

The Study of Relationship Between Academic Resilience and Academic Achievement of Adolescents in Schools of Durg District, Chhattisgarh

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ABSTRACT

Academic resilience is crucial as it enables individuals to overcome challenges, setbacks, and academic stressors. It fosters persistence, adaptability, and a positive mindset, ultimately contributing to academic success. Developing resilience helps students navigate difficulties, maintain motivation, and enhances their ability to learn from failures.. In this study, Academic resilience scale prepared by P. Mihir Kumar Mallick and Simranjit Kaur is used to measure academic resilience of adolescents. Academic achievement is measured by the score obtained by adolescents in class 11. In this research, a total of 600 students (300 boys and 300 girls) were selected from rural and urban areas. Product moment correlation coefficient is calculated to analyse the collected data. This research investigates the correlation between academic resilience and academic achievement of adolescents. The obtained results indicated that there is significant correlation between academic resilience and academic achievement of adolescents. High academically resilient adolescents outperform their low-resilience peers.

INTRODUCTION

Academic resilience, defined as the ability to effectively deal with academic setbacks, stress, and pressure, plays an important role in determining the educational outcomes of adolescents. In an increasingly competitive and demanding educational environment,

especially in the post COVID-19 period, the capacity to bounce back from failures and persist in the face of challenges is more important than ever. Academic achievement, often measured through grades, test scores, and overall academic performance, remains a significant indicator of future success and opportunities. Understanding the relationship between academic resilience and academic achievement is essential for educators, policymakers, and researchers seeking to enhance educational practices and student support systems.

According to **Higgins (1994)** resilience implies that potential subjects have ability to negotiate major challenges to improve in order to complete the significant developmental tasks which confront them as they grow. Resilience is defined as the capacity to deal with and "bounce back" from challenges. **Donald, Lazarus, and Lolwana (2002)** and **Dent and Cameron (2003)** both emphasise the idea of overcoming adversity and being flexible and adaptive. They added to this definition by suggesting that resilient students are often able to persist in the face of what seem to be overwhelming odds. **Rutter (1985)** and **Gilligan (2001)** believed that resilience is not a fixed attribute but a cluster of procedures that gives people the ability to adapt to risks that are unwelcome in life. **Macalane j. Malinda et.ai. (2010)** found that Street children are remarkably resilient.

Researches have shown that various factors, including socio-economic status, parental involvement, and school environment, can influence both resilience and achievement. However, the specific dynamics of how academic resilience impacts academic achievement among adolescents require further exploration. Adolescents, being in a critical developmental stage, are particularly susceptible to the influences of stress and pressure, making resilience a key component in their academic journey.

Academic achievement refers to the successful demonstration of knowledge, skills, and competencies in an educational setting. It encompasses a student's performance and accomplishments in various academic areas, such as subjects, tests, projects, and overall educational goals. Academic achievement is often measured through grades, standardised tests, and other assessments, providing a quantitative and qualitative assessment of a student's learning progress and success in their academic endeavours.

This study aims to investigate the correlation between academic resilience and academic achievement among adolescents. By examining this relationship, we seek to identify the underlying mechanisms that contribute to higher resilience and better academic outcomes. Additionally, the findings of this research could inform the development of targeted interventions and educational strategies designed to foster resilience and enhance academic performance.

Understanding the interplay between resilience and achievement not only contributes to the theoretical knowledge in educational psychology but also has practical implications for improving educational outcomes. Through this study, we hope to provide valuable insights that can help educators create supportive learning environments that nurture both the resilience and academic success of adolescents.

JUSTIFICATION OF THE STUDY

Academic resilience plays an important role in achievement of success. Different research studies were conducted in this area. **Zuill (2016)** studied the relationship between

residence and academic success among Bermuda foster care adolescents and results revealed a statistically significant positive relationship between resiliency and reading achievement. **Novotny and Kremenkova (2016)** studied about the relationship between resilience and academic performance at youth placed at risk and the analysis revealed a significant relationship between resilience and academic performance. **Oleseni (2020)** studied about academic resilience : The role of parental involvement and gender, the result showed that high parental involvement is linked with the high academic resilience and female adolescents had better academic resilience compared to their male counterpart. **Martina et al. (2020)** studied about resilience and adolescents educational advancement among secondary school students in Mbanga subdivision, and revealed that Self concept (a component of resilience) has a significant relationship with educational advancement of adolescents. **Uzoma Ononye (2022)** studied academic resilience, emotional intelligence, and academic performance among undergraduate students and found positive relationship between academic resilience and academic performance. **A kelly, A M Ireri (2022)** studied academic resilience and self efficacy as predicative of academic achievement among form three students in Trans- Nzoia County, Kenya and the results indicate that there exists a strong, positive and significant relationship between academic resilience and academic achievement.

OBJECTIVE:

To study the correlation between academic resilience and academic achievement of adolescents.

HYPOTHESIS:

There will be no significant correlation between academic resilience and academic achievement of adolescents

METHOD:

Survey method was used to conduct the study.

SAMPLE:

There are 373 government schools in Durg district, students studying in these schools in class 11 will be the population of the study. In this research, 30 government schools were selected using lottery method. Total 600 students were selected by employing method of random sampling technique, out of which 300 students were selected from rural area and 300 from urban area. From each group of 300 students, 150 male and 150 female were selected.

TOOLS:

For measuring academic resilience, academic resilience scale by P. Mihir Kumar Malik and Simranjeet Kaur (2015) and for measuring academic achievement, scores obtained by adolescents in class 11 is used.

STATISTICAL ANALYSIS:

Product moment correlation coefficient is used to measure correlation between academic resilience and academic achievement.

RESULT AND INTERPRETATION:

To find out the correlation between goal orientation and academic achievement of adolescents, data was analysed by Product moment method. The result thus obtained is shown in table 1.

H_{0r1} There will be no significant correlation between Academic Resilience and Academic Achievement of adolescents.

Data collected with respect to the above hypothesis was analysed by employing Product Moment Correlation Coefficient. Summary of this analyses has been presented in Table 1 below:

Table: 1

Correlation between Academic Resilience and Academic Achievement of adolescents.

Variable	N	r
Academic Resilience	600	0.163**
Academic Achievement		
**Significant at 0.01 level, df = 598, p<0.01,		

From the table above it can be observed that the correlation coefficient between Academic Resilience and Academic Achievement of adolescents was found to be 0.163, at df=598, which was significant at 0.01 level of significance. Therefore, it can be concluded that there exists a positive and significant correlation between Academic Resilience and Academic Achievement of adolescents. It can therefore be concluded that as the Academic

Resilience of the adolescents increases their Academic Achievement also increases and as the Academic Resilience of the adolescents decreases their Academic Achievement also decreases.

RESULT

There exist positive and significant correlation between Academic Resilience and Academic Achievement of adolescents.

The observed positive and significant correlation between academic resilience and academic achievement in adolescents suggests that individuals with higher levels of resilience tend to experience better academic outcomes. Academic resilience involves the ability to bounce back from setbacks, navigate challenges, and maintain motivation in the face of adversity. Students with greater resilience may exhibit increased perseverance, effective coping strategies, and a proactive approach to learning. These qualities contribute to a more resilient mindset, which, in turn, positively influences academic performance by fostering persistence, adaptability, and a constructive response to academic challenges. The correlation underscores the importance of resilience as a valuable factor in predicting and promoting academic success among adolescents.

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