

# A Study on Academic Resilience in Relation to Academic Self Concept of Senior Secondary Students

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**Abstract** - The study's objective is to investigate senior secondary students' academic resilience in relation to academic self-concept. The current study included 400 senior secondary students from Haryana state, with 200 from government school and 200 from private school. Dr. Vikash S. Kamble & Dr. Bharat A. Naik. (2011) developed and standardized the academic self-concept Scale, and the investigator prepared an academic resilience scale that has been used for data collection. Mean, standard deviation, t value, and correlation have been used as statistical techniques. The study's findings revealed that there were not significant differences in the academic resilience senior secondary students. This study also discovered not a significant difference in academic self-concept between government and private senior secondary students, as well as a significant relationship between academic resilience and academic self-concept among senior secondary students.

**Index Terms** - Academic Resilience and Academic Self – Concept.

## INTRODUCTION

Academic re-silience is defined as the ability to deal effectively with seat back, strain, or stress in the educational setting.

Academic, according to Collins Dictionary, refers to work done in schools, universities, and colleges, particularly work that includes studying and reasoning rather than practical or technical abilities. These criteria clearly show that Academic Re-silience refers to pupils who, despite difficulty, achieve good educational accomplishments. It can be simply defined as normal development in the face of adversity. Long-term mental health is also improved by academic achievement. "It's a capability to chronic adversity that is seen as a primary danger to a pupil's instructional development" Martin, (2013). In other words, academic resilience is a medium to overcome the adversities that has been major hindrances in a

student's educational development. In Accordance with above mentioned definition, it can be said that academic resilience is a trait of an individual through which he or she can encounter and overcome the challenges of life and get high educational success. It has a subsequently predicts three educational and psychological "outcomes": enjoyment of school, class participation, general self-esteem

## ACADEMIC SELF CONCEPTS

A scholastic self is the discernment or understanding that an understudy's has about their own instructive or scholarly capacities, comprise one of the most important factors in the scholastic world, since of its impact on notice and intellectual working .scholastic self-idea predicts understudies fates objectives and is influenced by as understudies, family members achievement contrasted and their friend gatherings. As per bong and skaalvik 2003, scholastic self-idea is characterized as a singular view of self-productivity in scholarly subject. Scholastic self-idea alludes to the individual/individual convictions and mentalities about their scholarly and instructive capacity or abilities .In education; it is the understudy's perspective, insight, and delight in the subject or class speaker. Self-discovery among understudies plays an important role in transforming themselves at school during their A scholastic self is one of the main factors of self that contribute to a person's global self-idea, along with social, emotional, and actual self-ideas, according to the multi-dimensional model of self-idea childhood and pre-adulthood, as well as coordinating their efforts toward their scholarly job. The develop of self-idea is inferred for self-esteem hypothesis scholarly self-idea is considered as an understudy self-discernment in regard to a particular scholastic areas or capacities. The multi-dimensional model of self-

idea alludes a significant qualification between self-information or encounters end framed through association with climate and traits of their conduct which incorporate intellectual full of feeling and social perspectives though scholarly self-idea allude to a singular impression of their scholastic skill as indicated by Cokley scholastic self-idea as an understudy perspective on their capacity when contrast with different understudies. As per byre and shave child scholastic self-idea includes a portrayal and an assessment of some apparent scholarly ability. As per lineal scholastic self-idea is explicit mentality sentiments and insights around one’s savvy people or scholarly abilities addressing an individual self-conviction and self-inclination in regard to the scholarly setting.

**STATEMENT OF THE PROBLEM**

In light of the foregoing justification, the investigator intended to conduct the study titled, “A STUDY ON ACADEMIC RESILIENCE IN RELATION TO ACADEMIC SELF CONCEPT OF SENIOR SECODARY STUDENTS”.

**OBJECTIVES OF THE STUDY**

1. To study and compare the academic resilience of private and government senior secondary students.
2. To study and compare the academic self-concept of private and government senior secondary students.
3. To study and compare the academic resilience of boys and girls of senior secondary students
4. To study and compare the academic self-concept of boys and girls of senior secondary students.
5. To find the relationship between academic resilience and academic self-concept among senior secondary students.

**HYPOTHESIS OF THIS STUDY**

1. There is no significant difference between the academic resilience of senior secondary students studying in private and government Schools.
2. There is no significant difference between the academic self-concept of senior secondary

students studying in private and government Schools.

3. There is no significant difference between the academic resilience of boys and girls of senior secondary students.
4. There is no significant difference between the academic self-concept of boys and girls of senior secondary students.
5. There is no significant relation between the academic resilience and academic self-concept of senior secondary students.

**SAMPLE OF THE STUDY**

The study was conducted on 400 of senior secondary students in Haryana. Out of 400 students, 200 government and 200 privates were selected.

**TOOL USED IN THE STUDY**

- Academic Self Concept Scale – Academic Self Concept Scale Dr. Vikash S. Kamble & Dr. Bharat A. Naik. (2011)
- Academic Resilience Scale (ARS) prepared by investigator.

**INTERPRETATION AND ANALYSIS**

Following the collection of data, the next step in the process of scientific study is the organization, analysis, and interpretation of the collected data, as well as the development of conclusions and sweeping generalizations to create a meaningful image from the data that has been collected. The researcher's openness to interpretation responses and passion for obtaining the inherent meanings in relation to the research problem were analyzed and discussed.

HO.1. There is no significant difference between the academic resilience of senior secondary students studying in private and government Schools.

Table.1. Difference between government and private school students with Respect to Students academic resilience among Senior Secondary Schools Students

Variable	Group	Number	Mean	SD	t-value	Remark
Academic resilience	Govt.	200	190.12	16.44	0.191	Not significant
	Private	200	192.04	12.68		

Interpretation

According to table 1. Mean of govt. senior secondary school student’s is 190.12 and for private secondary school student’s is 192.04 on student’s academic resilience whereas S.D of govt. secondary school student’s is 16.44 and S.D of private senior secondary school student’s is 12.68. The calculating t-value 0.191 is received which is not significant even at 5% level and df is 198. Hence the null hypothesis, “there is no significance difference between students’ academic resilience among senior secondary schools’ students with respect to type of institutions i.e. government and private” is accepted. Mean value of the private institution students’ is higher than students of govt. institutions. So, there is a need to pay aid and also support of professionals for increasing the academic resilience level of government institutions students.

HO.2. There is no significant difference between the academic self-concept of senior secondary students studying in private and government Schools.

Table 2 .Difference between government and private school students with Respect to Students academic self-concept among Senior Secondary Schools Students.

Variable	Group	Number	Means	SD's	T-Value	Level of Significance
Academic self – concept	Govt	200	215.25	16.88	0.0309	NOT SIGNIFICANT
	Private	200	219.13	18.89		

**Interpretation**

According to table .2. Mean of govt. senior secondary school student’s is 215.25 and for private secondary school student’s is 219.13 on student’s academic self-concept whereas S.D of govt. secondary school student’s is 16.88 and S.D of private senior secondary school student’s is 18.89. The calculating t-value 0.0309 is received which is not significant even at 5% level and df is 198. Hence the null hypothesis, “there is no significance difference between students academic self-concept among senior secondary schools students with respect to type of institutions i.e. government and private” is accepted. Mean value of the private institution students’ is higher than students of govt. institutions. So there is a need to pay aid and also support of professionals for increasing the academic self-concept level of government institutions students.

HO.3. There is no significant difference between the academic resilience of boys and girls of senior secondary students

TABLE 3. Difference between Boys and Girls with Respect to Students Academic Resilience among Senior Secondary Schools Students

Variable	group	Number	Mean s	SD	T- value	Remark
Academic resilience	boys	200	191.88	15.91	0.273	Not significant
	Girls	200	190.27	13.36		

\*\*Significant at 0.01 level

**Interpretation**

Table 3. shows that mean of boys of senior secondary school students is 191.88 and for girls of senior secondary school students is 190.27 on students academic resilience whereas S.D for boys of senior secondary school students is 15.91 and S.D for girls of senior secondary school students is 13.36. Upon calculating the t-value 0.273 is received which is not significant at 5% level and df is 198. Hence the null hypothesis, “there is no significance difference between students academic resilience among senior secondary schools students with respect to gender” is accepted. So there is no significance difference between students academic resilience among senior secondary schools students with respect to gender. Mean value of the boys’ students is higher than girls’ students. So there is a need to pay aid and also support of professionals for increasing the academic resilience level of girls’ student

HO. 4: There is no significant difference between the academic self-concept of boys and girls of senior secondary students.

Table 4. Difference between Boys and Girls with Respect to Students Academic Self-concept among Senior Secondary Schools Students

Variable	group	Number	Mean s	SD's	T- value	Level of Significance
Academic Self concept	boys	200	218.24	18.17	0.246	Not significant
	Girls	200	216.15	17.81		

**Interpretation**

Table 4. shows that mean of boys of senior secondary school students is 218.24 and for girls of senior secondary school students is 216.15 on students academic self-concept whereas S.D for boys of senior

secondary school students is 18.17 and S.D for girls of senior secondary school students is 17.81. Upon calculating the t-value 0.246 is received which is not significant at 5% level and df is 198. Hence the null hypothesis, “there is no significance difference between students academic self-concept among senior secondary schools students with respect to gender” is accepted. So there is no significance difference between students academic self-concept among senior secondary schools students with respect to gender. Mean value of the boys’ students is higher than girls’ students. So there is a need to pay aid and also support of professionals for increasing the academic self-concept level of girls’ student.

HO.5. There is no significant relation between the academic resilience and academic self-concept of senior secondary students.

Table .5. Co-efficient of correlation between academic resilience and academic self-concept among senior secondary school students

Variables	Number	Means	SD	Coefficient of correlation	Remark
academic resilience	400	191.08	14.69	0.301	Significant
academic self concept	400	217.19	18		

\*\* Significant at 0.01 level

**Interpretation**

A Perusal of Table 5. Shows that the obtained ‘r’ value 0.301 between academic resilience and academic self-concept of senior secondary school students is found higher than the table value i.e. 0.148 that is significant at 0.01 level of significance. So the null hypothesis. “There is no significant relationship between the academic resilience and academic resilience of senior secondary school students” is rejected. This reveals that academic resilience is significantly related to the academic self-concept of senior secondary school students. The magnitude of ‘r’ indicates positive correlation which means that increase in academic resilience leads to increase in academic self-concept and vice versa.

**MAJOR FINDINGS OF THE STUDY**

The major results have been presented below based on the analysis and interpretation of the data collected in the paper.

1. There is a no significant difference in academic resilience between government or private school students
2. There is a no significant difference in academic resilience between genders. According to the results of this study, girls and boys are same level.
3. There is a no significant difference in academic self-concept between government or private school students.
4. There is a no significant difference in academic self-concept between genders.
5. There is a positive significant relation between academic resilience and academic self-concept.

**EDUCATIONAL IMPLICATION OF THE STUDY**

Based on these the following findings have educational implications or recommendations for the current study:

The educational institutes must create such an environment by adding curricular and co-curricular activities which might enhance the emotional and social development of the children.

No Partiality should be shown by parents, teachers, and community members on the basis of sex (either boy or girl) of the children. Equal treatment and opportunities should be provided to them.

Discussion with children on various issues must be regularly continued and their queries must be solved and satisfied with proper solutions.

Strategies like mnemonics, outlining, mind-map and diagramming.

Nowadays, students try to decipher new information into their own words. And also, they try to know new vocabulary while speaking and writing. So, teacher should not be interference in student’s creative work that can prove their potentialities without any stress and strain. Besides, teacher can motivate students to read more books during leisure.

**CONCLUSION**

In present study results revealed that there is no significant difference between academic resilience and type of schools, and gender. Gender and type of schools does not affect academic resilience of students. Similarly, there is no significant relationship between academic self-concept and type of schools and gender. But there is significant relationship

between academic resilience and academic self-concept. Teacher and parents should give more importance to their wards all-round development than the academic achievement. Parents must be interested in supervision to their wards new technological method of learning. They must provide facilities at their home for learning. Besides, give practice to recognize what they don't understand. Proper guidance and adequate facilities should be given to improve their active learning in planning

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