

A STUDY ON SOCIAL SUPPORT AND ACADEMIC RESILIENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT :

This study examines the relationship between social support and academic resilience among higher secondary school students. Social support, encompassing emotional, informational, and instrumental assistance from family, peers, and teachers, plays a pivotal role in adolescents' academic and personal development. Using a quantitative research design, the study involved a sample of higher secondary school students, collecting data through standardized scales for social support and analyzing their academic records for achievement. The findings reveal a significant positive correlation between Social support and Academic resilience highlighting the critical role of supportive relationships in fostering educational success. The study underscores the importance of holistic educational practices that integrate emotional and social well-being with academic goals.

Keywords: Social Support, Academic Resilience.

INTRODUCTION:

Adolescence is a crucial developmental stage, marked by significant academic, emotional, and social challenges. Higher secondary school students face immense pressure to excel academically, as their achievements during this phase often shape future career opportunities. Simultaneously, they navigate emotional and psychological complexities that can impact their resilience and overall well-being. Social support from family, peers, and teachers plays a vital role in fostering academic resilience, enabling students to overcome adversities and thrive in their educational journey. This study explores the relationship between social support and academic resilience, emphasizing its importance in creating supportive environments for holistic student development and success.

NEED FOR THE STUDY:

The need for this study arises from the increasing Academic challenges faced by higher secondary school students in today's competitive educational landscape. Adolescents are under immense pressure to perform academically as their achievements significantly influence their career prospects and future opportunities. Alongside these academic demands, they often grapple with emotional, psychological, and social issues that can adversely affect their resilience and overall well-being.

Social support from family, peers, and teachers, online support serves as a vital factor in alleviating stress, fostering motivation, and enhancing a sense of belonging, thus contributing to academic resilience. However, there is a lack of comprehensive understanding of how social support directly and indirectly impacts academic achievement, especially in this critical developmental stage.

This study addresses this gap, offering valuable insights for educators, parents, and policymakers to develop effective interventions that strengthen support systems, promoting holistic development and improved academic outcomes for students.

OBJECTIVES OF THE STUDY:

- To find out the level of Social Support and Academic Resilience among Higher Secondary School Students.
- To find out the significant difference in the Social Support and Academic Resilience mean scores of Higher Secondary School Students based on Gender, Medium of Instruction and Locality.

- To find out the relationship between Social Support and Academic Resilience among Higher Secondary School Students.

HYPOTHESES:

- The level of Social Support among Higher Secondary School students is moderate.
- The level of Academic Resilience among Higher Secondary School students is Average.
- There is no significant difference in the Social Support and Academic Resilience mean scores of Higher Secondary School Students based on Gender, Medium of Instruction and Locality.
- There is no significance relationship between Social Support and Resilience among Higher Secondary School Students.

METHOD ADOPTED IN THE PRESENT STUDY:

The investigator has selected survey method for this study entitled “A Study on Social Support and Academic Resilience among Higher Secondary School Students”.

TOOLS USED:

The following tools are used to collect data relevant to the

1. **Social Support** questionnaire prepared by investigator
2. **Academic Resilience** questionnaire prepared by Simon Cassidy

SAMPLE:

Random sampling Technique has been adopted to choose the sample. Random sample of 300 Students from XI standard were selected from different Higher Secondary schools of Tiruvallur District.

STATISTICAL TECHNIQUES USED :

Suitable statistical techniques were used to interpret the data to draw out more meaningful results in the present study. The following statistical measures were used.

- A. Descriptive analysis (Mean Percentage, mean & S.D)
- B. Differential analysis (t -test)
- C. Correlation analysis

DESCRIPTIVE ANALYSIS :

HYPOTHESIS 1

Social Support among Higher Secondary School Students is Moderate.

Using quartiles, frequency and percentage of students in each category is given in Table 1

Table 1

Frequency and Percentage of students in each category of Social Support

Variable	Range	Category	N	Percentage
Social Support	110-149	Low	75	9.1%
	150-177	Moderate	146	73.7 %
	178-199	High	79	17.2%

INFERENCE:

From the table 1, it is observed that more number of students lie in the moderate category showing that the Social Support of the higher Secondary school students is moderate as hypothesized.

HYPOTHESIS 2:

Academic Resilience among Higher Secondary School Students is Average.

Using quartiles, frequency and percentage of students in each category is given in Table 2

Table 2

Frequency and Percentage of Students in each category of Academic Resilience

Variable	Range	Category	N	Percentage
Academic Resilience	40-90	Low	82	27.3 %
	91-113.74	Average	143	47.6 %
	113.74-150	High	75	25.1 %

INFERENCE:

From the table 2, it is observed that Academic Resilience of Higher Secondary School Students is average as hypothesized. Since, maximum number of students lie in this category.

DIFFERENTIAL ANALYSIS

HYPOTHESIS 3

There is no significant difference in the Social Support mean scores of Higher Secondary School Students based o Gender, Medium of Instruction and Locality.

Mean, standard deviation and t-test have been calculated and presented in Table 3

Table 3

Mean, standard deviation and t- value for Social Support – Gender, Medium and Locality Wise

Social Support		N	Mean	S.D	t- value	L.S
Gender	Male	150	162.22	18.39	0.45	NS
	Female	150	161.30	15.72		
Medium	Tamil	150	160.80	15.41	0.97	NS
	English	150	162.75	18.50		
Locality	Rural	138	160.76	16.63	0.92	NS
	Urban	162	162.60	17.79		

INFERENCE:

From the above table it is observed that the Social Support score of Male Higher Secondary school students is 162.22 and Female Higher Secondary school students is 161.30.The t-value (0.45) is less than the table value 1.96 at 0.05 level showing no significant difference between the two means.Hence the null hypothesis is accepted.

It is observed that the Social Support score of Tamil Medium Higher Secondary school students is 160.80 and score of English medium Higher Secondary school students is 162.75.The t-value 0.98 is less than table value 1.97 at 0.05 level showing no significant difference between Tamil Medium and English Medium Higher Secondary School Students. Hence the null hypothesis is accepted.

It is observed that the Social Support score of Rural among Higher Secondary school students is 160.76 and Urban of Higher Secondary school students is 162.60 .The t-value 0.92 is less than table value 1.96 at 0.05 level showing no significant difference between Rural and Urban Students. Hence the null hypothesis is accepted.

HYPOTHESIS 4 :

There is no significant difference in Academic Resilience mean scores of Higher Secondary school Students based on Gender, Gender, Medium of Instruction and Locality.

Table 4

Mean, Standard Deviation and t-value for Academic Resilience

– Gender, Medium and Locality wise

Academic Resilience		N	Mean	S.D	t-value	L.S
Gender	Male	150	123.03	29.51	3.55	S at 0.01
	Female	150	133.01	17.66		
Medium	Tamil	150	120.59	30.12	5.42	S at 0.01
	English	150	135.44	14.65		
Locality	Rural	138	123.48	29.38	3.53	S at 0.01
	Urban	162	129.67	22.74		

INFERENCE:

From the above table it is observed that the mean Academic Resilience score of Female Higher Secondary school students is 133.01 greater than the mean score of Male 123.03 Higher Secondary school students. The t-value 3.55 is greater than the table value 2.58 at 0.01 level showing significant difference between Female and Male Students. Hence the null hypothesis is rejected.

From the above table it is observed that the mean Academic Resilience score of English Medium Higher Secondary School Students is 135.44 greater than the mean score of Tamil Medium 120.59 Higher Secondary school students. The t-value 5.42 is greater than the table value 2.58 at 0.01 level showing significant difference between Tamil and English Medium Students. Hence the null hypothesis is rejected.

From the above table it is observed that the mean Academic Resilience score of Urban Higher Secondary School Students is 129.67 greater than the mean score 123.48 of Rural Higher Secondary School Students. The t-value 3.53 is greater than the table value 2.58 at 0.01 level showing significant difference between the two means. Hence the null hypothesis is rejected.

CORRELATION ANALYSIS:

HYPOTHESIS 5:

There is no significant relationship between Social Support and Academic Resilience among Higher Secondary School Students.

Correlation is calculated and presented in Table 5

Table 5

Correlation between Social Support and Academic Resilience

VARIABLE	N	r value	L.S
Social Support	300	0.116	Significant

Academic Resilience			
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INFERENCE :

From the above table, it is observed that there is a significant positive relationship between Social Support and Academic Achievement at 0.01 level. Therefore, the null hypothesis is rejected.

FINDINGS:

- ❖ The level of Social Support of Higher Secondary School Students is moderate.
- ❖ The level of Academic Resilience of Higher Secondary School Students is average.
- ❖ There is no significant difference in the Social Support among Higher Secondary School Students based on Gender, Medium of Instruction and Locality.
- ❖ There is significant difference in the Academic Resilience among Higher Secondary School Students based on Gender, Medium of Instruction and Locality.
- ❖ There is positive relationship between Social Support and Academic Resilience among Higher Secondary School Students.

IMPLICATIONS OF THE STUDY:

This study highlights the importance of integrating Social Support into the educational framework to foster Academic Resilience among higher secondary school students. Schools should create environments that encourage collaboration between family, peers, and teachers to address students' academic and socio-emotional needs. Teachers can be trained to recognize signs of stress and provide personalized guidance to enhance student motivation and coping strategies. Educational institutions should prioritize counseling services, stress management workshops, and extracurricular activities to address students' emotional well-being. Curriculum must incorporate life skills and resilience-building strategies to equip students with tools to face challenges. Moreover, parent-teacher partnerships can strengthen the support system, ensuring students receive consistent encouragement both at school and home. By addressing the holistic needs of students, these measures can improve academic outcomes and foster long-term success.

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