

## Academic Resilience of Higher Secondary School Students of District Srinagar

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### Abstract

Academic resilience is increasingly viewed as a key factor in student's ability to manage academic challenges and sustain performance. This study examines the level of academic resilience among higher secondary school students of Srinagar, with particular reference to gender and type of school. Using a quantitative research design, a sample of 200 student's (107 males and 93 females) was selected through simple random sampling from government and private schools. Data were collected using the Academic Resilience Scale (ARS-MMKS, 2016) and analysed through descriptive statistics and t-test. The findings indicate that most students demonstrate moderate resilience, while a notable proportion exhibits lower levels, suggesting the need for targeted support. Significant differences were observed based on gender ( $p = 0.001$ ), with males showing higher resilience and school type ( $p = 0.025$ ), with private school students outperforming those in government schools. The study highlights the role of socio-institutional factors and emphasizes the need for context-specific, gender-sensitive strategies to strengthen student's adaptive capacities in academic settings.

**Keywords:** *Academic Resilience, Secondary Education, Gender, School Type, Educational Psychology*

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### Introduction

Academic resilience is increasingly recognized as a key factor in student's ability to succeed in the face of adversity. It is generally understood as the capacity of students to effectively deal with academic challenges, pressure and setbacks while maintaining or regaining high levels of performance and well-being. This concept has attracted significant attention in educational research particularly in recent years due to the growing acknowledgment that academic success is not merely a function of cognitive ability but also of emotional and psychological strength. Resilience may be defined as the ability of an individual to adapt and perform successfully on the face of adversity. The American Psychological Association (2020) defines resilience as "a dynamic process wherein an individual manages to adapt and perform well in the face of adversity, trauma, tragedy, threats or even significant sources of stress." In educational context the ability of the student to perform well despite adverse situation refers to academic resilience. Academic resilience is defined as "a student's ability to overcome acute or chronic academic adversity maintaining or regaining high academic motivation and performance" Martin (2023). This definition underscores that resilience is dynamic and not a fixed trait, it fluctuates depending on the individual's experiences, support systems and internal coping strategies. Another recent perspective by Romano et al. (2021) emphasizes that academic resilience involves not just bouncing back from failure but also adapting to long-term academic pressures such as rigorous curricula, competitive environments and high expectations from parents and teachers. Romano and colleagues highlight the role of perceived teacher emotional support in enhancing resilience. Their research demonstrates that when students feel emotionally supported by teachers, they are more likely to persist despite difficulties. Thus, the definition of academic resilience must include not only individual capabilities but also the relational context in which learning occurs. Students do not build resilience in isolation instead, it is co-constructed

through meaningful interactions with educators, peers and family members. Another vital definition comes from Erdemir Karanfil and Sengul (2024), who assert that academic resilience involves a student's ability to use adaptive coping strategies to maintain focus, motivation and performance under stress. Their study specifically examined the role of mindfulness-based interventions in fostering resilience among vocational high school students. They found that mindfulness practices helped students develop emotional regulation, reduce anxiety and enhance academic engagement. Thus, from this viewpoint academic resilience not only involves reacting positively to adversity but also proactively developing internal resources like emotional awareness and stress management techniques that help prevent academic decline before it begins. Zolkoski and Bullock (2022) stress that resilience is not static but evolves over time, often requiring different strategies at different stages of education. For example, strategies that help a student transition successfully into secondary school may differ from those needed to persist in senior years where academic stakes are higher. This evolving nature of resilience highlights the need for ongoing support instead of one-time interventions. It also suggests that educational institutions must be dynamic and responsive to the changing needs of students throughout their academic journeys.

### Objectives of the Study

1. To assess the level of academic resilience among higher secondary school students of Srinagar.
2. To examine the differences in academic resilience among higher secondary school students with respect to gender.
3. To analyse the variation in academic resilience among higher secondary school students based on type of school (government and private)

### Hypotheses

H<sub>01</sub> (Null Hypothesis): There is no significant difference in academic resilience among higher secondary school students of Srinagar with respect to gender.

H<sub>02</sub> (Null Hypothesis): There is no significant difference in academic resilience among higher secondary school students of Srinagar based on type of school (government and private)

### Research Methodology

The study employed a quantitative approach using a descriptive survey design to investigate academic resilience among higher secondary school students of Srinagar. The sample consisted of 200 students (107 males and 93 females) selected from government and private schools of educational zone Hawal through simple random sampling. Data were collected using the standardized Academic Resilience Scale (ARS-MMKS, 2016) developed by Mihir Kumar Mallick and Simranjit Kaur, which demonstrates satisfactory reliability (Cronbach's alpha = 0.78). The data were analysed using descriptive statistics (mean and standard deviation) and the independent samples t-test to examine differences based on gender and type of school. Ethical considerations, including informed consent and confidentiality, were maintained throughout the study.

### Research Tools

The tool used in the study was the Academic Resilience Scale (ARS-MMKS (2016) prepared by Dr. Mihir Kumar Mallick and Simranjit Kaur.

### Reliability Coefficient for Academic Resilience Scale

S. No.	Method	Reliability Coefficient
1	Split half method <ul style="list-style-type: none"><li>• Spearman-Brown Prophecy</li><li>• Flanagan method</li><li>• Rulon/Guttum</li></ul>	0.84 0.84 0.85
2	Cronbach's Alpha	0.78

**Statistical Techniques:** The **t-test** was employed to examine differences in the mean scores of academic resilience among students based on gender and type of institution.

### Interpretation of Results

The first objective was to assess the level of Academic Resilience of Higher Secondary School Students of District Srinagar. Data analysis was done with the help of descriptive statistics.

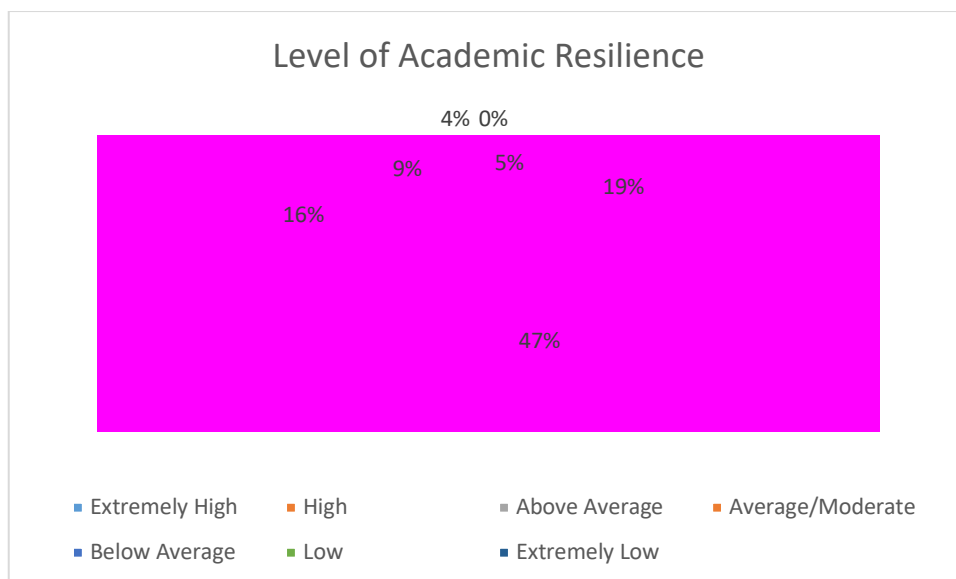


Figure 1: Pie-chart shows the distribution of higher secondary school students of District Srinagar according to their level of academic resilience, based on their raw scores.

The findings as evident from the figure 1 reveal that a majority of students have average or moderate resilience levels but a significant portion exhibits below-average to extremely low resilience.

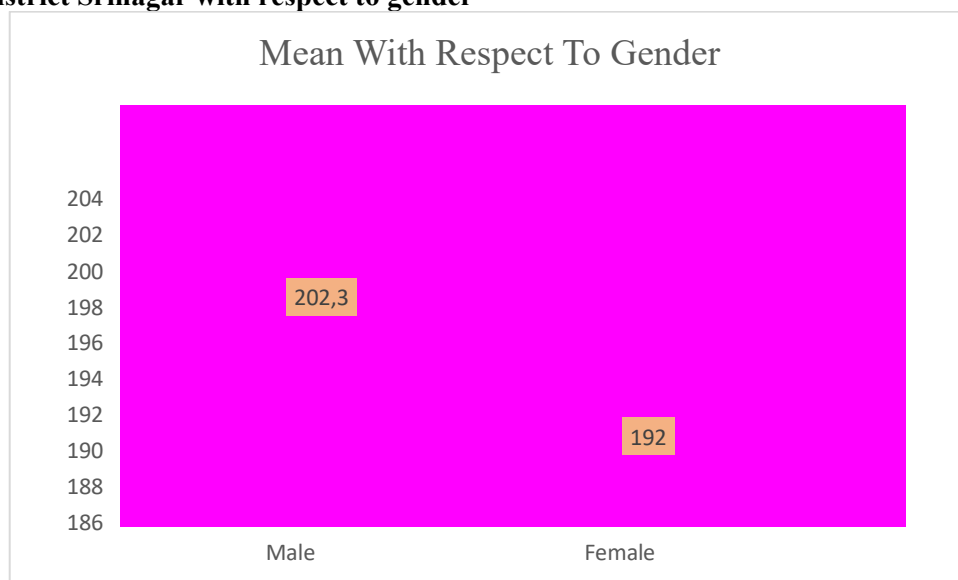
Very few students have high or above-average resilience and none achieved extremely high resilience. This distribution highlights the need for schools, teachers and counsellors in District Srinagar to implement resilience-building programs focusing particularly on those with low resilience levels to improve their academic performance and emotional well-being.

The second objective was to compare the Academic Resilience of Higher Secondary School Students of District Srinagar with respect to gender. Data analysis was done with the help of t-Test, the results are mention in Table 1:

**Table 1: Mean, SD and T-Value of Academic Resilience of Higher Secondary School Students of District Srinagar with respect to gender**

Gender	N	Mean	SD	Df	t-value	p-value	REMARKS
Male	50	202.3	14.65	98	3.421	.001	Significant at 0.05 level
Female	50	192	15.33				

**Figure 2: Bar graph projection showing mean of Academic Resilience of Higher Secondary School Students of District Srinagar with respect to gender**



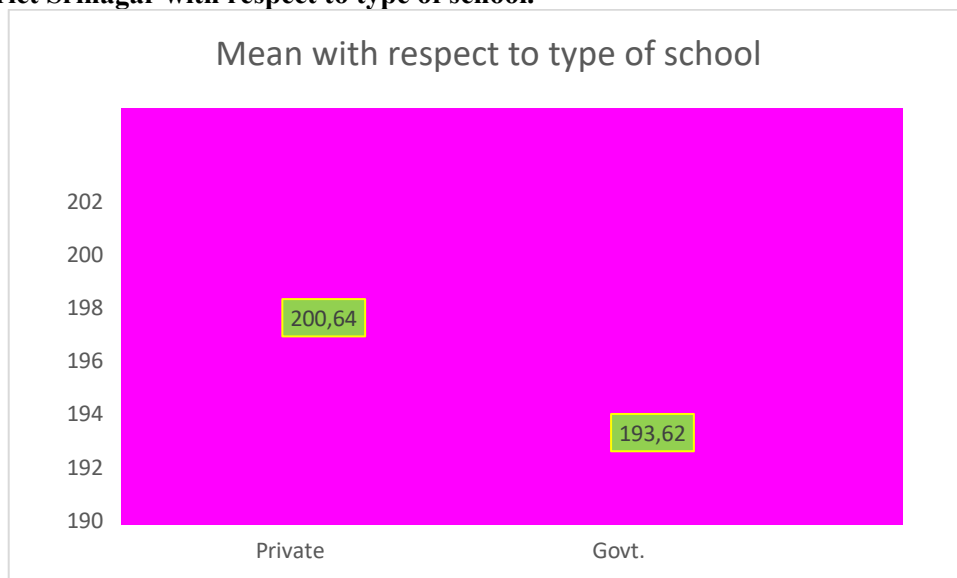
**Interpretation** From the above table 1 and figure 2, indicates that the mean scores of males and females found to be 202.3 and 192 respectively whereas SD in case of males and females is 14.65 and 15.33 respectively. The calculated t-value and p- value came out to be 3.421 and 0.001 respectively. Hence, the calculated p- value is found to be significant at 0.05 level of significance. Therefore, the null hypothesis which states that there is a no significant difference in academic resilience between male and female higher secondary school students is rejected. Hence it can be concluded that there is significant difference in academic resilience between male and female higher secondary school students with respect to gender. The mean difference shows that there exists a difference as it shows that male students have high mean value (202.3) regarding academic resilience as compared to mean value (192) of female students.

The third objective was to compare the Academic Resilience of Higher Secondary School Students of District Srinagar with respect to type of school. Data analysis was done with the help of t-Test, the results are mention in Table 2:

**Table 2: Mean, SD and T-Value of Academic Resilience of Higher Secondary School Students of District Srinagar with respect to type of school.**

Type of school	N	Mean	SD	Df	t-value	p-value	REMARKS
Private	50	200.64	13.48	98	2.270	.025	Significant at 0.05 level
Govt.	50	193.62	17.21				

**Figure 4.5: Bar graph projection showing mean of Academic Resilience of Higher Secondary School Students of District Srinagar with respect to type of school.**



From the above table 2 and figure 3, indicates that the mean scores of Govt. and private found to be 193.62 and 200.64 respectively whereas SD in case of private and Govt. is 13.48 and 17.21 respectively. The calculated t-value and p- value came out to be 2.270 and .025 respectively. Hence, the calculated p- value is found to be significant at 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant difference in academic resilience between students studying in government schools and students studying in private schools is rejected. Hence it can be concluded that there is significant difference in academic resilience between students studying in government schools and students studying in private schools. The mean difference shows that there exists a difference as it shows that government schools have low mean value (193.62) regarding academic resilience as compared to mean value (200.64) of private schools.

**Findings of the Study**

The findings indicate that most students (47%) exhibit moderate academic resilience while 29% show below-average to extremely low resilience and none score in the extremely high range. This suggests that while many students can cope reasonably with academic challenges and a significant portion may require psychological and academic support. These results call for urgent resilience-building initiatives in schools to address emotional well-being and enhance coping mechanisms among vulnerable student groups.

A significant difference was found in academic resilience between male and female students. Males had a higher mean score (202.3) compared to females (192) with the result being statistically significant ( $p = 0.001$ ). This indicates that male students are more resilient in managing academic stress. The gender gap highlights the need for gender-sensitive interventions and targeted emotional support systems especially aimed at improving the academic resilience of female students in District Srinagar. The results show a significant difference in academic resilience between students from private (mean = 200.64) and government schools (mean = 193.62) with private school students showing higher resilience ( $p = 0.025$ ). This finding suggests private school environments may offer more effective academic or psychological support systems. The result underlines the importance of evaluating and improving resilience-supportive practices in government schools to reduce the disparity and promote equal opportunities for all students.

### Suggestions for Building Academic Resilience in Students

It is important to understand that resilience does not remove stressful situations entirely instead it reduces their impact and helps individuals face challenges with a calm and composed mind set. Developing academic resilience in both students and teachers is essential for maintaining their overall well-being. Below are several suggestions for cultivating academic resilience:

- **Foster a learner-friendly classroom atmosphere:** Teachers should motivate students to try new activities and allow them to learn from their mistakes. When students experience a supportive environment, they are more likely to build resilience. In online learning contexts as well educators must strive to create a warm and encouraging classroom climate. This can be achieved by addressing issues learners face in virtual settings such as poor time management, fears related to technology and limited technical skills. Additionally, timely counselling should be offered to learners who feel stressed during difficult situations (Sood & Sharma, 2021).
- **Encourage setting realistic goals:** Students should be guided to establish attainable goals. This can be done by helping them recognize their strengths and work on their weaknesses. Stace (2021) recommends introducing students to the SMART goal framework—goals that are specific, measurable, achievable, relevant and time-bound. This approach not only gives students a sense of achievement when they reach their goals but also prepares them to handle challenges along the way thereby building resilience.
- **Promote a structured approach to problem-solving:** Teaching students to follow a systematic method for solving problems can greatly aid in developing academic resilience. When a learner encounters a problem, they should be encouraged to break it down into smaller manageable parts. This helps them think more clearly, assess risks and solve the problem logically Stace (2021).
- **Celebrate both success and progress:** Resilience is a quality that develops over time. Student's small incremental steps toward success especially when overcoming obstacles in the pursuit of their goals, should be acknowledged and celebrated. This helps cultivate a resilient and optimistic attitude toward life's challenges. Providing regular feedback on student's efforts is an effective way to do this. It reassures students that their hard work is recognized and encourages them to continue putting in sincere effort in the future.
- **Prioritize physical health:** The health of both students and teachers must be prioritized, as a resilient teacher is better able to develop resilience in students. Physical well-being can be maintained through healthy lifestyle choices such as staying hydrated, eating a balanced diet, getting adequate sleep, limiting screen time, exercising regularly and practicing meditation. These habits help build resilience against stress and anxiety. Furthermore, to cope with emotional pain individuals should avoid harmful temptations such as alcohol and drugs (American Psychological Association, 2020).
- **Focus on mental health:** Good mental health can strengthen an individual's resilience. Some ways to develop and maintain mental well-being include cultivating healthy thinking patterns such as eliminating irrational thoughts and viewing stress as a normal reaction to difficult situations (Vinkers et al., 2020) practicing self-care like healthy eating and meditation, and seeking professional help when experiencing intense stress (Almeida et al., 2020).

### Conclusion

The present study on academic resilience among higher secondary school students of District Srinagar reveals that while a majority of students (47%) demonstrate moderate resilience, a significant proportion (29%) fall into below-average to extremely low resilience categories with none exhibiting extremely high resilience. This distribution underscores an urgent need for targeted psychological and academic support systems within educational institutions. Furthermore, the study found significant differences in resilience based on gender and school type. Male students reported higher resilience levels than females and students from private schools showed greater resilience

compared to their government school counterparts. These findings highlight the influence of socio-contextual factors such as institutional resources, emotional support systems and possibly gender-specific coping mechanisms on student's ability to navigate academic adversity. In alignment with existing literature, the study reaffirms that academic resilience is not a fixed trait but a dynamic, co-constructed process shaped by individual skills, relational contexts, and environmental supports. The results call for immediate, context-sensitive interventions, including gender-sensitive programs and strengthening resilience-building practices in government schools. Suggestions such as fostering supportive classroom climates, promoting realistic goal-setting, systematic problem-solving and prioritizing both physical and mental health can serve as practical pathways to enhance resilience. Ultimately, building academic resilience requires a holistic, sustained effort from educators, policymakers and families to ensure equitable opportunities for all students to thrive despite academic challenges.

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