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RESILIENCE BEHAVIOUR AMONG HIGHER SECONDARY GIRL STUDENTS IN MADURAI DISTRICT

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ABSTRACT

Resilience helps students to successfully deal with academic setbacks, stress, and study pressures during the learning process. Achievement is one of the most important indices of educational evaluation and reflects the socioeconomic development of every country. Achievement is assessed through measuring the degree of each student's institutional learning through his/her scores (Seif, 2001). Some students have sufficient mental abilities but cannot accomplish assignments and tests; they may experience achievement deficit and face educational challenges. Therefore, many questions can be formulated concerning the factors affecting academic achievement. The present study reports about the Resilience behaviour among Higher Secondary Girl Students. A sample consists of 400 Higher Secondary Girl Students from schools in Madurai District was constituted with due representation given to the variables standard and school locality. This paper includes the hypothesis verification, conclusions and educational implications.

Keywords: Resilience, Higher secondary, Girl students.

NEED FOR THE STUDY

Today, most women are juggling several jobs: breadwinner, family caregiver, family health manager, cook, and as my father used to say, the cleaner-upper. Of course, men are contributing more to household chores and childrearing these days, but many working women still feel they have to be superwoman and are burdened by an epidemic of overwhelm.

Resilience refers to the ability to bounce back and overcome the stress or successful adaptation to the challenging and threatening circumstances/environment. Resilience helps to succeed academically despite barriers that make it difficult for them to succeed (Benard, 1991). Resilient students experience one or more difficult life circumstances or traumatic events, but somehow find the power to overcome their adverse impact (Bryan, 2005).

This study attempts to investigate resilience behaviour and their influence in achievement among the female students studying higher secondary stage. The capacity of resilience is one of the most essential personal factors influencing achievement. Resilience is a multidimensional construct (Cicchette, 2013) and it is the ability to pass the hardest problems and overcome the most complex situations (Jackson, 2008). It represents someone's capacity for tolerating disastrous events. Resilience allows people to overcome their pitfalls