
Correlation Between Resilience and Academic Achievement of Higher Secondary Scheduled Caste Students

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Abstract: The study aims to find out the correlation between resilience and academic achievement of higher secondary scheduled caste students. The sample selected for the Present study consists of 652 higher secondary scheduled caste students studying in government, government-aided and private schools from Rohtak, Hissar and Sonapat districts of Haryana, India, the survey method used in the study in simple random sampling. For measuring, tool used the Resilience Scale in the year 2018 developed by investigator and the percentage of marks scored in their annual examination has been taken for the study. The data consists the background variables gender, major subject, type, nature and locality of the school, father's and mother's education, father's and mother's occupation and monthly income of the family for the calculation. The data collected is analyzed using 't' test and Pearson product moment co-efficient statistical techniques. The finding shows that i) there is significant difference in stability and resilience of higher secondary scheduled caste students with reference due to their gender. ii) there is significant relationship between the dimensions of resilience and gender of higher secondary scheduled caste students and iii) there is no significant positive correlation between resilience and academic achievement of higher secondary scheduled caste students.

Keywords: Resilience of Scheduled Caste Students, Annual Achievement Score.

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INTRODUCTION

Resilience refers to the capacity of human beings to survive and thrive in the face of adversity. It refers to the capacity that some young adults have to overcome difficult circumstances and go on to lead healthy, successful lives. It also involves being able to recover from difficulties or change to function as well as before and then move forward many refer to this as "bouncing back" from difficulties or challenges. It consists of a cluster of personality characteristics which implies a positive outlook on life and about self, flexibility in thoughts and in social relations, focused,

organized and proactive. Academic Achievement in general at all stages of education is a matter of deep concern for educationists as well as for others. In fact, the whole programme of education is geared to the achievement of high scholastic standards and the structure of the educational system is carefully planned with this target in the onward and upward journey to better things. Studies say that there exists a significant correlation between students with high resilience may be dependent on their academic achievement.

SIGNIFICANCE OF THE STUDY

The educational backwardness of the scheduled caste communities is generally attributed to poverty and illiterate home environments prevailing among them. Scheduled castes that look back upon their often painful experiences in school refer not to their invisibility in textbooks but to the distinct message of social inferiority that is conveyed to them by their teachers and peers. Today, a significantly large number of children from scheduled caste community attend high schools as compared to the situation that prevailed even five decades ago.

Even though, still scheduled caste students are suffering from complex, anxiety, fear, inner weakness etc. In fact, they are generally neglected during their childhood and this early stage of negligence and deprivation sometimes affects their resilience. Resilience is very important in one's learning which is the learner's stability of how well he or she is learning, and academic success which is reflected in class grades accumulated over the college tenure. Resilient qualities contribute to the ability to be proactive when confronted with challenging or unexpected events. Resilience implies positive psychosocial behaviours, including: optimism, confidence, ego resilience and control, cognitive reappraisal, emotional regulation, the ability to learn, a lack of denial, positive coping strategies, a sense of purpose and ability to find meaning. It is a theory that identifies the importance of protective factors and competencies, and the strengths-based approach is in the practical application of that theory, although strengths-based practice also encompasses broader ideas such as empowerment, healing and wellness.

Academic Achievement is one way to assess a student's learning. Special resilience training helps the children in their academic achievement and gives an exposure to show their hidden talent. The research on resilience specifically focused on discovering the protective factors that explain people's adaptation to adverse conditions including maltreatment catastrophic life events and also their academic achievement. Hence, the aim of this study is to examine the correlation of resilience and academic achievement of higher secondary scheduled caste students.

OBJECTIVES OF THE STUDY

1. To find out the level of resilience and its dimensions and academic achievement of higher secondary scheduled caste students in their gender
2. To find out the significant difference between resilience and its dimensions and academic achievement of higher secondary scheduled caste students in their gender.

3. To find out the significant relationship between its dimensions and academic achievement of higher secondary scheduled caste students.

NULL HYPOTHESES

1. There is no significant difference between male and female of higher secondary scheduled caste students in their resilience and its dimensions and academic achievement.
2. There is no significant difference between male and female of higher secondary scheduled caste students in their resilience its dimensions and academic achievement.
3. There is no significant relationship between resilience its dimensions and academic achievement of higher secondary scheduled caste students.

METHODOLOGY

The sample selected for the present study consists of 652 higher secondary students studying in Rohtak, Hissar and Sonapat districts' of Haryana, the present study used survey method and simple random sampling.

TOOLS USED

1. Resilience Scale (2018) developed by investigator and guide.
2. Annual examination marks (2018-19) were taken as scores of student's achievement.

REVIEWS OF RELATED LITERATURE

Previous studies conducted in this area demonstrate the key insights of the abovementioned issues. For instance, in an analytical research conducted by Michael Ungar and Linda Liebenberg (2013) found that improvements in school engagement are likely to result from school-based efforts to enhance children's experience of their culture and involvement in community activities. Sampling youth outside regular classroom settings and including meso- and exosystemic factors in studies of school engagement may help to identify protective processes not previously discussed in the literature.

In another study pursued by Reza Shahmahmoudi and Mohammad Javad Zahedi Mazandarani (2015) found that there is a significant positive correlation between family and the resiliency of women with addicted husband between problem solving and the resiliency of women with addicted husband between communications function and the resiliency of women with addicted husband between role and responsibility.

Further, Fatemeh Malekan and Reza Hajimohammadi (2017) found that there was a statistically significant relationship between Iranian ESP learners' translation ability and their resilience in reading comprehension. Secondly, it was revealed that there was a significant positive relationship between Iranian ESP learners' translation ability and their reading comprehension.

Vidya Vijayan (2018) found that there is a significant negative correlation was found between the family resilience (FRAS) and parental stress. This relationship suggests that as the family

resilience increases, parental stress in mother decreases. The family resilience seems to have a good effect in reducing the parental stress.

Opendejeet Kaur (2019) found that i) the students had shown statistical significant achievement in science as the mean gain scores of achievement in science of experimental group were 8.35 and control group were 1.83. ii) the students of the experimental group who participated in the resilience building intervention program had a positive impact on the achievement motivation as compared to the participants of the control group.

Finally, Karpagavalli (2020) found that resilience intervention program was effective in enhancing resilience among working women in Information Technology and Information Technology Enabled Services sector in reducing their stress level.

ANALYSIS AND DISCUSSION

TABLE 1.1 LEVEL OF RESILIENCE AND ITS DIMENSIONS OF HIGHER SECONDARY SCHEDULED CASTE STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

Resilience and its Dimensions	Total	Low		Moderate		High	
		N	%	N	%	N	%
Stability	652	120	18.4	473	72.5	59	9.0
Adaptive Capacity	652	119	18.2	450	69.0	83	12.7
Social Safety Needs	652	132	20.2	460	70.5	60	9.2
Academic Achievement	652	158	24.0	375	58.0	118	18.0

It is inferred that 18.4 percent of the higher secondary students have low, 72.5 percent have moderate and 9.0 percent have high level of stability of resilience. It is also found that 18.2 percent of the higher secondary students have low, 69.0 percent have moderate and 12.7 percent have high level of adaptive capacity of resilience. In terms of social safety needs of resilience among higher secondary students 20.2 percent of the higher secondary students have low, 70.5 percent have moderate and 9.2 percent have high level. 24.0 percent of the higher secondary students have low, 58.0 percent have moderate and 18.0 percent have high level in their academic achievement of higher secondary students.

TABLE 1.2

LEVEL OF MALE AND FEMALE HIGHER SECONDARY SCHEDULED CASTE STUDENTS THEIR RESILIENCE AND ITS DIMENSIONS AND ACADEMIC ACHIEVEMENT

Resilience and Its Dimensions	Gender	Low		Moderate		High		Total	
		N	%	N	%	N	%	N	%
Stability	Male	57	8.7	167	25.6	18	2.7	242	37.1
	Female	63	9.6	306		41	6.2	410	62.8

Adaptive Capacity	Male	42	6.4	170	26.0	30	4.6	242	37.1
	Female	77	11.8	280	42.9	53	8.1	410	62.8
Social Safety Needs	Male		6.4	184	28.2	16	2.4	242	37.1
	Female	90	13.8	276	42.3	44	6.7	410	62.8
Academic Achievement	Male	57	8.7	167	25.6	18	2.7	242	37.1
	Female	63	9.6	306	46.9	41	6.2	410	62.8

It is inferred that 8.7 percent of the male higher secondary students have low level, 25.6 percent of them have moderate level and 2.7 percent of them have high level of stability. Among the female higher secondary students 9.6 percent of them have low level, 46.9 percent of them have moderate level and 6.2 percent of them have high level of stability.

Among the male higher secondary students 6.4 percent of them have low level, 26.0 percent of them have moderate level and 4.6 percent of them have high level of adaptive capacity. Among the female higher secondary students 11.8 percent of them have low level, 42.9 percent of them have moderate level and 8.1 percent of them have high level of adaptive capacity.

Among the male higher secondary students 6.4 percent of them have low level, 28.2 percent of them have moderate level and 2.4 percent of them have high level of social safety needs. Among the female higher secondary students 13.8 percent of them have low level, 42.3 percent of them have moderate level and 6.7 percent of them have high level of social safety needs. 8.7 percent of the male higher secondary students have low level, 25.6 percent of them have moderate level and 2.7 percent of them have high level. Among the female higher secondary students 9.6 percent of them have low level, 46.9 percent of them have moderate level and 6.2 percent of them have high level of academic achievement.

TABLE 1.3

DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY SCHEDULED CASTE STUDENTS AND THEIR RESILIENCE AND ITS DIMENSIONS AND ACADEMIC ACHIEVEMENT

Resilience and its Dimensions	Gender	N	Mean	SD	df	Calculate value	Remarks
Stability	Male	242	27.79	3.107		2.406	S
	Female	410	28.38	2.946			
	Male	242	27.62	3.696			
	Female	410	27.89	3.792			
	Male	242	27.73	2.346			
	Female	410	27.78	2.733			
	Male	242	93.65	16.065			
	Female	410	1.9244	.6344			

Note: At 5% level of significance, for 650 df, the table value of 't' is 1.96. It is known that the 't' value for the dimensions of resilience like adaptive capacity, safety needs and resilience are more than 0.05 and so are not significant at 5% level. Hence the formulated null hypothesis, "there is no significant difference in adaptive capacity and social safety needs resilience of higher secondary scheduled caste students with reference to their gender" is rejected.

Thus, there is significant difference in stability and resilience of higher secondary scheduled caste students with reference due to their gender. This may be due to the fact that the female students have curiosity, willingness and enthusiasm about a new approach in their learning. They are really excellent in self-reliant and have significance in their own life. They are happy and satisfied with their contribution on positive impression. They have greater exposure to achieve their study goal. They have to discovered effective ways to refuel their energies in their learning. It helps to making decisions during the biggest different situations.

Hence the formulated null hypothesis, 'there is no significant difference between academic achievement of higher secondary scheduled caste students with reference to their due to their gender' is accepted. It means that there is no significant difference between academic achievement of higher secondary scheduled caste students with reference to their gender.

TABLE 1.4

RELATIONSHIP OF RESILIENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHEDULED CASTE STUDENTS IN THEIR GENDER

Variables	r-value	Remarks
Resilience Vs Gender	0.100	S
Academic Achievement Vs Gender	0.026	N.S

Note: 1% level of significance for (652) df, the table value of r is 0.081 5% significance for (652) df, the table value of r is 0.062 Reveals that the calculated 'r' value for resilience and gender are less than 0.01 and are significant at 1% level. The calculated 'r' value for resilience and gender are less than 0.05 and significant at 5% level. All these are having positive correlation and significant at 5% and 1% level. Hence the formulated null hypothesis, "there is no significant relationship between the dimensions of resilience and gender of higher secondary scheduled caste students" is rejected.

This may be due to the fact that they have positive solutions when facing a challenge or stress. They believe that their own decisions and actions during solving the problems. They manage

their stress level and refuel themselves to do new and different things. It helps them to achieve the study goals. The calculated 'r' value academic achievement and gender are less than 0.01 and are significant at 1% level. The calculated 'r' value for resilience and gender are less than 0.05 and significant at 5% level. All these are having negative correlation and significant at 5% and 1% level. Hence the formulated null hypothesis, "there is no significant relationship between academic achievement and gender of higher secondary scheduled caste students" is accepted.

TABLE 1.5 RELATIONSHIP OF RESILIENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHEDULED CASTE STUDENTS

Variables	r-value	Remarks
Resilience Vs Academic Achievement	.046	N.S

Note: 1% level of significance for (652) df, the table value of r is 0.081 5% significance for (652) df, the table value of r is 0.062 The table 1.5 reveals that the calculated 'r' value for resilience and gender are less than 0.01 and are significant at 1% level. The calculated 'r' value for resilience and academic achievement are less than 0.05 and significant at 5% level. All these are having positive correlation and significant at 5% and 1% level. Hence the formulated null hypothesis, "there is no significant relationship between resilience and academic achievement of higher secondary scheduled caste students" is accepted.

RECOMMENDATIONS

On the basis of the findings the investigator has given the following recommendations,

1. The school management should be arranged seminars, conferences and workshops to create awareness and to promote the importance and advantages of self-reliant, self-discipline, positive outlook on life and about self.
2. Proper guidance and adequate facilities should be given to improve their positive attitude and active participation towards classroom learning.
3. The schools should be arranged financial support and awards to the students who is in good achievement. This may motivate the other students to develop their positive personal activities.
4. Prospective teaching should be motivated to update the student's knowledge to meet the various needs and challenges to achieve high level in their learning. Occasionally, organized talks on positive attitude, problem solving and personality development by experts for the teachers and the students.
5. Opportunities must be provided to participate in the healthy competitions in the form of word puzzles, quiz programmes, higher order thinking skills workshops (HOT skills) to develop their thinking.

6. Parents and teachers should encourage and offer freedom to the students in their academic and life learning.

SUGGESTIONS FOR FURTHER STUDY

Based on the field observations, and estimated result, the following topics are suggested for further research.

1. A study on relationship between resilience and academic achievement of higher secondary scheduled caste students.
2. The present study can be conducted on other levels of education — secondary schools and colleges.
3. The same study can be extended to the other districts of the state to get more generalized findings.
4. Resilience and academic achievement of higher secondary teachers may be studied.
5. A comparative study of different states can be done to study resilience level of students and verbal linguistics ability of students from different age groups and culture.
6. In the present investigation a few of the important variables are studied. In future one can go for an in-depth analysis by taking different personality variables, other socio-cultural variables, which are likely to be related with resilience and its enhancement.

CONCLUSION

The study has examined the relationship of resilience and academic achievement of higher secondary scheduled caste students in down south of the nation- Rohtak, Hissar and Sonapat districts. Using primary data collected from 652 sample respondents, by adopting simple random sampling method, the study revealed that the levels of resilience and academic achievement of higher secondary scheduled caste students are high. Hence, all possible effective measures should be taken to raise their potentialities. The study also revealed that father's education, occupation and monthly income encouraged students at high level. Hence, fathers of students of higher secondary school should be made to spend more time with their children and give guidance & encouragement to the extent possible. Further, it can be suggested from the result of the present study that there should be a healthy cordial relationship between parents and students in order to help and encourage their resilience skill maintenance in their academic achievement in a positive way.

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