

PSYCHOLOGICAL RESILIENCE OF HIGHER SECONDARY STUDENTS

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ABSTRACT

Psychological Resilience of Higher Secondary Students In the present study the researcher has employed normative research method. In order to assess level of psychological Resilience of Higher secondary students, psychological Resilience Scale constructed and validated by Wangled and Young (2006) has been used by the researcher for the data collection. Random sampling technique was used in the selection of the sample of 200 higher secondary students of Nagappattinam district, Tamil nadu, India. The finding of the present study on Psychological Resilience of Higher Secondary Students indicates that the higher secondary students have high level of Psychological Resilience. Further, there is significant difference between Male and Female, Arts and Science, Joint family and Nuclear family students with respect to their Psychological Resilience.

KEYWORDS: *Psychological Resilience, Higher Secondary Students*

INTRODUCTION

At some point during their academic careers, all students will come against challenging circumstances, both social and academic. Bullying and taunting, disputes with parents or teachers, rivalry or arguments among peers, schoolwork, tests, and group projects, as well as the changeover from one school to another, are a few examples. Being resilient means having the ability to cope successfully under pressure or adversity. It aids pupils in avoiding any potential psychological harm that difficult experiences can cause. It entails more than just persevering in the face of struggle; resilient students see the good side of academic or social difficulties. This could entail making more of an effort, coming up with fresh ideas, or practising dispute resolution.

According to psychology, "resilience" refers to a person's positive response to stress and adversity. This coping may cause the person to "bounce back" to a former level of normal functioning, or it may provide a "steeling effect," causing the person to perform better than expected (such as an inoculation gives one the ability to manage potential disease exposure well). Most frequently, resilience is viewed as a system rather than as a personal trait.

The ability to adapt, survive, or, given life's challenges, to build and maintain a healthy life is referred to as resilience. Resilience is often defined as the inclination to spring back, recover, or recoil from stressful conditions. Werner (1990) proposed that resilient people swiftly and successfully adjust to major life situations. Understanding resilience, however, is challenging because once attained, it is not a construct that will always be present. Resilience cannot be viewed as a fixed quality that children either possess or lack, claim Zimmerman and Arunkumar (1994). Therefore, depending on the link between the gradual accumulation over time of personal and environmental influences, children can be more or less resilient at different stages in their life.

When examining the shared points of meaning in literature, psychological resilience can be viewed as a personality attributes involving the three aspects of attachment, power, and complexity. The dimensions are attachment, regulation, and difficulty in modifying the effect of stress in events experienced through adjusting understanding of the current situation and the detrimental effects of stressful life events through cognitive evaluation and coping (Sezgin, 2012, 490). As a result, it can be said that it shapes the individual's position and attitude toward current issues. In fact, Schulenburg (1995) discovered significant relationships between work motivation, awareness level, propensity to postpone, work discipline, and self control.

Due to obstacles, low-scoring students are more likely to give up on their research during the conscious stage. Procrastination propensity is described as a behavioural tendency or personality trait in literature that causes one to put off or put off doing a duty. Some research examines the illogical component of procrastination, and some of it portrays it as a tool for self-oriented protection and a coping mechanism for situations where people feel anxious about being tested and dread failure.

Developing Resilience

Resilience can be acquired irrespective of intelligence (IQ), and there are several research projects around the work that investigate the outcome of increased resilience among school-age children. The evidence indicates that the genders have specific pathways to establish resilience. Girls are resilient, for example, through developing good, loving relationships with others while boys grow resilience through learning how to solve problems.

Need and Importance of the Present Study

Resilience means modifying a person's reaction to a potentially dangerous situation. Given the adversities they face, people who are resilient are able to sustain a high self-esteem and self-efficacy. Those that are considered less robust would definitely give up and lose hope. The investigator therefore agreed to take up a analysis on the resilience of higher-secondary students because they are at an significant academic future level.

Statement of the Problem

Successful adaptation of a person at risk and in difficult situations, or psychological resilience, calls for adaptability, endurance to confront all challenges, attitudes, and reactions to constant changes in psychological distress. According to Ramirez (2007), psychological resilience is the capacity to heal and recover quickly from illness, stress, shifts, and difficult circumstances; it is also the suppleness of rebounding when wronged. Based on this psychological resilience, it can be said that the individual achieves a dynamic, fragile, and lifetime phase in the face of challenges and ongoing change at the conclusion of his battles. Teenagers need to be able to do that. Higher secondary pupils' psychological resilience should be assessed since it will help teachers choose the best methods to build it. The above discussion has made the present investigator to choose the problem at hand and it is stated as follows.

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OBJECTIVES OF THE STUDY

The Present Study Has the Following Objectives:

- To find out the level of Psychological Resilience of higher secondary students.
- To find out the significance of the difference between Male and Female students with respect to their Psychological Resilience.
- To find out the significance of the difference between Arts and Science students with respect to their Psychological Resilience.
- To find out the significance of the difference between rural and urban School students with respect to their Psychological Resilience.
- To find out the significance of the difference between Joint family and Nuclear family students with respect to their Psychological Resilience.

HYPOTHESES OF THE STUDY

Investigator of the present study framed the suitable hypotheses and Null hypotheses based on the previous studies

METHOD OF STUDY

In the present study the researcher has employed normative research method.

Tool Used for the Study

In order to assess level of psychological Resilience of Higher secondary students, psychological Resilience Scale constructed and validated by Wangled and Young (2006) has been used by the researcher for the data collection.

Sampling

Random sampling technique was used in the selection of the sample of 200 Higher secondary students.

Location of the Study

The present investigation is conducted among Higher secondary students of Nagappattinam district. For this 200 first year higher secondary students of Nagappattinam district were selected.

Tool used

Psychological Resilience Scale- constructed and standardized by Wagnild and Young (1993).

Hypothesis

- The level of Psychological Resilience of higher secondary students is high.
- In order to find out the Psychological Resilience of higher secondary students, the mean and S.D have been calculated.

Table 1: The Mean and Standard Deviation of Psychological Resilience Scores of Higher Secondary Students

N	Mean	Std. Deviation
200	98.97	10.95

It is evident from the above Table the calculated mean score of entire sample indicates that the higher secondary students have high level of Psychological Resilience.

Null Hypothesis

There is no significant difference between Male and Female students with respect to their Psychological Resilience.

In order to test the above Null hypothesis 't' value is calculated.

Table 2: Significance of Difference Between male and Female Students with Respect to Their Psychological Resilience

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	96	105.27	9.33	9.764	Significant
Female	104	943.02	9.82		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female students with respect to their Psychological Resilience.

Null Hypothesis

There is no significant difference between Arts and Science students with respect to their Psychological Resilience.

In order to test the above Null hypothesis 't' value is calculated.

Table 3: Significance of Difference between Arts and Science Medium Students with Respect to Their Psychological Resilience

Group	N	Mean	SD	t-value	Significance at 0.05 level
Arts	114	97.87	10.67	3.74	Significant
Science	86	101.65	10.53		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Arts and Science students with respect to their Psychological Resilience.

Null Hypothesis

There is no significant difference between rural and urban located students with respect to their Psychological Resilience.

In order to test the above Null hypothesis 't' value is calculated.

Table 4: Significance of Difference between Rural and Urban Students with Respect to Their Psychological Resilience

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	107	101.56	9.96	1.578	Not significant
Urban	93	98.12	10.197		

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban students with respect to their Psychological Resilience.

Null Hypothesis

There is no significant difference between Students in their Psychological Resilience with their Joint family and Nuclear family.

In order to test the above Null hypothesis 't' value is calculated.

Table 5: Significance of Difference between Joint and Nuclear Family Students with respect to their Psychological Resilience

Type of family	N	Mean	SD	t-value	Significance at 0.05 level
Joint	132	101.16	9.86	2.10	Significant
Nuclear	68	98.14	11.938		

From the above table, since the 't' value is significant at 0.05 level, the Null hypothesis is rejected and it is concluded that there is significant difference between Joint family and Nuclear family students with respect to their Psychological Resilience.

CONCLUSIONS

The finding of the present study on Psychological Resilience of Higher Secondary Students indicates that the higher secondary students have high level of Psychological Resilience. Further, there is significant difference between Male and Female, Arts and Science, Joint family and Nuclear family students with respect to their Psychological Resilience. Hence, Teachers should sustain this level among the students and should plan to further increase

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