Cross-Currents: An International Peer-Reviewed Journal on Humanities & Social Sciences
Abbreviated Key Title: Cross Current Int Peer Reviewed J Human Soc Sci
ISSN: 2394-451X (Print) & Open Access
DOI: https://doi.org/10.36344/ccijhss.2026.v12i10.002

Volume-12 | Issue-10 | Nov-2026 |

Original Research Article

Academic Resilience in Higher Secondary Schools: Analyzing Parental Education as a Predictive Variable

Dr. Atul Chandra Baro[1*]
[1]Assistant Professor, Department of Education, Dhing College, Nagaon, Assam, India
***Corresponding author:** Dr. Atul Chandra Baro

| **Received:** 03.10.2026 | **Accepted:** 21.11.2026 | **Published:** 24.11.2026 |

Abstract: Parental education is one of the important independent variables that influences greatly the children's academic resilience. An attempt was made in the present study to explore the impact of parental education among the students of higher secondary school students of Kamrup district in Assam, India. Descriptive survey method was employed to meet the objective of the study. The investigator gathered a sample of 921 students of 12th standard from 20 provincialized and 14 private higher secondary schools of Kamrup district in Assam, by using the simple random sampling technique. The statistical technique like one-way ANOVA, was adopted to analyze and interpret the collected data. The findings revealed that there was significant difference in academic resilience of senior secondary students with respect to fathers' education. Moreover, it was found that there was significant difference in academic resilience of higher secondary students with respect to mothers' education.

Keywords: Academic Resilience, Parental Education, Higher Secondary Schools.

1.0 INTRODUCTION

A major obstacle encountered by the students is academic difficulties. Sometimes, students are required to face several obstacles in their journey of educational achievement. Students commonly face social and educational challenges within schools, families, and communities as a result of these pressures and barriers. Academic resilience can be described as the capability of learners to handle academic demands, adjust to difficult learning contexts, maintain enthusiasm and reach educational aspirations in the face of diverse hindrances.

The notion of 'Academic Resilience' emerged in the 20th century, replacing the term 'Invulnerability' to denote effective adjustment despite adversities (Gafoor & Kottalil, 2011). Academic resilience is the heightened likelihood of attaining success in educational contexts and many life pursuits, despite encountering environmental obstacles, influenced by personal characteristics, circumstances, and experiences (Wang, Haertal & Walberg, 1994). It is associated with the individual traits including classroom engagement, information application, and problem-solving abilities as well as familial factors such as- parental education levels, presence at home, and parental expectations (Sinay, 2009). Educated parents may be more proficient in supplying adequate guidance and counselling, educational resources, intellectual encouragement, and emotional support to their children. They may grasp the necessity of education and urge their children to nurture optimistic views on learning and overcome educational problems.

Academic resilience was considerably impacted by the parental education among students whose parents were educated in contrast to those students whose parents had vocational education (Raty, Kasanen & Rautiainen, 2014). The educational background of parents is the essential family-related element that may impact the development of academic resilience in students. Parental educational level may also influence children's attitude towards education, habits, motivation, aspiration and self-reliance.

2.0 Objective of the Study: The objective of the current study is to compare the academic resilience of higher secondary school students with respect to parental education.

3.0 Hypotheses of the Study:

$H_0$1: There is no significant difference in academic resilience of higher secondary school students with respect to fathers' education.

$H_0$2: There is no significant difference in academic resilience of higher secondary school students with respect to mothers' education.

Quick Response Code

Journal homepage:
https://saspublishers.com/

Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

Citation: Baro, A. C. (2026). Academic Resilience in Higher Secondary Schools: Analyzing Parental Education as a Predictive Variable. *Cross Current Int Peer Reviewed J Human Soc Sci, 12*(10), 244-248. https://doi.org/10.36344/ccijhss.2026.v12i10.002

4.0 Delimitations of the Study:

1. The present study was delimited to the students of class XII studying in provincialized and private higher secondary schools.
2. The study was delimited to the Assamese and English medium higher secondary schools under Assam State School Education Board (ASSEB) of Kamrup district, Assam.
3. The present study was delimited to the arts, science and commerce streams.

5.0 METHODOLOGY

Descriptive survey method was applied to achieve the objective of the present study. The investigator selected a sample of 921 students of 12th standard from 20 provincialized and 14 private higher secondary schools of Kamrup district in Assam, India, by using the simple random sampling technique. The academic resilience scale developed by Mihir Kr. Mallick and Simranjit Kaur in 2015 was adopted in the current study, which consists of 52 statements. The statistical technique, such as- one-way ANOVA, was employed to analyze and interpret the collected data.

6.0 Analysis and Interpretation of Data:

The purpose of the present study was to find out the differences in academic resilience among the students of higher secondary schools with respect to parental education. In order to meet the purpose, the data were organized into tables and appropriate statistical technique was applied for its analysis.

H_01: There is no significant difference in academic resilience of higher secondary school students with respect to fathers' education.

The sample taken for the study included the higher secondary students whose fathers were 50 illiterates, and whose fathers had 207 primary education (class i-viii), 314 lower secondary education (class ix-x), 170 higher secondary education (class xi-xii), 160 graduation and 20 post-graduation degree.

Table No.-1: ANOVA Results of Academic Resilience of Higher Secondary Students with respect to Fathers' Education

Variable	Sources of Variance	Sum of Squares	df	Mean Square	F	Table Value (.05)	Interpretation
Academic Resilience	Between Groups	67580.611	5	13516.122	20.60	2.22	Significant
	Within Groups	600129.284	915	655.879			
	Total	667709.895	920				

It has been demonstrated from the Table No.-1 that with regard to fathers' education, one-way ANOVA result shows that the sum of squares between groups and within groups are 13516.122 and 655.879 respectively and mean squares are 13516.122 and 655.879 respectively. The computed F-value 20.60 is higher than the table value 2.22 with df 5, 915 at .05 level of significance. Hence, it is significant and the null hypothesis is rejected. Therefore, it can be concluded that there was significant difference in academic resilience of senior secondary students with respect to fathers' education.

The post-hoc multiple comparisons were done for more analysis at .05 level of significance and the results had been shown in the table below.

Table No.-2: Multiple Comparisons of Means of Academic Resilience of Senior Secondary Students with respect to Fathers' Education

Variable	(I) Fathers' Education	(J) Fathers' Education	Mean Difference (I-J)	Std. Error	*p*-value
Academic Resilience	Illiteracy	Primary	3.85156	4.03560	.969
		Lower Secondary	-4.86301	3.89953	.906
		Higher Secondary	-9.82565	4.12016	.339
		Graduation	-21.26847*	4.14932	.000
		Post-Graduation	-23.46607*	6.77580	.036
	Primary	Lower Secondary	-8.71457*	2.29288	.013
		Higher Secondary	-13.67721*	2.65078	.000
		Graduation	-25.12002*	2.69587	.000
		Post-Graduation	-27.31762*	5.99687	.001
	Lower Secondary	Higher Secondary	-4.96264	2.43863	.530
		Graduation	-16.40546*	2.48758	.000
		Post-Graduation	-18.60306	5.90616	.079
	Higher Secondary	Graduation	-11.44282*	2.82088	.006
		Post-Graduation	-13.64042	6.05409	.407
	Graduation	Post-Graduation	-2.19760	6.07398	1.000

*** Significant at .05 level.**

It is found from the above comparisons table that there was significant mean difference in academic resilience between the students whose fathers were illiterates and the students whose fathers had graduation and post-graduation and the mean difference is in favour of the students whose fathers had graduation and post-graduation. It shows that the students whose fathers possessed graduation and post-graduation, had significantly better academic resilience compared to the students whose fathers were illiterates.

Significant mean difference was also found between the students whose fathers had primary education and the students whose fathers had lower secondary education, higher secondary education, graduation and post-graduation and the mean difference is in favour of the students whose fathers had lower secondary education, higher secondary education, graduation and post-graduation. Hence, it can be inferred that the students whose fathers possessed lower secondary education, higher secondary education, graduation and post-graduation, had significantly higher academic resilience as compared to the students whose fathers had primary education.

Moreover, there was significant mean difference between the students whose fathers had lower secondary and higher secondary education and the students whose fathers had graduation and the mean difference is in favour of the students whose fathers had graduation. Therefore, it can be concluded that the students whose fathers achieved graduation, had significantly better academic resilience than those students whose fathers possessed lower secondary and higher secondary education.

$H_0$2: There is no significant difference in academic resilience of higher secondary school students with respect to mothers' education.

The sample taken for the study included the higher secondary students whose mothers were 59 illiterates, and whose mothers had 178 primary education (class i-viii), 404 lower secondary education (class ix-x), 191 higher secondary education (class xi-xii), 82 graduation and 07 post-graduation degree.

Table No.-3: ANOVA Results of Academic Resilience of Higher Secondary Students with respect to Mothers' Education

Variable	Sources of Variance	Sum of Squares	df	Mean Square	F	Table Value (.05)	Interpretation
Academic Resilience	Between Groups	51208.149	5	10241.630	15.20	2.22	Significant
	Within Groups	616501.746	915	673.772			
	Total	667709.895	920				

From the Table No.-3, it has been observed that with regard to mothers' education, one-way ANOVA result indicates that the sum of squares between groups and within groups are 51208.149 and 616501.746 respectively and mean squares are 10241.630 and 673.772 respectively. The computed F-value 15.20 is more than the table value 2.22 with df 5, 915 at .05 level of significance. Hence, it is significant and the null hypothesis is rejected. Therefore, it can be inferred that there was significant difference in academic resilience of higher secondary students with respect to mothers' education.

The Scheffe post-hoc multiple comparisons were done for more analysis at .05 level of significance and the results had been shown in the following table.

Table No.-4: Multiple Comparisons of Means of Academic Resilience of Higher Secondary Students with respect to Mothers' Education

Variable	(I) Mothers' Education	(J) Mothers' Education	Mean Difference (I-J)	Std. Error	*p*-value
Academic Resilience	Illiteracy	Primary	-1.72685	3.89937	.999
		Lower Secondary	-11.83701	3.61768	.059
		Higher Secondary	**-17.86120***	**3.86620**	**.001**
		Graduation	**-25.64679***	**4.43132**	**.000**
		Post-Graduation	-29.50976	10.37656	.153
	Primary	**Lower Secondary**	**-10.11016***	**2.33516**	**.002**
		Higher Secondary	**-16.13436***	**2.70423**	**.000**
		Graduation	**-23.91995***	**3.46439**	**.000**
		Post-Graduation	-27.78291	10.00192	.174
	Lower Secondary	Higher Secondary	-6.02420	2.27933	.223
		Graduation	**-13.80979***	**3.14396**	**.002**
		Post-Graduation	-17.67275	9.89550	.671
	Higher Secondary	Graduation	-7.78559	3.42700	.397
		Post-Graduation	-11.64855	9.98903	.929
	Graduation	Post-Graduation	-3.86296	10.22105	1.000

*** Significant at .05 level.**

It has been observed from the above comparisons table that there was significant mean difference in academic resilience between the students whose mothers were illiterates and the students whose mothers had higher secondary education and graduation and the mean difference is in favour of the students whose mothers had higher secondary education and graduation. Thus, it can be inferred that the students whose mothers possessed the higher secondary education and graduation, had significantly more academic resilience than those students whose mothers were illiterates.

Significant mean difference was also found between the students whose mothers had primary education and the students whose mothers possessed lower secondary education, higher secondary as well as graduation and the mean difference is in favour of the students whose mothers had lower secondary education, higher secondary education and graduation. It shows that the students whose mothers achieved the lower secondary, higher secondary education and graduation, had significantly better academic resilience as compared to those students whose mothers possessed the primary education.

Moreover, there was significant mean difference between the students whose mothers had lower secondary education and the students whose mothers had graduation and the mean difference is in favour of the students whose mothers had graduation. Hence, it can be concluded that the students whose mothers achieved graduation, had significantly higher academic resilience than those students whose mothers possessed the lower secondary education.

7.0 Major Findings:

1. There was significant difference in academic resilience of senior secondary students with respect to fathers' education.
2. The students whose fathers possessed graduation and post-graduation, had significantly better academic resilience compared to the students whose fathers were illiterates.
3. The students whose fathers possessed lower secondary education, higher secondary education, graduation and post-graduation, had significantly higher academic resilience as compared to the students whose fathers had primary education.
4. The students whose fathers achieved graduation, had significantly better academic resilience than those students whose fathers possessed lower secondary and higher secondary education.
5. There was significant difference in academic resilience of higher secondary students with respect to mothers' education.
6. The students whose mothers possessed the higher secondary education and graduation, had significantly more academic resilience than those students whose mothers were illiterates.
7. The students whose mothers achieved the lower secondary, higher secondary education and graduation, had significantly better academic resilience as compared to those students whose mothers possessed the primary education.
8. The students whose mothers achieved graduation, had considerably higher academic resilience than those students whose mothers possessed the lower secondary education.

8.0 CONCLUSION

The findings of the present study revealed that there was significant difference in academic resilience of senior secondary students with respect to fathers' education. Moreover, it was found that there was significant difference in academic resilience of higher secondary students with respect to mothers' education. Hence, the level of parental education strongly influences a student's ability to remain motivated academically, largely because educated parents may offer proper guidance and serve as exemplars for their children. Students whose parents are educated, are more likely to foster a developmental outlook, participate more thoroughly in their academic endeavours and receive greater support, resources and facilities, which collectively help them in overcoming academic difficulties and challenges.

The parental education helps in the enhancement of academic resilience of students, conversely the other students should boost up their academic resilience. Parents with higher level of education can offer necessary learning opportunities and resources for their children's education. It is essential for the parents with lower levels of educational attainment, including illiterates and those with primary and lower secondary education, must try to render adequate learning facilities and educational resources for their children with a view to improving their resilience abilities in education. Parents should encourage and motivate the students' achievement and discuss about their learning processes as well.

REFERENCES

- Amzil, A. (2023). Academic resilience and its relation to academic achievement for Moroccan University students during the covid19 pandemic. *International Education Studies, 16*(1), 1-7. Retrieved from https://doi.org/10.5539/ies.v16 n1p1
- Anghel, R. E. (2015). Psychological and educational resilience in high vs. low-risk romanian adolescents. *Procedia-Social and Behavioral Sciences, 203*, 153-157. doi:10.1016/j.sbspro.2015.08.274
- Benard, B. (1995). *Fostering resilience in children.* ERIC Digest. Retrieved from https://files.eric.ed.gov/fulltext/ED386327.pdf
- Best, J. W., & Kahn, J. V. (2010). *Research in education* (Tenth ed.). New Delhi: PHI Learning Private Limited.

- Choo, O. Z., & Prihadi, K. (2019). Academic resilience as mediator of multidimensional perfectionism and academic performance among gen-z undergraduate students. *International Journal of Evaluation and Research in Education, 8*(4), 637-646. doi:10.11591/ijere.v8i4.20340
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* (3rd Edition) Thousand Oaks: SAGE Publications.
- Davidson, J. R., Payne, V. M., Connor, K. M., Foa, E. B., Rothbaum, B. O., Hertzberg, M. A., & Weisler, R. H. (2005). Trauma, resilience, and saliostasis: Effects of treatment in post-traumatic stress disorder. *International Clinical Psychopharmacology, 20*, 43-48. doi:10.1097/00004850-200501000-00009
- Demir, B. (2023). The mediating effect of academic resilience on the relationship between psychological resilience and academic achievement. *E-International Journal of Educational Research, 14*(3), 52-67. doi:https://doi.org/10.19160/e-ijer.1253101
- Eccles, J. S. (2005). Influences of parents' education on their children's educational attainments: The role of parent and child perceptions. *London Review of Education, 3*(3), 191-204. doi:10.1080/14748460500372309
- Gafoor, A. K., & Kottalil, N. K. (2011). Within child factors fostering academic resilience: A research review. *Endeavours in Education, 2*(2), 104-117. Retrieved from https://files.eric.ed.gov/fulltext/ED574833.pdf
- Garrett, H. E. (2011). *Statistics in psychology and education.* New Delhi: Paragon International Publishers.
- Ginsburg, K. (2025, April 10). *Fostering resilience*. Retrieved from https://www.fosteringresilience.com/about
- Gonzalez, R., & Padilla, A. M. (1997). The academic resilience of Mexican American high school students. *Hispanic Journal of Behavioral Sciences, 19*(3), 301-317. doi:https://doi.org/10.1177/07399863970193004
- Greene, R., & Conrad, A. P. (2002). Basic assumptions and terms. In R. Greene (Ed.), *Resiliency: An integrated approach to practice, policy and research* (pp. 29-62). Washington, DC: NASW Press.
- Imam, A., & Singh, G. P. (2015). Influence of gender, parental education and parental occupation on mathematics achievement of secondary school students. *Paripex-Indian Journal of Research, 4*(11), 187-190. Retrieved from https://www.worldwidejournals.com/paripex/recent_issues_pdf/2015/November/November_2015_1448104482__63.pdf
- Kaplan, H. B. (1999). Toward an understanding of resilience: A critical review of definitions and models. In M. D. Glantz, & J. L. Johnson (Eds.), *Resilience and Development: Positive Life Adaptations* (pp. 17-83). Kluwer Academic Publishers. Retrieved from https://psycnet.apa.org/record/1999-04168-002
- Koul, L. (2006). *Methodology of educational research.* Noida: Vikas Publishing House Pvt. Ltd.
- Mallick, M. K., & Kaur, S. (2015). *Academic resilience scale.* Agra: National Psychological Corporation.
- Mangal, S. K. (2002). *Statistics in psychology and education.* New Delhi: PHI Learning Private Limited.
- Martin, A., & Marsh, H. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools, 43*(3), 267-281. doi:10.1002/pits.20149
- Masten, A. S., & Reed, M.-G. J. (2002). Resilience in development. In C. R. Snyder, & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 74-88). Oxford University Press. Retrieved from https://psycnet.apa.org/record/2002-02382-006
- Newman, T. (2004). *What works in building resilience.* Ilford: Barnardo.
- Nyambura, M. C. (2015). *Predictors of academic resilience and its relationship to academic achievement among secondary school students in Kiambu county, Kenya.* (Ph.D. Thesis, School of Education, Kenyatta University). Retrieved from http://ir-library.ku.ac.ke/handle/123456789/15382
- Raty, H., Kasanen, K., & Rautiainen, R. (2014). Educational resilience from parental perspective. *Journal of Educational and Developmental Psychology, 4*(1), 1-9. doi:10.5539/jedp.v4n1p1
- Sinay, E. (2009). Academic resilience: Students beating the odds. *Research Today, 5*(1), 394-416. Retrieved from https://www.researchgate.net/publication/322862555
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1994). Educational resilience in inner cities. In M. C. Wang, & E. Gordon (Eds.), *Educational resilience in inner-city America: Challenges and prospects* (pp. 45-72). Hillsdale, NJ: Erlbaum.