcomes (Irerri et al., 2015), appropriate intervention programmers should be used (N. Mwangi et al., 2017), counselling interventions can be designed to enhance resilience capabilities (Rao & Krishnamurthy, 2018). Also, academic resilience was associated with perceived teacher emotional support (Romano et al., 2021). Developing academic resilience should focus on social support and self-efficacy are significantly related to academic resilience (Rachmawati et al., 2021), metacognitive beliefs and motivation for progress are significant predictors of students' academic resilience (Wulandari & Istiani, 2021) . Additionally, students should focus on developing resilience strategies through group assignments, in classroom settings (Singh, 2021).

Conclusion

In the study, shown that maximum (44.49%) of secondary school male students have low level, maximum (57.69%) of female students have average level, maximum (47.26%) have average level of academic resilience among secondary school male students and male and female have same extent of academic resilience in Al-Ameen Mission Belpukur, West Bengal. The findings indicate that a substantial proportion of students, particularly males, demonstrate low levels of academic resilience, while females show a tendency towards average resilience. This suggests a need for targeted interventions to enhance resilience, especially among male students. The research underscores the importance of socio-emotional skills, motivation, cognitive and meta-cognitive skills, and self-belief in fostering academic resilience. Given the challenges faced by adolescents, it is crucial to provide professional support and resources that can help students navigate academic pressures and develop coping strategies. By enhancing academic resilience, educators and stakeholders can empower students to overcome obstacles, improve their academic performance, and promote overall well-being. Future studies should explore the underlying factors influencing resilience and the effectiveness of specific interventions aimed at bolstering resilience in diverse student populations. Ultimately, fostering academic resilience is essential for preparing students to face the complexities of their educational journeys and beyond.

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