# Gender and Aspect Wise Differences in Academic Resilience of Secondary-Level School Students

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**Abstract:**

Academic resilience is an individual's ability characterized by the capacity to maintain academic performance and motivation and deal with difficulties and it's linked to an individual's higher probability of school success through encountering personal or environmental challenges (Boczkowska, 2019). The study aims to investigate the level and significance of differences in academic resilience based on different aspects and genders of Al-Ameen Mission Belpukur, West Bengal secondary-level students. In this study a standard Academic Resilience Scale developed by Munmi and Yeasmin (2023) was used to collect data and involves purposive sampling, considering 284 class IX and X students, male is 168 and female is 116. Using descriptive and inferential statistics findings are drawn. The major findings of the study revealed that a maximum (46.46%) of secondary-level male school students have an average level of academic resilience, a maximum (46.55 %) of secondary-level female school students have low levels of academic resilience, male and female secondary-level school students were found to have motivation to the same extent and male secondary level students were found to have significantly better academic resilience as compared to female secondary level students.

**Keywords:** Academic Resilience, Secondary Students, Motivation, Cognitive Skill.

## Introduction

According to the APA Dictionary of Psychology (2018.), resilience is the process and result of effectively adjusting life experiences, particularly by being mentally, emotionally and behaviorally flexible in response to outside and inside demands. Several factors influence how well people cope with difficulties, including (a) how individuals perceive and interact with the world, (b) the availability and quality of social support, and (c) the specific strategies they use to cope. Unlike general resilience, academic resilience is more flexible and can change, helping us understand how students deal with everyday challenges and how their resilience grows and improves over time and through various changes(Beck, 2016), ability of students to effectively navigate and overcome challenges in their educational journey(Gizir, 2004), despite facing personal, social, emotional, and academic difficulties. It encompasses various protective factors including individual traits, family support, and institutional resources which help students navigate complexities and maintain motivation and

engagement in their studies. Garland et al., (2010) resilience is an individual's ability to recover from adverse or stressful circumstances. It also encompasses the capacity to heal from psychological damage (Benard, 2004) and to manage risk factors that foster the development of healthy personality traits(Bonanno, 2004).

## Need and Importance of the Study

The secondary school stage is crucial for students to be overwhelmed in difficult situations and to create a vibrant society (National Education Policy, 2020.). Various studies found that greater academic resilience helps students to achieve academically and cope with adverse situations. (Duru et al., 2024) found that positively correlated with mathematics achievement in Nigeria's students, predicted academic well-being and boosted educational outcome(Amoadu et al., 2024a), higher resilience tends students to perform better academically (Almanasef & Almaghaslah, 2024). Meanwhile, various factors associated with resilience like self-control and locus of control help to manage stress and maintain individual goal(Shanava & Gergauli, 2022), intrinsic motivation persists to face challenges(Cui et al., 2022a), family and peer relations provide emotional support and are crucial for facing socioeconomic disadvantages(Cui et al., 2022b; KUTLU & YAVUZ, 2016), supportive school environment fostered resilience among students (KUTLU & YAVUZ, 2016; NIMISHA & DEEPAK, 2018), motivated students exhibit more resilience in their academic pursuits(Riaz et al., 2024).

From the review of literature on academic resilience, it is majorly important to find out the levels and differences among males and females of academic resilience among secondary students in Al-Ameen Mission Belpukur, West Bengal, India. Therefore, the investigator identified this topic and conducted a study.

## Objectives of the study

1.      To study the level of academic resilience of secondary-level school male students.

2.      To study the level of academic resilience of secondary-level school female students.

3.      To compare the mean scores of academic resilience of male and female secondary-level school students based on aspects.

4.      To compare the mean scores of academic resilience of male and female secondary-level school students.

## Hypothesis:

$H_01$: There is no significant difference in the mean scores of academic resilience of male and female secondary-level school students based on aspects.

**H$_0$2:** There is no significant difference in the mean scores of academic resilience of male and female secondary-level school students.

## Methodology:

**Variable:** In this study, Academic Resilience is considered a variable.

**Demographic variable**: Gender (Male and Female)

**Sample and Sampling:** In the present study, 284 secondary-level students (class IX and X) were considered in the sample from Al-Ameen Mission Belpukur, West Bengal, India. The purposive sampling method was used for the study

**Method of the Study**: This study was conducted to determine the level and significant difference in academic resilience among secondary-level school students. The study compares secondary school-level students on variable academic resilience based on gender i.e. male and female.

**Statistical Techniques:** This study used percentage, mean, and standard deviation as descriptive statistics and t-tests to test the null hypothesis using inferential statistics.

**Statistical Operations:** The investigator used Excel and SPSS software to calculate values.

**Tool Used:** In the present study, the Academic Resilience Scale developed by Munmi and Yeasmin (2023) was used to collect data to measure the academic resilience of secondary-level students.

## Result of the study:

1. **Objective 1:** To study the level of academic resilience of secondary-level school male students.

**Table 1. Level of Academic Resilience of Secondary Level School Male Students**

| Levels | Number of students | Percentage % |
|---|---|---|
| **Extremely Low** | 8 | 4.76 |
| **Low** | 62 | 36.90 |
| **Average** | 78 | 46.43 |
| **High** | 20 | 11.90 |
| **Extremely High** | 0 | 0 |

From Table 1, it can be seen that 4.76 % of secondary-level school male students exhibited Extremely Low, 36.90 % low, 46.43 % Average, 11.90 % High and 0 % Extremely High-level academic resilience. Therefore, it can be said that a maximum (46.46%) of secondary-level male school students have an average level of academic resilience in the Al-Ameen Mission Belpukur, West Bengal.

2. **Objective 2:** To study the level of academic resilience of secondary-level school female students.

**Table 2. Level of Academic Resilience of Secondary Level School Female Students**

| Levels | Number of students | Percentage % |
|---|---|---|
| **Extremely Low** | 8 | 6.90 |
| **Low** | 54 | 46.55 |
| **Average** | 52 | 44.83 |
| **High** | 2 | 1.72 |
| **Extremely High** | 0 | 0 |

From Table 1, it can be seen that 6.90 % of secondary-level school female students exhibited Extremely Low, 46.55 % low, 44.83 % Average, 1.72 % High and 0 % Extremely High-level academic resilience. Therefore, it can be said that a maximum (46.55 %) of secondary-level female school students have a low level of academic resilience in the Al-Ameen Mission Belpukur, West Bengal.

3.        **Objective 3:** To compare the mean scores of academic resilience of male and female secondary-level school students based on aspects.

The second objective of the study is to compare the mean scores of academic resilience of male and female secondary-level students based on the dimensions. The scale aspects were Socio-Emotional Skills, Motivation, Cognitive Skills, meta-cognitive Skills, and Self-Belief. The data were analysed using a t-test, and the results are given in Table No. 3.

**Table 3. Gender-wise M, SD, N, and t-value of Academic Resilience.**

| Variable | Gender | N | Mean | SD | df | t-value | Remarks |
|---|---|---|---|---|---|---|---|
| **Socio-Emotional Skill** | Male | 168 | 30.22 | 3.98 | 282 | 2.244 | **Significant** |
| | Female | 116 | 28.94 | 5.64 | | | |
| **Motivation** | Male | 168 | 44.86 | 6.81 | 282 | .624 | **Not Significant** |
| | Female | 116 | 45.34 | 5.13 | | | |
| **Cognitive Skill** | Male | 168 | 22.79 | 2.73 | 282 | 2.541 | **Significant** |
| | Female | 116 | 21.98 | 2.57 | | | |
| **Meta Cognitive Skill** | Male | 168 | 23.07 | 3.47 | 282 | 2.852 | **Significant** |
| | Female | 116 | 21.97 | 2.79 | | | |
| **Self-Belief** | Male | 168 | 22.52 | 3.02 | 282 | 6.721 | **Significant** |
| | Female | 116 | 19.92 | 3.28 | | | |

From the table  2, It can be seen the aspects of socio-emotional skill (Mean scores of male and female students are 30.22 and 28.94)  cognitive skill (Mean of male and female students are 22.79 and 21.78), meta-cognitive

skill (Mean scores of male and female students is 23.07 and 21.97 )   and self-belief (Mean scores of male and female is 22.52 and 19.92 ), showing that there is a significant difference between male and female secondary level school students because of considerable value showed in each dimension is above 0.05 level of significance. Thus, the null hypothesis there is no significant difference exists in the mean scores of academic resilience of male and female secondary level school students for aspect of these four is accepted. Further, the mean scores of all four aspects of academic resilience of males are significantly higher than those of females. It may therefore be said that male students were found to have significantly better as compared to female students in four aspects of academic resilience. Meanwhile, in the motivation aspect, male and female students do not differ significantly in the table value of the .05 level of significance. Thus, the null hypothesis is rejected in this aspect. It may therefore be said that male and female secondary level school students were found to have motivation to the same extent.

1.        **Objective 3:** To compare the mean scores of academic resilience of male and female secondary-level school students.

The third objective of the study is to compare the mean scores of academic resilience of male and female secondary-level school students. The data were analysed with the help of t-test and the results are given in table no. 4.

**Table 4. Gender-wise M, SD, N, and t-value of Academic Resilience**

| Gender | N | Mean | S. D | df | t-value | Remarks |
|--------|-----|--------|-------|-----|---------|---------|
| Male | 168 | 143.37 | 14.12 | 282 | 3.289 | Significant at .05 level |
| Female | 116 | 138.17 | 11.43 | | | |

From Table 3, it can be seen that the t-value is 3.29 which is significant at 0.05 level with the degree of freedom 282.  It indicates that the mean scores of academic resilience of male and female secondary-level students differ significantly in the table value of the .05 level of significance. Thus, the null hypothesis that there is no significant difference in the mean scores of academic resilience of male and female secondary-level school students is rejected.

Further, the mean score of academic resilience of male students is 143.37, which is significantly higher than that of female students, whose mean score is 138.17. It may therefore be said that male secondary-level students were found to have significantly better academic resilience than female secondary-level students.

**Discussion:**

The present study intended to determine the level of male and female secondary-level students and the difference between male and female secondary-level students based on the various aspects of the academic

resilience scale. The study indicated that maximum male secondary-level students have an average level of academic resilience and the result line-up with earlier studies conducted by Lalthanpuii & Lalhriatpuii (2024) and, maximum female secondary-level students have a low level of academic resilience. Further, this study's objective was to study the significant difference between male and female secondary students of academic resilience and found that male secondary students have more academic resilience than female secondary students, meaning male students are more capable of coping or dealing with adverse academic situations. It may be the cause of male and female secondary students are not treated equally, it also found that except for the motivation aspect male and female students are differ significantly, where male students have better than female students in socio-emotional skills, cognitive skills, metacognitive skills and self-belief.

The findings presented study line up with the previous study which found a significant difference between male and female academic resilience of secondary school students K.R. Santhosh et al., 2017), The girls have low scores of academic resilience as compared to male(Latief et al. 2020; Deb &Arora, 2012; N. Mwangi et al., 2017; Mallick & Kaur, 2016; Rao & Krishnamurthy, 2018). Meanwhile, contradicted with some earlier studies found that there was no significant difference in academic resilience among male and female secondary students (Geetha & Sunil, 2024; Amoadu et al., 2024; Fatima & Nadeem, 2022; Lalthanpuii & Lalhriatpuii, 2024).

From this study, it may be recommended that female secondary-level students should focus on developing different aspects of resilience like personal attributes such as perseverance, self-reflection and emotional regulation is essential for resilience (Geetha & Sunli, 2024). Engaging and supportive teaching methods significantly enhance students' academic competence and foster resilience (Afzali et al., 2024), Personal qualities, family support, Scholl environment and peer relationships act as key factors in demonstrating high resilience (Uicheng & Chobphon, 2024). Developing academic resilience among students should be conducted through school-based intervention programs because they play an important role in fostering resilience among adolescents and improving mental health and academic performance.(Llistosella et al., 2024).

Although the study findings highlight the significance of academic resilience, they have some limitations. First, the study participants were involved on a small scale, and the sample was selected based on purposive sampling, making it complicated to generalize the findings broadly. Second, the study is limited only to gender and aspects of the academic resilience scale.

**Conclusion**

The result of the study shows that male and female students have different levels of academic resilience, and both genders not have extremely high levels of academic resilience and have the same opportunity to develop an extremely high level of academic resilience by developing all aspects of socio-emotional skill, cognitive

skill, metacognitive skill and self-belief and motivation. The study also showed significant differences between male and female students' academic resilience; only the motivation aspect did not differ significantly.

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