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Influence of intervention program to foster academic resilience among adolescents

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Abstract

Academic Resilience is the inner strength of an adolescent to deal effectively with their academic setbacks despite daily academic challenges. It is a unique strength of an adolescent to be organised and focused towards their goals despite stress, academic pressure and daily life adversity. Although there is a large body of research focusing on general or life resilience, there has been little research into the issue of academic resilience. Therefore the present study was taken up to assess the influence of an intervention program to nurture academic resilience skills of selected adolescents. A total of 50 adolescents in the age group of 13-16 years were identified for the experimental study. Self structured Academic Resilience Scale: Subset of Adolescent Resilience Scale 2017 was administered to assess the Academic resilience skills. The respondents were exposed to an intervention programme for a period of six months to nurture Academic Resilience skills. The study concluded that, intervention programme was very effective in enhancing the Academic Resilience skills among adolescents.

Keywords: Adolescents, Academic resilience, intervention

Introduction

Adolescence during their transitional period under go rapid biological, cognitive and social changes Santrock [1993]. During this period they are also expected to meet the societal and educational demands to get along with others, cope up with frustration, accomplish a good academic achievement etc. Failing to meet any of the above demands results in school drop outs, depression, lack of purpose and feeling of inadequacy among the adolescents.

It is observed that some adolescents debilitated by setbacks, poor performance, stress and study pressure while others pick themselves up, recover, and move on. Some students get caught in a downward spiral of underachievement while others respond proactively to poor performance and break this downward spiral, some students withstand the pressure of school while others are energised and embrace the challenges (Andrew J. Martin and Herbert W. Marsh

How successfully adolescents are able to cope with these societal and especially educational demands depend on their Academic Resilience. Academic resilience is defined as the "High levels of achievement motivation and performance despite the presence of stressful events and conditions that place individuals at risk of doing poorly in school and ultimately dropping out of school" (Alva, 1991). It is the inner strength of an adolescent to deal effectively with their academic setbacks despite daily academic challenges. It is a unique strength of an adolescent to be organised and focused towards their goals despite stress, academic pressure and daily life adversity.

Resilience traits such as courage, appropriate event appraisal, honesty, tolerance of frustration with positivity, an ability to connect with others, self-acceptance and adaptability (Neenan, 2010) need to be nurtured among adolescents. The research study conducted by Cassidy (2015) [4] on Resilience Building in Students: The Role of Academic Self-Efficacy with a sample of 435 adolescents revealed significant predictor of academic resilience and students exhibited greater academic resilience when responding to vicarious adversity

Therefore nurturance of academic resilience skills among adolescents is very important to equip them to bounce back from the stressful demands of the society and academic pressure and lead a meaningful life.

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In view of the above discussion, the present study has made an attempt to find out” The Influence of intervention program to Foster Academic Resilience among Adolescents in Bangalore City.

Methodology

Aim

To foster Academic Resilience skills among adolescents

Objectives

- To assess Academic Resilience among adolescents
- To develop modules to impart Academic Resilience skills through intervention
- To assess the intervention influences

Hypothesis

- There is no significant difference between the pre and post assessment for the following dimensions of academic resilience among the experimental group respondents
 - a) Personal Vision
 - b) Organised Skills
 - c) Proactive skill
 - d) Total Academic Resilience

Research Design

a) Identification of Tool

A thorough review of literature was carried out to identify the

most suitable scale for the present study. Since there was no comprehensive scale available to assess all the dimensions of Academic Resilience considered for the study a self structured

Academic Resilience Scale: Subset of Adolescent Resilience Scale 2017 Is Used For The Present Study.

b) Identification of School

A Survey of schools in Bangalore city was carried out. The schools which showed keen interest in intervention program were listed. Ramana shree Udaya educational society School kalleri road Bangalore 56001 was selected as experimental group

c) Development of Modules

A thorough review of literature was carried out to develop suitable modules to impart academic resilience skills. The modules were developed on personal vision, organised and proactive skills. Intervention was given on the developed modules.

d) Statistical Analysis

Both the control and experiment group data was subjected to pre and post-test analysis using appropriate statistical analysis.

Findings of the Study

Table 1: Socio Demographic Information of the Respondents

Characteristics	Category	Experimental	
		N	%
Age group (years)	13-14	24	48.0
	15-16	26	52.0
Gender	Male	25	50.0
	Female	25	50.0
Ordinal position	First born	24	48.0
	Second born	15	30.0
	Third born	9	18.0
	Later born	2	4.0
Number of siblings	No	6	12.0
	One	20	40.0
	Two	16	32.0
	Three	8	16.0

Table - 1 depicts the socio demographic variables of the respondents. The analysis of the data clearly shows that majority (52%)of the of the respondents were in the age group of 15-16 years while remaining(48%) of the respondents were in the age group of 13-14 years. The gender distribution of both male and female respondents was equal (50.0% each).

When the ordinal position of the respondents was considered, majority of the respondents (48%) were first born. The analysis of number of respondent’s shows that majority of the respondents (40%) had one sibling; the next highest percentage (32%) of them had two siblings.

Table 2: Comparisons of Pre and Post Test personal vision Scores among the experimental group N=50

Sub - Dimension	Max. Score	Response	Scores				Paired ‘t’ Test
			Mean	SD	Mean (%)	SD (%)	
Personal vision	12 (3)	Pre	3.82	2.40	31.8	20.0	10.43**
		Post	9.04	2.53	75.3	21.1	
		Difference	5.22	3.54	43.5	29.5	

** Significant at 1% level, t (0.01, 49df) = 2.58

Table -2 when the above data was subjected to statistical analysis, the results clearly indicates that the mean score of the post test (9.04) was higher than the pre test (3.82) mean score. Hence when the mean percentage was analysed, it was observed highest mean score (75.3%) for the post test scores when compared to pre test scores (31.8%). The statistical

analysis of t- test to assess the differences shows a strongly significant difference (10.43**) at 1 percent level. These results clearly indicate that intervention was very effective in nurturing personal vision of the respondents.

Validation

Hence the hypothesis (1a) stating that there is no significant

difference between the pre and post intervention for personal vision was rejected

Table 3: Comparisons of Pre and Post Test organised Scores among the experimental group N=50

Sub -Dimension	Max. Score	Response	Scores				Paired 't' Test
			Mean	SD	Mean (%)	SD (%)	
Organized	12 (3)	Pre	3.90	2.57	32.5	21.4	12.57**
		Post	9.00	2.10	75.0	17.5	
		Difference	5.10	2.87	42.5	23.9	

** Significant at 1% level,

Table – 3 The statistical analysis of the data reveals that the mean score of the post test (9.00) was higher than the pre test (3.90) mean score. Hence when the mean percentage was considered, the data reveals highest mean score (75.0%) for the post test scores when compared to pre test scores (32.5%). The statistical analysis of t- test to assess the significant differences shows a strongly significant difference (12.57**) at 1 percent level. These results clearly indicate that

intervention was very effective in nurturing organised skills among the respondents.

Validation

Hence the hypothesis (1b) stating that there is no significant difference between the pre and post intervention of organised skills - sub-dimension of academic resilience was rejected

Table 4: Comparisons of Pre and Post Test Proactive Scores among the experimental group N=50

Sub - Dimension	Max. Score	Response	Scores				Paired 't' Test
			Mean	SD	Mean (%)	SD (%)	
Proactive	12 (3)	Pre	3.36	1.70	28.0	14.2	14.28**
		Post	9.44	2.19	78.7	18.2	
		Difference	6.08	3.02	50.7	25.1	

** Significant at 1% level,

Table – 4 The statistical analysis reveals the pre and post tests proactive scores among the experimental group. The data depicts that the mean score of the post test (9.44) was higher than the pre test (3.36) mean score. Hence when the mean percentage was analysed, the highest mean score (78.7%) for the post test scores when compared to pre test scores was observed (28.0%). The statistical analysis of t- test to assess the differences shows a strongly significant difference

(14.28**) at 1 percent level. These results clearly indicate that intervention was very effective in nurturing proactive skills of the respondents.

Validation

Hence the hypothesis (1c) stating that there is no significant difference between the pre and post intervention of proactive was rejected

Table 5: Comparisons of Pre and Post Test total academic resilience Scores among the experimental group N=50

Sub - Dimension	Max. Score	Response	Scores				Paired 't' Test
			Mean	SD	Mean (%)	SD (%)	
Academic	36 (9)	Pre	11.08	4.47	30.8	12.4	17.52**
		Post	27.48	5.06	76.3	14.1	
		Difference	16.40	6.61	45.6	18.4	

* Significant at 1% level, t (0.01,49df) = 2.58

Table 5 – Examines the pre and post test of total academic scores among the experimental group. The statistical analysis of the data shows that the mean score of the post test (27.48) was higher than the pre test (11.08) mean score. Hence when the mean percentage was considered, the highest mean score (76.3%) for the post test scores was observed when compared to pre test scores (30.8%). The statistical analysis of t- test to assess the differences shows a strongly significant difference (17.52**) at 1 percent level. These results clearly indicate that intervention was very effective in nurturing academic resilience among the respondents.

program was very effective in nurturing the academic resilience skills among the respondents indicating that intervention program to nurture resilience was very effective. Hence, the researcher advocates the inclusion of “Academic Resilience Skills” in the school curriculum to empower the adolescents.

Validation

Hence the hypothesis (1d) stating that there is no significant difference between the pre and post intervention results of total academic resilience was rejected

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Conclusion

The pre-test and post-test results of the sub-dimensions and total academic resilience revealed that the intervention

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