ACADEMIC RESILIENCE AND TEST ANXIETY OF STUDENTS OF INTERMEDIATE EDUCATION: A COMPARATIVE STUDY

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ABSTRACT

Adolescents are younger human beings between the while ten and nineteen. It is a generation of physical, physiological, and psychological development among puberty and prison adulthood. Adolescents make up approximately 21% of India's population (approximately 243 million human beings). They represent the state's future, constituting a giant economic and demographic pressure. They have specific needs that fluctuate depending on gender, life instances, and socioeconomic instances. The finding of the study wide-open that the level of academic resilience and test anxiety of intermediate education students are moderate and above. Further the present research revealed that academic resilience and test anxiety positively correlated each other.

Keywords: Resilience, Anxiety, Intermediate Education, Mental Health, Stress.

1. INTRODUCTION

Today's world is full of demanding situations and limitations. When it comes to the educational subject, it has become increasingly tougher in recent years. Such obstacles (in anything shape) effect the getting to know environment, that is essential for effective coaching and studying. These troubles may also emerge at the teaching stage. Dr. C Ashok Kumar, R Kayalvizhi in their study stated that there is an urgent need to address the national crisis. Teachers play a critical role in children's lives, and teaching has become one of the most stressful occupations with alarmingly high rates of job dissatisfaction and turnover. This escalating crisis affects students' educational outcomes, thereby impacting their health. For instance, if a trainer does not educate to the extent of the scholars, does not put together efficiently, lacks expertise, is insensitive to student troubles, has a rigid mind-set, and may manipulate the lecture room surroundings, there'll absolutely be no conducive surroundings within the school room. These instances will damage the coaching and learning technique. One of the maximum critical components is the challenge be counted. If the concern count number does now not fit the student's pastimes, skills, and I.Q., the teaching-learning method can be affected all over again. Learners are not usually severe about their academics. They interact in several anti-social activities which includes drug addiction, truancy, bullying, stealing, illegal activity, and so on. As an end result of those activities, they do not pay attention to their research and, as an end result, fail. Whatever the circumstances, the question stays as to how a ways children can face and recover from instructional losses. Although it's far a conflict for the entire scholar body, it's miles particularly difficult for college students from diverse cultural backgrounds. Such students already stumble upon many issues, consisting of cultural variations, language variety, shifts in human being's behavioral styles, and numerous social styles, to call a few, all of which upload to the problem of educational resilience amongst students and its linked components.

A person who experiences anxiety feels discouraged and his willpower is completely lost. An entire range of inferiority complexes, guilt complexes, sexual troubles, obsessions, and fixed ideas come to light when someone undergoes despair. Kumar, C. Ashok (2021) confirmed that there was significant negative correlation between mental health and adjustment problems of higher secondary students. Anxiety complex is a frequent motive of frightened tension. The feeling of inferiority produces an incapability to conform oneself to distinctive occasions. It makes one sense powerless in managing life conditions. The character of the sufferer is susceptible and will become a prey to internal conflicts. Persons who revel in anxiety have feelings of guilt and failure that is quite insufferable. Guilt can pressure a person to risky behavior. These include emotions of possessing a worry of being rejected, abandoned, or believing that matters are continually going badly. One of the main fears of the individuals is not being capable of rely on something.

Resilience, often referred to as resiliency, is a term that refers to a idea that by and large encompasses components: an encounter with adversity and the useful adjustment results of that adversity. Resilience means a scholar's capability to modify or recover from adversity in the environment, along with failing in college, university, or university, being a victim of toddler abuse, criminal activity, poverty, or encountering violence. The manner of handling disruptive,

unsightly, or challenging lifestyles conditions in this type of manner that the individual gains greater protecting and coping skills than they did before the incident.

Academic resilience refers to a set of characteristics in students that aid in the process of successful adaptation and transformation, even when faced with risk and adversity. According to Martin and Marsh (2006), "Academic resilience is the student's ability to attain positive school outcomes despite academic setbacks, stress, and school-related pressures" (Mwangi, Ireri, & Mwaniki, 2017). Resilient people can face, overcome, or recover from serious academic threats. In simple terms, resilience refers to the ability to bounce back after a setback. "academic resilience, which focuses primarily on processes that allow students to succeed in school, despite the presence of significant adversity or risk factors that typically lead to poor academic outcomes" (Martin & Marsh, 2006, 2009; Wang et al., 1994). (Skinner, Graham, Brule, Rickert, & Kindermann, 2020).

Even after being exposed to stressful situations and events, such students demonstrate higher performance, indicating that they are less likely to perform poorly in school and, as a result, drop out. "Resilience refers to the increasing likelihood of academic success regardless of the adversities and challenges in the environment brought about by new experiences, conditions, and traits". (Wang & Gordon, 2012, as cited by Tamannaeifar & Shahmirzaei, 2019). Even though a significant percentage of students consistently demonstrate low performance, some pupils still manage to overcome their academic misfortunes.

2. JUSTIFICATION OF THE STUDY

In school situations, the attribution for success and failure may be considered as one of the important character traits many of the student, in addition, the stress degree of the scholar is also to be taken into account for his highbrow interests and they may face many boundaries and screw ups. Such failures produce a certain quantity of tension or stress in them and how much they bother approximately these disasters will suggest the diploma of failure tolerance on the way to have an effect on their academic achievement.

Every day, students face instructional and social issues within the classroom, at home, at colleges, and in their groups. Despite barriers and difficult situations, some college students can alter to problems and attain outstanding stages of educational success and success because they agree with that proper learning is the end result of non-stop efforts and wonderful questioning. Academically resilient students are those who can deal with these kinds of challenges. States that, "for an individual to be considered as resilient, he/she needs to have a positive result in a situation that involves high risk. For this reason, high-risk factors are necessary constituents that are needed to define and understand resilience." **(Brackenreed, 2010).**

Test anxiety is a type of overall performance tension. It's a feeling a person would possibly have in a state of affairs where performance counts or when the stress's on to do well. For example, a person would possibly enjoy performance anxiety when he is ready to strive out for the faculty play, sing a solo on stage, get into function on the pitcher's mound, and step onto the platform in a diving meet, or move into a vital interview. Like different conditions in which someone would possibly experience overall performance anxiety, take a look at tension can bring about "butterflies," a stomachache, or a tension headache. Some people would possibly sense shaky, sweaty, or sense their heart beating quickly as they anticipate the check to take delivery of out. A scholar with virtually sturdy test anxiety may additionally even feel like she or he would possibly bypass out or throw up. Test anxiety isn't always similar to doing poorly on a positive test due to the fact your mind is on something else.

Highly anxious and mentally healthy people although they're great may also do poorly in tests due to worry. Test tension and resilience play a totally vital function in shaping an individual. The gift machine of training whether or not it decreases (or) increases take a look at anxiety is the study executed by using the investigator so this take a look at may be very crucial. If there is lots of take a look at anxiety it may endanger the intellectual and emotional adjustment of the individual. The individual's capacities and possibilities are adversely affected by anxiety. It is assumed by using many researchers that a person's failure to acquire a excessive degree of performance in excessive school college students can be due to test tension or other inner and outside tension. It effects in behavior changes of the man or woman. It could severely endanger the kid's well-being. In quick within the test anxiety and mental fitness of a child of college age, the tension he reviews in check conditions is a risk sign. This observe will discover whether the level of check anxiety is excessive or low most of the students and the ijcorrelation some of the resilience of the students. Thus this study is very significant.

3. STATEMENT OF THE PROBLEM

The title of the problem is **"Academic Resilience and Test Anxiety of Students of Intermediate Education: A Comparative Study".**

Operational Definition

Academic Resilience

Academic resilience is defined as good academic achievement despite adversity in the educational process. It is the ability to successfully deal with academic drawbacks and challenges that are typical of ordinary academic life (Martin & Marsh, 2006).

Test Anxiety

Ormrod (2008), defined test anxiety as "excessive anxiety about a particular test or about assessment in general".

Objectives

1. To examine the level of academic resilience and test anxiety of students of intermediate education.
2. To examine whether there is any statistical difference between male and female students of intermediate education with regard academic resilience and test anxiety.
3. To examine whether there is any statistical difference in academic resilience and test anxiety among boys, girls and co-education school students of intermediate education.
4. To examine whether there is any statistical difference in academic resilience and test anxiety among government, aided, and self-financing school students of intermediate education.
5. To examine whether there is any statistical difference between rural and urban locale students of intermediate education with regard academic resilience and test anxiety.
6. To examine whether there is any statistical relationship between academic resilience and test anxiety of students of intermediate education.

Hypotheses

1. There is no statistical difference between male and female students of intermediate education with regard academic resilience and test anxiety.
2. There is no statistical difference among boys, girls and co-education school students of intermediate education with regard academic resilience and test anxiety.
3. There is no statistical difference among government, aided, and self-financing school students of intermediate education with regard academic resilience and test anxiety.
4. There is no statistical difference between rural and urban locale students of intermediate education with regard academic resilience and test anxiety.
5. There is no statistical relationship between academic resilience and test anxiety of students of intermediate education.

4. METHODOLOGY

a) Population

The study was conducted among intermediate students studying in higher secondary schools in the Dindigul District.

b) Sample Size

This study was confined to 680 intermediate education students of higher secondary schools, who distributed the questionnaire and collected the data.

c) Sampling Technique

In this study, a stratified random sampling technique was used to collect data from the samples.

d) Tools

1. Academic Resilience Scale developed and validated by Nalini Rao (1998).
2. Test Anxiety Inventory developed and validated by Richard Driscoll.

Data Analysis

A test of the significance of the difference between large independent samples was used for data analysis.

1. Percentage Analysis
2. 't' Test.
3. ANOVA.
4. Karl Pearson Product Moment Correlation.

Analysis

The level of academic resilience and test anxiety of students of intermediate education are as follows;

Table 1: Level of Academic Resilience and Test Anxiety of Students of Intermediate Education

	Level					
	Low		Moderate		High	
Academic Resilience	118	17.4	324	47.6	238	35
Test Anxiety	143	21	348	51.2	189	27.8

As shown in Table 1, 47.6% of intermediate education students showed moderate level and 35% showed high levels of academic resilience. And also, the table indicate that 51.2% of intermediate education students troubled moderate level and 27.8% showed high level of test anxiety.

Null Hypothesis 1

There is no significant difference between male and female students of intermediate education with regard academic resilience and test anxiety.

Table 2: The mean score difference between Male and Female Students of Intermediate Education with regard Academic Resilience and Test Anxiety

Variable	Gender	Mean	SD	't' Value	'β' Value
Academic Resilience	Male	203.603	32.9764	2.060	.040
	Female	198.383	33.0420		
Test Anxiety	Male	185.772	23.2567	3.118	.002
	Female	180.161	23.6460		

As shown in Table 2, the academic resilience of male and female students of intermediate education exhibited a statistically significant difference in their mean score (Male: 203.603 & Female: 198.383) and the calculated 't' value (2.060). Hence, the null hypothesis that there is no significant difference between male and female students of intermediate education in their academic resilience was rejected. Likewise, the test anxiety of male and female students of intermediate education exhibited a statistically significant difference in their mean score (Male: 185.772 & Female: 180.161) and the calculated 't' value (3.118). Hence, the null hypothesis that there is no significant difference between male and female students of intermediate education in their test anxiety was rejected.

Null Hypothesis 2

There is no significant differences among boys, girls and co-education school students of intermediate education with regard academic resilience and test anxiety.

Table 3: Alpha score difference among Boys, Girls and Co-Education School Students of Intermediate Education with regard Academic Resilience and Test Anxiety

Variable	Sum of Squares	Mean Squares	Post Hoc 'α' Value	'F' Vale	'β' Value
Academic Resilience	50504.608	25252.304	192.615	24.671	.000
	692938.261	1023.542	201.407		
	743442.869		214.494		
Test Anxiety	15467.269	7733.635	190.536	14.421	.000
	363052.894	536.267	182.832		
	378520.163		178.417		

Table 3, exhibited a significant difference among boys, girls and co-education school students of intermediate education in their academic resilience, as the calculated 'F' value (24.671). Moreover, the above table indicates that co-education school students possess higher academic resilience than their counterparts. Hence, the null hypothesis that there is no significant difference among boys, girls and co-education school students of intermediate education in their academic resilience was rejected. Likewise, there is a significant difference among boys, girls and co-education school students of intermediate education in their test anxiety, as the calculated 'F' value (14.421). Moreover, the above table indicates that co-education school students possess lesser test anxiety than their counterparts. Hence, the null hypothesis that there is no significant difference among boys, girls and co-education school students of intermediate education in their test anxiety was rejected.

Null Hypothesis 3

There is no significant differences among government, aided, and self-financing school students of intermediate education with regard academic resilience and test anxiety.

Table 4: Alpha score difference among Government, Aided, and Self-Financing School Students of Intermediate Education with regard Academic Resilience and Test Anxiety

Variable	Sum of Squares	Mean Squares	Post Hoc 'α' Value	'F' Vale	'β' Value
Academic Resilience	36505.827	18252.913	193.483	17.480	.000
	706937.042	1044.220	203.036		
	743442.869		211.830		
Test Anxiety	10306.108	5153.054	188.855	9.474	.000
	368214.056	543.891	183.710		
	378520.163		179.017		

Table 4, exhibited a significant difference among government, aided, and self-financing school students of intermediate education in their academic resilience, as the calculated 'F' value (17.480). Moreover, the above table indicates that self-financing school students possess higher academic resilience than their counterparts. Hence, the null hypothesis that there is no significant difference among government, aided and self-financing school students of intermediate education in their academic resilience was rejected. Likewise, there is a significant difference among government, aided and self-financing school students of intermediate education in their test anxiety, as the calculated 'F' value (9.474). Moreover, the above table indicates that self-financing school students possess lesser test anxiety than their counterparts. Hence, the null hypothesis that there is no significant difference among government, aided and self-financing school students of intermediate education in their test anxiety was rejected.

Null Hypothesis 4

There is no significant differences between rural and urban locale students of intermediate education with regard academic resilience and test anxiety.

Table 5: Mean Score Difference between Rural and Urban Locale Students of Intermediate Education with regard Academic Resilience and Test Anxiety

Variable	Locality	Mean	SD	't' Value	'β' Value
Academic Resilience	Rural	204.914	35.0833	2.925	.004
	Urban	197.436	30.9228		
Test Anxiety	Rural	183.409	25.8658	0.569	.570
	Urban	182.360	21.5261		

As shown in Table 5, the academic resilience of rural and urban locale students of intermediate education exhibited a statistically significant difference in their mean score (Rural: 204.914 & Urban: 197.436) and the calculated 't' value (2.925) Hence, the null hypothesis that there is no significant difference between rural and urban locale students of intermediate education in terms of their academic resilience was rejected. But, the test anxiety of rural and urban locale students of intermediate education exhibited statistically indifference, as the calculated 't' value (0.569). Hence, the null hypothesis that there is no significant difference between rural and urban locale students of intermediate education in terms of their test anxiety was accepted.

Null Hypothesis 5

There is no statistical relationship between academic resilience and test anxiety of students of intermediate education.

Table 6: Relationship between Academic Resilience and Test Anxiety of Students of Intermediate Education

		Test Anxiety
Academic Resilience	Pearson Correlation	.835**
	Sig. (2-tailed)	.000
	N	680

**. Correlation is significant at the 0.01 level (2-tailed).

With reference to Table 6, intermediate education students exhibits a significant relationship between academic resilience and test anxiety, as the calculated 'γ' value of .0835 is significant with high positive correlation. Hence, the stated null hypothesis there is no significant relationship between academic resilience and test anxiety of intermediate education student was rejected.

5. FINDINGS

1. The level of academic resilience and test anxiety of intermediate students are in moderate level.
2. There was a statistical difference between male and female students of intermediate education with regard academic resilience and test anxiety.
3. There was a statistical difference among boys, girls and co-education school students of intermediate education with regard academic resilience and test anxiety.
4. There was a statistical difference among government, aided, and self-financing school students of intermediate education with regard academic resilience and test anxiety.
5. There was a statistical difference between rural and urban locale students of intermediate education in their academic resilience.
6. There was no statistical difference between rural and urban locale students of intermediate education in their test anxiety.
7. There was a statistical relationship between academic resilience and test anxiety of students of intermediate education.

6. CONCLUSION

All such things like the physical centers provided inside the school, the methods of teaching organisation of co-curricular sports and social lifestyles of the school, the connection the various team of workers contributors and the top of the organization, the mind-set of the lecturers closer to students and the self-example of the instructor emotional behavior, impacts the emotional improvement of the students. Anxiety has been discovered to take place itself in unique spheres. Every residing being in the world attempts to satisfy the needs of 1's life. Very often a person failing in one's existence feels pissed off and dissatisfied regularly these emotions turn out to be extreme and take the form of worry that's anxiety.

In a nutshell, educational resilience can be described as someone's capability to face and improve from educational setbacks, or in other phrases, to fight back towards adversity. It relates to the capability to bounce back from setbacks and emerge victoriously. The contemporary generation is one among fierce opposition, and it's far not likely that everybody may be able to maintain their preferred stage of performance. Peer strain, societal expectancies, and a dangerous, unusual, or tough surroundings can also gift students with situations with the intention to not maintain their cutting-edge performance degree. Inner passion, motivation, self-assurance, future planning, or self-notion of concerned college students play a critical position in such conditions. In precise, academic resilience on the part of students is important in figuring out their academic overall performance.

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