

Assessment of Academic Resilience with regard to COVID-19 pandemic among higher secondary students

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Introduction:

Students who exhibit academic resilience are those who succeed academically in the face of hardship. Strategic planning and comprehensive practice involving the entire school community are necessary for schools to support it and enable vulnerable youth to achieve greater outcomes than their circumstances may have expected.[1]

Over the past 20 years, researchers have discovered that academic resilience is a crucial quality in a person or learner that is required for academic achievement since it empowers them to overcome obstacles. Within the Indian school system, there exist pupils that struggle intellectually, come from underprivileged backgrounds, and are socially backward, making it challenging for them to succeed in the competitive world of today.[2]

Academic resilience is a dynamic developmental process supported by several protective factors, such as personal, family, institutional, and socioenvironmental factors. Because they have high personal standards and aspirations, are goal-oriented, have strong problem-solving abilities, and are socially competent, academically resilient students can turn challenging circumstances into sources of inspiration (Wang & Gordon, 1994).[3]

By encouraging academic resilience, teachers can help students overcome their high failure rates by concentrating on their areas of strength. Resilience is multifaceted and encompasses a range of areas, including social, emotional, and academic. [4-5]

Resilience is universally considered a strength or asset, a desirable and advantageous quality, characteristic, or process that is likely to impact positively on aspects of an individual's performance, achievement, health, and wellbeing.[5] The researchers describe their approach to academic resilience as an inherently asset-orientated, strength-based, and aspirational approach to students' response to academic adversity.

The present research examines the association between Moroccan university students' academic achievement and academic resilience during the COVID-19 pandemic. A sample of 138 graduate and undergraduate students' academic resilience was assessed using the ARS-30, and their academic achievement was gauged by looking at their GPA during the pandemic year. The findings show that pupils behave in a resilient manner. But compared to poor achievers, high achievers demonstrated more academic resilience. For the group under study, there was no discernible correlation between academic resilience, gender, or study level.[6]

Subjects and Methods:

In the present study, the quantitative and evaluative approach was chosen to study aims to assess the academic resilience. The literature reviewed in the present study were related to assess the levels of academic resilience and studies related to association of academic resilience with selected socio demographic variables. The conceptual framework was representing input, effectors and output in Roy's Adaptation model.

Demographic data questionnaire and Academic Resilience tool-30 tool were validated in terms of accuracy and relevance by seven experts. With an overall Cronbach alpha score of 0.90 and factor level reliability scores

of 0.78, 0.83, and 0.90, respectively, the ARS-30 exhibits strong psychometric qualities. The pilot study was carried out to determine the plan for data analysis and to evaluate the study's feasibility which were not included in the main study. Findings indicated that the study is feasible.

Data Collection Procedure:

The main study was conducted in colleges of Navi-Mumbai. Nienty college students were included in the study who met the inclusion criteria. The students were Specially abled students and students below 16 and above 21 years of age were excluded from the study. Colleges were selected by non-probability purposive sampling technique. The principals of the college were formally informed and permission were taken. Following the identification of the samples, the study's objectives were reviewed, and the participant's consent/assent were obtained. A self-structured questionnaire and Standardized tool Academic resilience Scale-30 were administered to the participant and after giving the instructions the data were gathered and analyzed using frequency and percentage.

Ethical consideration:

Research proposal including the data collection tools were presented before the institutional ethical committee. The Bharati Vidyapeeth (Deemed to be University) College of Nursing, Institutional Ethical Committee granted the ethical clearance after making some considerable suggestions. Additionally, permission was acquired from the college principals of Navi Mumbai. In addition, the study participants gave their informed consent after being made aware of the significance of the research. The study participants' privacy and confidentiality were protected to the fullest extent possible.

Data Analysis:

The data analysis was done based upon the objectives. The data entry was done by using Microsoft's EXCEL worksheet, and the final analysis was performed. The collected data was coded, tabulated and analyzed by using the descriptive statistics (frequency and percentage) and the inferential statistics. Association of demographic variables with demographic data analysis done by CHI- SQUARE test. Findings were then documented in tables, graphs and diagrams.

RESULTS:

Findings of the study have been described based on the following headings:

SECTION 1: Socio demographic data containing higher secondary students

The data are analyzed by using the frequency and percentage. The demographic data of the samples have been displayed to show the frequency of the various attributes and academic resilience.

Table 1: Sociodemographic data of study participants

Demographic data	Frequency %
Age (years)	
16-18	84(93.3%)
19-21	6(6.66%)
Gender	
Male	57(63.33%)

Female	33(36.66%)
Educational status of mother	
Illiterate	3(3.33%)
Primary	8(8.88%)
Secondary	25(27.77%)
Higher Secondary	21(23.33%)
Graduate/Post graduate	33(36.33%)
Application used for Online classes	
Microsoft teams	5(5.5%)
Google meet	79(87.7%)
Zoom	5(5.5%)
Others	1(1.1%)
Hours spent on online classes	
2-4 hours	8(8.8%)
4-6 hours	22(24.4%)
6-8 hours	41(45.5%)
8-10 hours	19(21.1%)
Issues faced by the students attending online classes	
Yes	15(16.6%)
No	75(83.33%)
Attending coaching other than college	
Yes	48(53.33%)
No	42(46.66%)

The maximum age of the students 93.30% are between 16-18 years. Most of the students were male with 63.33%. Greater number of students were of the educational status of the mother were graduate with 36.66%. Majority of the students were using Google Meet application for online classes with 87.8%. The maximum of the students has spent 4-6 hours spent on online classes with 45.5%. Majority of the students have issues while attending online classes with 62.22%. Most of the students have attended the coaching with 54.7%

SECTION 2: The association between assessment of academic resilience and selected demographic variable.

Table 2 depicts that there is no significant association between assessment of demographic variables and demographic variables such as gender, educational status of other, application used for online classes, issues faced while attending online classes, attending coaching other than the college as the chi square values are

6.6274, 0.6539, 10.5678, 40.9363, 40.9363, 4.8788, 0.13, 2.5319 which are not significant at ($p < 0.05$) except the age which is significant with chi square value of 6.6274.

Table 2: Association of selected demographic variables.

Sr.No	Socio demographic data	Chi-square value	p-value	Significance
1.	Age	6.6274	.03638	Significant
2.	Gender	0.6539	.721103	Not Significant
3.	Educational status of mother	10.5678	0.22741	Not Significant
4.	Application used for online classes	40.9363	0.00001	Not Significant
5.	Hours spent on online classes	4.8788	559444	Not Significant
6.	Issues faced while attending online classes	0.13	0.93707	Not Significant
7.	Attending coaching other than your college	2.5319	281973	Not Significant

SECTION 3: Distribution of study samples according to level of academic resilience.

Table 3 denotes that maximum students (62) under the age group of 16-18 years of age had excellent academic resilience. The no. of males who scored excellent were 38 followed by 24 no. of females. Mothers of majority of students (28) were post graduates, 17 were higher secondary pass, 10 had Primary education and 4 were Illiterate. The academic resilience for these students was found to be under Excellent score category. It was also found that 37 students who attended coaching classes had excellent academic resilience as compared to others who did not attend them.

Table3: Distribution of study samples according to level of academic resilience.

Sr.No	Demographic variable	Category of score		
		Average (0-50)	Good (51-100)	Excellent (101-150)
1.	Age:			
	16-18	1	21	62
	19-21	1	2	3
2.	Gender:			
	Male	1	18	38

	Female	1	8	24
3.	Educational status of mother:			
	Illiterate	1	3	4
	Primary	1	6	10
	Secondary	1	9	17
	Higher secondary		5	
	Graduate / Post graduate	1		28
4.	Application used for online classes:			
	Microsoft teams	1	6	1
	Google meet	1	6	66
	Zoom	1	3	2
	Others	1	1	1
5.	Hours spent on online classes:			
	2-4	1	5	16
	4-6	1	11	30
	6-8	1	8	10
	8-10	1	1	5
6.	Are you facing any issues while attending online classes?			
	Yes	1	15	40
	No	1	9	24
7.	Do you attend coaching/ tuition classes other than your school?			
	Yes	1	10	37
	No	1	15	26

Discussion:

The findings of this research have been reviewed in relation to its objective and with the conclusions of previous studies.

Socio demographic profile of higher secondary students

The set of demographic data was incorporated by the researcher in the present research study. The demographic data included age, gender, educational status of the mother, application used for online classes, Hours spent on online classes, Issues faced while attending online classes and attending coaching other than your college. The results indicated that the maximum age of the students 93.30% are between 16-18 years. Most of the students were male with 63.33%. Greater number of students were of the educational status of the mother were graduate with 36.66%. Majority of the students were using Google Meet application for online classes with 87.8%. The maximum of the students has spent 4-6 hours spent on online classes with 45.5%. Majority of the students have issues while attending online classes with 62.22%. Most of the students have attended the coaching with 54.7%

A similar study was conducted by the Sarwar, Inamullah, Khan, and Anwar (2010). This study examined the association between Gujranwala, Pakistani secondary school pupils' academic success and resilience. A resilience scale was employed to gather data. There were 127 secondary students in the sample, 52 of whom were boys and 75 of whom were girls. The findings showed that there was no correlation between resilience and achievement as determined by grades earned in the tenth grade and the secondary school boys are more resilient than secondary school girls.[7]

The association between assessment of academic resilience and selected demographic variable.

In the current study there is no significant association between assessment of demographic variables and demographic variables such as gender, educational status of other, application used for online classes, issues faced while attending online classes, attending coaching other than the college as the chi square values are 6.6274, 0.6539, 10.5678, 40.9363, 40.9363, 4.8788, 0.13, 2.5319 which are not significant at ($p < 0.05$) except the age which is significant with chi square value of 6.6274.

A similar study was conducted by Yuliasri Ambar Pambudhie with the purpose to describe and assess the academic resilience of college students in online courses. The research used a descriptive quantitative design. The population consists of college students. 318 college students participated in the incidental sampling technique that was employed. The study concludes that a higher number of college students in the high group those with academic resilience during online lectures—than in the low category. This indicates that college students, in Southeast Sulawesi are resilient and never give up in the face of adversity.[8]

Distribution of study samples according to level of academic resilience.

The present study reveals that the maximum students under the age group of 16-18(62) years of age had, the majority of students are males(38), the students whose mothers are post graduates(28), the student who spent 4-6 hours(30) spent on online classes, the students who are facing issues while attending online classes(40) and the students who are attending coaching classes other than college(37) hours have excellent academic resilience as compared to other students.

In a similar study examines the association between Moroccan university students' academic achievement and academic resilience during the Covid19 pandemic. A sample of 138 graduate and undergraduate students' academic resilience was assessed using the ARS-30, and their academic achievement was assessed by GPA during the pandemic. Ex-post facto research design is used in an exploratory study to investigate the link between variables. The findings show that pupils behave in a resilient manner. But compared to poor achievers, high achievers demonstrated more academic resilience there was no discernible correlation between academic resilience, gender, or study level.[9]

Recommendations:

In accordance with the study's findings, the following recommendations have been made: A similar study can be done on a large sample and can be done at every schools, colleges, and universities. A similar study can be done in guidance and counseling centers as well.

Limitation:

The present study is confined to senior secondary urban school students only and is limited to less sample. A large sample size can be included for generalization of the findings.

Conclusion:

Academic resilience is the ability to bounce back from difficult circumstances which can assist students to get past his or her worries and setbacks and help them experience something that will change their life. The majority of the students have excellent academic resilience with regard to COVID-19 pandemic whose external environment are satisfied and learning environment is favourable with strengthened family support.[10]

Students who exhibit academic resilience are those who succeed academically in the face of hardship. The academic resilience will enable the student to lead a more confident and better life. This will help the student to develop and benefit him in both his personal and professional life. The student will also learn to be cooperative, communicative, instil moral values, behave appropriately in various situations, remain cool, and learn from mistakes.

Conflict of interest:

There was no conflict of interest.

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