

## **ACADEMIC RESILIENCE IN RELATION TO ACADEMIC ANXIETY AMONG ADOLESCENTS**

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### **ABSTRACT**

Academic resilience plays a crucial role in the life of adolescents. The expectations of parents and teachers in terms of grades pave the way to academic pressure. The present study is undertaken to find out the academic resilience among adolescents in relation to gender. The study aims to find out the difference as well as the relationship between academic anxiety and academic resilience of adolescents. 150 students (75 girls & 75 boys) of Sr. Secondary classes were chosen from three different districts of Punjab, namely Ludhiana Amritsar, and Patiala. The objectives of this paper are to find out the significant difference in Academic Resilience of adolescents concerning gender and to find out the relationship between Academic Anxiety and Academic resilience of adolescents concerning gender. For the present study null hypotheses were framed. Mean, S.D., t-test, and Correlation were used for the analysis of the data. The academic resilience scale (2015) by Dr. Mihir Kumar Mallick & Simranjit Kaur and the Academic Anxiety scale (2018) by Prof. A.K. Singh & Dr. A. Sen Gupta were used to collect the data. A significant difference was obtained in academic resilience among adolescents concerning gender. Girls were found higher in academic resilience as compared to boys.

A negative relationship was found between academic resilience and academic anxiety among adolescents.

**Keywords:** Resilience, Academic anxiety, Adolescents

## **INTRODUCTION**

Education has a deep impact on the minds of adolescents. Academic institutions play a significant role in shaping the personality of pupils that help them to attain skills to face the challenges of a global world and become responsible citizens of society. Time invested in schools helps them to gain knowledge, and confidence and develop harmonious relationships with other members of the society. The pandemic had a significant impact on learners, especially school-going students. The expectations of parents and teachers remained the same, paving way to the more academic pressure than in earlier times. Furthermore, individuals experience anxiety when they are unable to meet their academic needs for a variety of reasons, including personal, emotional, and social factors. Researchers have defined academic resilience as a faculty to deal effectively with misfortune, stress, or pressure in the academic setting. An adolescent who can cope with academic adversities and academic anxiety by maintaining wellness in academics is considered academically resilient. (Rohinie & Vijayalaxmi, 2018) stated that to bounce back from the stressful demands of society and academic pressure and lead a meaningful life, nurturance of academic resilience skills among adolescents is very important. Thus, developing skills of resilience can help adolescents face challenges and difficulties in life, which can help them feel better and cope better.

## **ACADEMIC RESILIENCE**

Academic resilience refers to the inner strength that helps an adolescent face academic setbacks and overcomes the challenges to achieve good academic outcomes. Werner and Smith (1992) inferred that a resilient child is one “who loves well, works well, plays well,

and expects well. Bernard (1995) in her deliberation of resiliency in children, emphasized that resilient children usually have four attributes in common:

- **Social competence:** the ability to elicit a favourable reaction from others.
- **Problem-solving skills:** planning that facilitates seeing oneself in control and resourcefulness in seeking help from others.
- **Autonomy:** a sense of one's own identity and an ability to act independently.
- **A sense of purpose and future:** goals, educational aspirations, persistence, hopefulness, and a sense of a bright future.

Krovetz (2007) commented that resilience as a multidimensional and developmental process is influenced by individual behaviours, the psychosocial and socio-cultural situations. Resilience is a combination of psychological and social behaviours as types of dynamic factors (Shin et al., 2009). Herrman et al. (2011) said that resilient students can handle pressure and maintain great mental toughness despite challenges. Masten (2001) "A class of phenomena characterised by good outcomes despite significant threats to adaptation or development." Padron et al. (2012) investigated the classroom learning environments of high resilient, average resilient, and non-resilient minority students in middle school reading classrooms. He expressed that those who scored positive perceptions during their reading class than average and non-resilient students are highly resilient. While non-resilient students find it more difficult than average and high resilient students. Resilience is a process to make use of resources to sustain well-being (Panter-Brick & Leckman, 2013). Despite challenges and threats, Resilience is considered one of the typical perceptions and refers to successful adaptation, (Fletcher & Sarkar, 2013).

Narayanan (2015) examined the predictors of resilience among 1451 adolescent girls of low socio-economic families aged 14 to 19 from rural public schools and revealed that measured self-concepts significantly predicted their resilience. The researcher further added that rejection in the school and extrinsic aspirations were negatively predicted by resilience. In the synergy model of resilience, Rajendran et al. (2017) remarked that resilience is a function of adversity, operating factors and resistance across a time

continuum that leads one to achieve and flourish in life. Academic resilience indicates good academic outcomes for the students even though they face adversity. It refers to academic achievement come what may be the challenging or tough circumstances in the educational process.

### **ACADEMIC ANXIETY:**

Adolescence is a sensitive and important period of human life. This stage is a confusing stage of human development characterized by cognitive, emotional, and physical development. The existing education system and expectations of parents from adolescents irrespective of good grades have become the major determinant of academic anxiety. The most common disorder that occurs during adolescence is anxiety disorder. It is a feeling of agitation, uneasiness, distress, stress, or tension in response to a certain school academic situation and is often perceived negatively. It may be due to lack of concentration, procrastination, low academic achievement, lower level of intrinsic motivation, poor study habits, low achievement motivation, delayed academic assessments, etc. Academic anxiety can become more detrimental over time. Academic Anxiety is a situation-specific form of anxiety related to the educational contexts. The factors that affect academic achievement or academic underachievement may be broadly categorized as cognitive factors and non-cognitive factors. Goodstein and Lanyon (1975) alleged that anxiety is a common phenomenon of everyday life. It plays a crucial role in human life in one way or the other. Each human being is a victim of anxiety in different ways.

Students who experience a high level of anxiety most often do poorly in learning (Jing, 2007; Mondal et al. (2013). A high level of anxiety contributes to a high level of academic achievement, but at the same time reduces the motivation for learning. A low level of anxiety leads to a decrease in academic performance, but the level of motivation is quite high (Majali,2020). Academic anxiety can both enhance as well as inhibit academic performance and it depends on how an individual student perceives the academic situation (Mahato &Jangir, 2012; Matto &Nabi, 2012). A moderate level of academic anxiety is considered normal but a high level can interfere with the academic performance of an

individual (Huberty, 2012). Sharma & Shakir (2019) found a significant difference is found in the academic anxiety of senior secondary school students about locale.

Academic anxiety is not a bad thing. If students want to excel in academics, then they need to face and endure academic anxiety positively. However, it is undeniable that excessive levels of worry impair memory and focus, both of which are essential for successful academic performance on a daily basis. However, it is also true that without any anxiety, the majority of us would lack the enthusiasm and motivation to study for exams, do everyday homework or write any research papers. Moderate academic anxiety serves as a motivator for students who must work hard to complete allocated assignments and study for exams. There are four main components of academic anxiety: emotionality, study-skills deficits, task-generated interference, and worrying. Kaur et.al (2022) demonstrated that external factors like home and school environment and internal factors such as academic achievement, academic motivation, and study habits provoked the key correlates of academic anxiety among adolescents.

### **EMERGENCE OF THE PROBLEM**

Resilience is a dynamic quality that shifts depending on the child's social surroundings, psychologists define it as the process of adjusting well in the face of difficulty. The current study's goal is to address adolescents' worry over their academic performance. If global health goals are to be realised, adolescents need to be given more focus. The researcher hasn't yet conducted any research on Punjab's population on the suggested topic. Although there is a large body of research focusing on general or life resilience, there has been least research that has touched on the issue of academic resilience in relation to academic anxiety of adolescents. Thus, the research problem is justified.

### **OBJECTIVES OF THE STUDY**

1. To find out the significant difference in Academic Resilience of adolescents with respect to gender

2. To find out the relationship between Academic Anxiety and Academic resilience of adolescents with respect to gender

### **HYPOTHESES OF THE STUDY**

1. H<sub>01</sub> There is no significant difference in Academic Resilience of adolescents with respect to gender
2. H<sub>02</sub> There is no significant relationship between Academic Anxiety and Academic Resilience of adolescents with respect to gender

### **METHOD**

The present study was undertaken to study the academic resilience of Adolescents in relation to academic anxiety. A descriptive survey method was employed for conducting the present study. Co-relational approach was adopted to ascertain the relationship between academic resilience of Adolescents and academic anxiety. Various statistical techniques such as mean, standard deviation, and t-test were applied.

### **SAMPLE OF THE STUDY**

For the present study 150 students (75 girls & 75 boys) of senior secondary classes were chosen from three different districts (Ludhiana, Patiala, Amritsar) of Punjab.

### **TOOLS USED**

1. Academic resilience scale (2015) by Mallick and Kaur.
2. Academic Anxiety scale (2018) by Singh and Sen Gupta.

## RESULTS AND DISCUSSION

**H<sub>0</sub> 1: There is no significant difference in Academic Resilience of adolescents with respect to gender**

t-test was applied to academic resilience scores of Adolescent Boys and Girls to investigate the significance of the difference in their academic resilience as shown in table 1.

**Table 1. Group difference between adolescent boys and girls in their academic resilience**

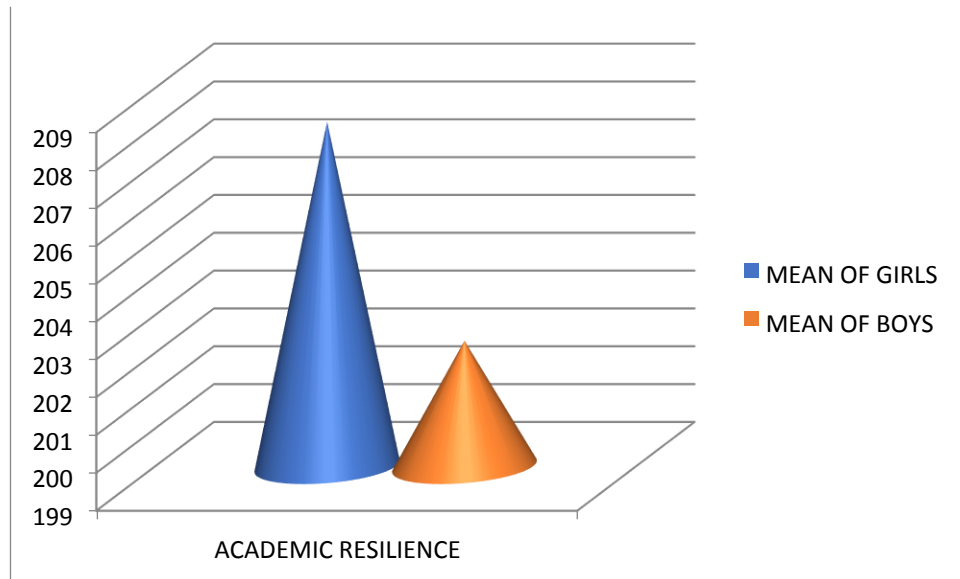
Gender	N	Mean Scores in Academic Resilience	S.D.	t value
Girls	75	208.11	19.62	2.19
Boys	75	202.32	17.74	

Table 1 shows the mean score of adolescent boys (N=75) and girls (N=75) in their academic resilience are 202.32 and 208.11 respectively. The S.D. of boys and girls are 17.74 and 19.62. The group difference between the two groups is found to be 2.19.

Based on the above-mentioned finding, it can be stated that the hypothesis H<sub>01</sub> i. e. ‘**There is no significant difference in Academic Resilience of adolescents with respect to gender**’ is rejected.

This means that the academic resilience of adolescent girls (Mean = 208.11) is significantly higher than the academic resilience of adolescent boys (Mean= 202.32) as shown in Fig. 1.

**Figure 1: Mean of Academic Resilience of Adolescent Boys and Girls (Sig. at 0.05 level)**



**Fig: 1**

**H<sub>0</sub> 2 There is no significant relationship between Academic Anxiety and Academic Resilience of adolescents with respect to gender.**

To investigate the significance of the relationship between academic resilience and academic anxiety of Adolescents, Pearson's Product-Moment Correlation 'r' was employed.

**Table 2 Relationship between Academic Anxiety and Academic Resilience among adolescents**

Variables	N	r	P value
Academic Anxiety	150	-0.211	0.03
Academic Resilience			



Table 2 shows the relationship between academic resilience and academic anxiety analysed by using the Pearson's Product-Moment correlation test. There was a weak but significant negative relationship between Academic Anxiety and Academic Resilience. This shows that with increasing Academic Resilience in subjects, their Academic Anxiety level decreases. It is inferred that if adolescents are trained to become academically resilient and face the challenges of life positively, that would be helpful to them to take academic challenges calmly.

Based on the above-mentioned finding, it can be stated that the hypothesis H<sub>02</sub>, i. e. **'There is no significant relationship between Academic Anxiety and Academic Resilience of adolescents'** is rejected.

## **CONCLUSION**

In conclusion, the current study demonstrates that adolescent girls have a considerably higher level of intellectual resilience than adolescent boys. It also revealed how academic anxiety levels drop as academic resilience increases. It implied that if teenagers are taught to be academically resilient and approach life's obstacles with optimism, it will be easier for them to handle academic challenges solemnly.

## **EDUCATIONAL IMPLICATIONS**

One of the most noticeable characteristics of any research is that it contributes something new to the development of the concerned area. Based on the above study, the investigator is inclined to put forth the following educational implications.

- To create awareness about the ways to enhance academic resilience among the students, orientation programs, extension lectures and educational sessions for teachers can be arranged.
- The learning environment plays a major role in becoming academically resilient and helps to overcome academic anxiety, so it is the major responsibility of the teachers, parents,

and school administrators to provide a conducive and congenial learning environment for adolescents.

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