

A Study of Relationship between Academic Resilience and Protective Factors among Senior Secondary Students

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Abstract: From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience. The present study is making an attempt to identify the relationship between academic resilience and protective factors among senior secondary school students. The data was collected from 200 secondary school students of Kasganj district in Uttarpradesh with due weightage to gender and type of school. Sample was selected using simple random sampling technique and the data was collected using Academic Resilience Scale and Protective Factors Scale. Mean difference analysis and correlation were the major statistical techniques used in the study. The result of the study revealed that there is a positive correlation between academic resilience and protective factors among secondary school students.

Keywords: Academic Resilience, Protective Factors, Secondary school students

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I. INTRODUCTION

Students face academic and social challenges every day in classrooms, universities, homes, and communities, those challenges and pressure may weaken their achievements and lead to drop out of education. But, despite obstacles and difficult circumstances, there are students who can adjust with difficulties and attain high level of academic achievements and success, because they believe that successful learning is a product of effort and perseverance, not only ability. Those students are called academic resilient students. Academic Resilience is defined as the ability to effectively deal with setback, stress, or pressure in the academic session (Gizir, 2004). It is also defined as the heightened likelihood of success in school and other life accomplishment despite environmental adversities brought by early traits conditions, and experiences.

According to Fraser, Kirby, and Smokowski (2004), resilience is less a personal trait or attribute of an individual, than the product of dynamic interactions between adversity and a variety of both interpersonal and environmental assets that mediate risk. The real causes of the individuals' success are the protective factors that involve personal attributes, support systems, institutions, resources, etc. that allow individuals to defy the effects of risk factor (McLaren and Challis, 2009).. The term protective factors imply internal and external resources that moderate or mediate the effects of risk or adversity and enhance good adaptation or competence (McLaren and Challis, 2009). rs are conditions or attribute (skills, strengths, resources, supports or coping strategies) in individuals , families, communities, or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk in families and communities.

Need and Significance of the study

The present study aims at finding the relationship between Academic resilience and protective Factors among the Senior Secondary Students. In the recent scenario, we will find that many students either dropout their education or commit suicide due to face problems like- financial constraint, safety of child, peer group, attitude of the teachers, early marriage, attitude of the parents, attitude of the community etc. The dropout children were identified on the basis of information given by teachers and principal of school. Also found that the reason for dropout were - financial constraint, safety of child, peer group, infrastructural facilities of the school, attitude of the teachers, early marriage, attitude of the parents etc.

So there is need to minimize the dropout rate, it is possible only when we make the students more resilient. For this purpose it is important to find out the status of Relilience among the students and its relation with Protective Factors because Protective factors play very important role in order to make the students more Resilient.

Sample of the study

The sample of the study consisted of 200 students (100 girls and 100 boys), in which 100 students were from CBSE schools and 100 students from UP BOARD schools. The sample was selected randomly through proportionate random sampling technique from different schools in Kasganj district at Senior Secondary Level students.

Objectives

1. To identify the relationship between Academic Resilience and Protective Factors among Senior Secondary Level Students.
2. To identify the significant difference in the Academic Resilience of CBSE and UP BOARD Students at Senior Secondary Level.
3. To identify the significant difference in the Academic Resilience of Boys and Girls at Senior Secondary Level.
4. To identify the significant difference in the Academic Resilience of CBSE Boys and UP BOARD Boys at Senior Secondary Level.
5. To identify the significant difference in the Academic Resilience of CBSE girls and UP BOARD girls at Senior Secondary Level.
6. To identify the significant difference in the Protective Factors between the CBSE and UP BOARD Students at Senior Secondary Level.
7. To identify the significant difference in the Protective Factors between the Girls and Boys Students at Senior Secondary Level.
8. To identify the significant difference in the Protective Factors between the CBSE Girls and UP BOARD Girls at Senior Secondary Level.
9. To identify the significant difference in the Protective Factors between the CBSE Boys and UP BOARD Boys Students at Senior secondary level.

Hypotheses

1. There is no significant relationship between Academic Resilience and Protective Factors among the Senior Secondary Level Students.
2. There is no significance difference in the mean scores of Academic Resilience between CBSE and UP BOARD students at Senior Secondary Level.
3. There is no significance difference in the mean scores of Academic Resilience between Boys and Girls students at Senior Secondary Level.
4. There is no significant difference in the Academic Resilience of CBSE Girls and UP BOARD Girls Students at Senior Secondary Level.
5. There is no significance difference in the mean score of Academic Resilience of CBSE Boys and UP BOARD Boys students at Senior Secondary Level.
6. There is no significance difference in the mean scores of the Protective between the CBSE and UP BOARD Students at Senior Secondary Level.
7. There is no significance difference in the mean scores of the Protective Factors between the Girls and Boys Students at Senior Secondary Level.
8. There is no significance difference in the mean scores of the Protective Factors between the CBSE Girls and UP BOARD Girls at Senior Secondary Level.
9. There is no significance difference in the mean scores of the Protective Factors between the CBSE Boys and UP BOARD Students at Senior secondary Level.

Statistical Techniques

1. Mean
2. Standard Deviation
3. Correlation (Karl Pearson's coefficient of correlation)
4. t-Test

Tools used

In this study two scales were used, these are:

- Academic resilience scale
- Protective factors scale

II. ANALYSIS AND DISCUSSION

Relationship between Academic Resilience and Protective Factors among the Senior Secondary Level Students.

Table-1

Correlation Matrix of different variables of total sample

Variables	Coefficient of correlation 'r'	Level of significance
Academic Resilience and protective Factors	0.99	0.01

The Pearson's coefficient of correlation between Academic Resilience and Protective Factors is found to be '0.99', which shows that there is positive significant relationship between Academic Resilience and Protective Factors. The higher the utilization of protective factors, the higher the Academic Resilience among senior secondary students.

Table 2

Result of test of significant difference between Mean scores of Academic Resilience of CBSE and UP BOARD

GROUP	SIZE	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-value	L.O.S	H ₀ (A/R)
CBSE	100	25.24	2.46	4.63	1.96	0.05	R
UP BOARD	100	26.63	2.2		2.58	0.01	R

It is depicted from the table-2 that the calculated value of 't' (4.63) is higher than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is rejected and it shows that there is significant difference between the Academic Resilience of CBSE and UP BOARD students at Senior Secondary Level. It further shows that UP BOARD Students are more Resilient than the CBSE students because the mean score of UP BOARD Students (26.63) is higher than the CBSE Students (25.24)

Table-3

Result of test of significant difference between Mean scores of Academic Resilience of Boys and Girls

GROUP	SIZE	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H ₀ (A/R)
BOYS	100	26.19	2.23	6.63	1.96	0.05	R
GIRLS	100	28.1	2.41		2.58	0.01	R

It is depicted from the table-3 that the calculated value of 't' (6.63) is higher than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is rejected and it shows that there is significant difference between the Academic Resilience of Boys and Girls Students at Senior Secondary Level. It further shows that Girls are more Resilient than boys because the mean score of Girls (28.1) is higher than the mean score of Boys (26.19).

Table-4

Result of test of significant difference between Mean scores of Academic Resilience of CBSE Girls and UP BOARD Girls

GROUP	SIZE	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H ₀ (A/R)
UP BOARD GIRLS	50	26.42	2.09	3.14	1.96	0.05	R
CBSE GIRLS	50	24.94	2.74		2.58	0.01	R

It is depicted from the table-4 So the null hypothesis is rejected and it shows that there is significant difference between the Academic Resilience of CBSE girls students and UP BOARD Girls Students at Senior Secondary Level. It further shows that UP BOARD Girls Students are more resilient than the CBSE Girls Students because the mean score of UP BOARD Girls Students (26.42) is higher than the mean score of CBSE Girls Students (24.94).

Table-5

Result of test of significance difference between Mean scores of Academic Resilience of CBSE Boys and UP BOARD Boys

GROUP	SIZE	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H ₀ (A/R)
UP BOARD BOYS	50	26.84	2.31	3.02	1.96	0.05	R
CBSE BOYS	50	25.54	2.16		2.58	0.01	R

It is depicted from the table-5 that the calculated value of 't' (3.02) is higher than the tabulated value of 't' (1.96 & 2.58) at both the level of significance (0.05 & 0.01) respectively. So the Null Hypothesis is rejected and it shows that there is significance difference in the Academic Resilience of CBSE Boys and UP BOARD Boys at Senior Secondary Level. It further shows that the UP BOARD Boys Students are more Resilient than the CBSE BOARD Boys because the mean score of UP BOARD Boys (26.84) is higher than the CBSE Boys (25.54).

Table-6

Result of test of significance difference between Mean scores of Protective Factors of CBSE and UP BOARD

GROUP	SIZE	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H ₀ (A/R)
CBSE	100	19.65	2.64	1.41	1.96	0.05	A
UP BOARD	100	20.09	2.05		2.58	0.01	A

It is depicted from the table-6 that the calculated value of 't' (1.41) is less than the tabulated value of 't' (1.96 & 2.58) at both the level of significant (0.05 & 0.01) respectively. So the Null Hypothesis is accepted and shows that there is no significance difference between the mean scores of utilization of Protective Factors among CBSE and UP BOARD Students. It further shows that UP BOARD students are more utilized Protective Factors than the CBSE Students because the mean score of UP BOARD Students (20.09) is higher than the CBSE Students (19.65).

Table-7

Result of test of significance difference between Mean scores of Protective Factors of Girls and Boys

GROUP	SIZE	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H ₀ (A/R)
GIRLS	100	20.02	2.51	0.96	1.96	0.05	A
BOYS	100	19.72	2.18		2.58	0.01	A

It is depicted from the table-7 that the calculated value of 't' (0.96) is less than the tabulated value of 't' (1.96 & 2.58) at both the level of significant (0.05 & 0.01) respectively. So the Null Hypothesis is accepted and shows that there is no significance difference between the mean scores of Protective Factors of Girls and Boys students. It further shows that Girls students are more utilized Protective Factors than the Boys students because the mean score of Girls students (20.02) is higher than the Boys students (19.72).

Table-8

Result of test of significance difference between Mean scores of Protective Factors of CBSE Girls and UP BOARD Girls

GROUP	SIZE	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H ₀ (A/R)
CBSE GIRLS	50	19.98	3.08	1.6	1.96	0.05	A
UP BOARD GIRLS	50	20.06	1.94		2.58	0.01	A

It is depicted from the table-8 that the calculated value of 't' (1.60) is less than the tabulated value of 't' (1.96 & 2.58) at both the level of significant (0.05 & 0.01) respectively. So the Null Hypothesis is accepted and shows that there is no significance difference between the mean scores of Protective Factors of CBSE Girls and UP BOARD Girls students. It further shows that UP BOARD Girls students are more utilized Protective Factors than the CBSE Girls students because the mean score of UP BOARD students (20.06) is higher than the CBSE students (19.98)

Table-9

Result of test of significance difference between Mean scores of Protective Factors of CBSE Boys and UP BOARD Boys

GROUP	SIZE	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H ₀ (A/R)
CBSE BOYS	50	19.32	2.2	1.92	1.96	0.05	A
UP BOARD BOYS	50	20.13	2.16		2.58	0.01	A

It is depicted from the table-9 that the calculated value of 't' (1.92) is less than the tabulated value of 't' (1.96 & 2.58) at both the level of significant (0.05 & 0.01) respectively. So the Null Hypothesis is accepted and shows that there is no significance difference between the mean scores of Protective Factors of CBSE Boys and UP BOARD Boys students. It further shows that UP BOARD Boys students are more utilized Protective Factors than the CBSE Boys students because the mean score of UP BOARD Boys students (20.13) is higher than the CBSE Boys students (19.32)

III. DISCUSSION BASED ON THE FINDINGS

- There is perfect positive correlation between the Academic Resilience and protective Factors. It means that Protective Factors directly affect the Academic Resilience i.e. higher the utilization of Protective Factors leads to become the student more resilient. So the utilization of Protective factors like- Self-Regulation, Relational Skills, Problem-Solving Skills, Involvement in Positive Activities, Parenting Competencies, Caring Adults, Positive Peers, Positive Community, Positive School Environments, Economic Opportunities etc. is essential for making the students more resilient.
- Also conclude that Girls are more resilient than the Boys. They are also good in the utilization of Protective Factors. It is essential to make both the Girls and Boys more resilient in order to avoid the various incidence like- dropout from the schools, suicides, early marriage etc. in order to avoid these problems both the Girls and Boys should be utilize the Protective Factors. It should be the duty of the parents, community, teachers to help the students in making them more resilient through the positive attitude and helpful nature.
- UP BOARD Students are more Resilient than the CBSE students. They are also good in the utilization of the Protective Factors. It is essential for the CBSE students to become more resilient because resiliency refers to the ability to overcome the difficulties, if the students are able to remove the difficulties they will become success. So the school administration and family members of the students should help them through their helpful nature and positive attitude.

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