

THE ROLE OF STUDENT RESILIENCE IN ENHANCING PERCEIVED ACADEMIC PERFORMANCE: INSIGHTS FROM INDIAN KNOWLEDGE SYSTEMS TO BOOST OUTCOMES

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Abstract.

This article discusses the central role of student resilience in building academic performance and how Indian Knowledge Systems (IKS) can be used as transformational instruments to enhance them. Student resilience is an essential factor in developing academic performance, particularly in secondary school education where students are constantly exposed to heavy stress and demands. Against the backdrop of increasing academic pressures and the necessity for overall growth, resilience is a central determinant of student achievement. This paper seeks to examine how resilience affects academic performance among secondary school students, with emphasis on the comparison of resilience and achievement. The research also explores recommendations on how indigenous Indian Knowledge Systems (IKS), like yoga, meditation, and philosophical instruction can be used to foster student resilience. The research indicates that resilience not only promotes academic perseverance but also develops critical thinking, stress management, and emotional well-being. This paper adds to the increasing body of work on education reform by promoting an even-handed approach that combines scientific rigor with cultural acumen in order to optimize learning experiences and academic outcomes.

Key words: Student Resilience, Academic Performance, Indian Knowledge Systems

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Introduction:

In the fast-changing landscape of education today, academic achievement is no longer solely dependent upon intellectual capacity or resource availability. It is increasingly shaped by a key, but sometimes undervalued, variable- student resilience. Resilience refers to the capacity to adjust, bounce back, and flourish in the face of academic struggles, personal adversity, and environmental change. It involves emotional toughness, problem-solving abilities, and the ability to sustain motivation over roadblocks. As students are confronted with increasing academic pressures, social stressors, and emotional challenges, resilience has been identified as a prime predictor of their achievement, both within and beyond the classroom.

Studies across varied educational settings have consistently demonstrated that resilient students tend to exhibit greater academic achievement, enhanced mental health, and improved overall well-being. They have the grit to stick with difficulties, the self-efficacy to have confidence in their ability, and the flexibility to learn from failure. Furthermore, resilience is not a fixed trait but a dynamic ability that can be developed through intentional educational practices, supportive environments, and targeted interventions. In this view, resilience is widely accepted as a core quality for survival in adversity and flourishing in the midst of adversity.

Resilience is the ability to rebound, adjust, and flourish despite adversity, difficulty, or stress. It includes emotional resilience, mental flexibility, and the ability to stay optimistic in the face of adversity. Resilient people show perseverance, problem-solving ability, and emotional control, allowing them to cope with the uncertainties of life with confidence. At the educational level, resilience is very important in defining academic achievement since it enables students to cope with stress, remain motivated, and overcome challenges. Building resilience is vital for character development, well-being, and long-term success at both the academic and life levels. At an academic level, student resilience is the capacity to cope with stress, failures, and adversity, and this greatly affects their performance at school. Adolescent school students, being at the stage of development during adolescence, tend to be prone to stress, peer pressure, and academic pressures.

Though resilience in academic achievement has been amply documented, the need still exists to find out how it can be cultivated in education systems effectively. That is where the Indian Knowledge Systems (IKS) concept proves useful. Grounded in centuries of philosophical, spiritual, and educational heritage, IKS is a broad spectrum of practices and teachings that focus on holistic development—uniting the mind, body, and spirit. The ancient Indian texts and the teachings provide deep insights into resilience, emotional balance, and the quest for knowledge. Indian Knowledge Systems promote practices like mindfulness, meditation, reflective thinking, ethical reasoning, and value-based education, which are increasingly being seen as having the potential to improve mental well-being and academic achievement. This research paper seeks to investigate student resilience in improving academic outcomes. Through theoretical frameworks and empirical research, the research will uncover some effective mechanisms for promoting student resilience. It will also provide recommendations on how certain age-old IKS practices can supplement modern-day educational practices to produce more resilient, flexible, and holistic learners.

Finally, this paper hopes to support the wider discourse on educational change by stressing the potential of transformation offered by resilience and the wealth of knowledge available through cultural knowledge in building next-generation learners.

Rationale of the Study:

The growing sophistication of academic contexts, combined with increased psychological stressors among students, highlights the need to seek factors that shape academic performance in ways that move beyond conventional standards of intelligence and knowledge acquisition. Resilience among students has come to the fore as an important predictor of academic achievement, having a decisive impact on the ability of students to navigate difficulties, sustain motivation, and accomplish their educational aspirations. Yet, although resilience

is well acknowledged, there is a dearth of thorough research that explores how it can be best promoted through educational systems.

In addition, the resilience-building capacity of Indian Knowledge Systems (IKS) is underutilized in present education research. Underpinned by integral philosophies, IKS provides tried-and-tested interventions like mindfulness, meditation, moral reasoning, and value-based education that share strong convergences with the promotion of emotional well-being and mental development. Blending these age-old wisdom with current educational methodologies may offer new strategies for building resilience, presenting learners with not only intellectual competencies but also life competencies necessary for long-term success.

This research aims to bridge these gaps by investigating the contribution of student resilience to academic achievement and how IKS can be used as a transformative instrument to promote both. By closing the gap between traditional wisdom and modern educational requirements, the research hopes to offer practical recommendations for educators, policymakers, and institutions working to develop resilient, flexible, and well-rounded students.

Aim of the Study: To study the Role of Student Resilience in enhancing Perceived Academic Performance and suggest strategies from Indian Knowledge Systems to foster outcomes.

Objectives of the study:

1. To examine the relationship between student resilience and perceived academic performance among secondary school students.
2. To compare student resilience and perceived academic performance of secondary school students on the basis of gender.
3. To suggest strategies from Indian Knowledge Systems to enhance Student Resilience and Perceived Academic Performance.

Null Hypotheses of the study:

1. There is no significant relationship between Student Resilience and Perceived Academic Performance of Secondary School Students.
2. There is no significant difference in Student Resilience and Perceived Academic Performance of Secondary School Students on the basis of the gender.

Methodology of the Study:

The researcher opted for descriptive research design of causal-comparative type and conducted a survey to collect data on Student Resilience and Perceived Academic Performance of Secondary School Students.

Sample of the study:

The sample of the present study comprised of secondary school students from schools in the city of Mumbai. The data was collected from 149 secondary school students from a co- educational Private Aided Schools by purposive sampling technique.

Significance of the Study:

This research is important because it examines the pivotal role of student resilience in impacting perceived

academic performance, placing an emphasis on emotional and psychological resources as well as academic proficiency. By learning how resilience affects learning achievement, teachers and policymakers can create effective interventions to assist students in conquering academic challenges.

Also, the research indicates that Indian Knowledge Systems (IKS) have potential in building resilience. Mindfulness, meditation, and holistic learning from old Indian tradition can enhance mental health, manage stress, and facilitate individual development, leading to improved academic outcomes.

The research can inform educational reforms, facilitate comprehensive development, and substantiate the incorporation of IKS-inspired approaches into contemporary curricula. This not only improves academic performance but also forges well-rounded individuals able to excel in heterogeneous settings. Ultimately, the research seeks to bridge the gap between traditional insights and modern educational imperatives to create resilient, responsive learners.

Data Analysis and Interpretation:

Null Hypotheses 1: There is no significant relationship between Student Resilience and Perceived Academic Performance of Secondary School Students.

Table 1: Relation between Student Resilience (SR) and Perceived Academic Performance (AP) of Secondary School Students.

Variables	N	df	Pearson's 'r'	LOS	100r ²
SR & AP	149	147	0.0664	NS	-

The calculated r value (0.0664) is less than the critical value (0.195). Since $0.0664 < 0.195$, the correlation is not statistically significant at the 0.05 level. Thus, with $r = 0.0664$ and $df = 147$, the correlation is not significant at 0.05 level of significance. Thus the null hypothesis is accepted. There is no significant relationship between Student Resilience (SR) and Perceived Academic Performance (AP) of Secondary School Students.

The lack of a significant relationship between student resilience and perceived academic performance can be due to factors such as uneven measurement of resilience, different academic settings, and extrinsic factors (e.g., family support, socioeconomic status). Moreover, perceived performance could be affected more by motivation, study habits, and teacher support than by resilience.

Null Hypotheses 2: There is no significant difference in Student Resilience and Perceived Academic Performance of Secondary School Students on the basis of the gender.

Table 2: Numerical data and level of significance for differences in Student Resilience (SR) and Perceived Academic Performance (AP) of Secondary School Students on the basis of gender.

Variable	Group	N	df	Mean	Std. dev	t-value	LOS
SR	Males	78	147	26.756	2.677	0.2795	N.S.
	Females	71		27.225			
AP	Males	78	147	16.884	4.142	0.1782	N.S.
	Females	71		17.802			

The obtained $t=0.279$ is less than the tabulated value of 1.984 at 0.05 level of significance. Therefore as 't' is not significant at 0.05 level, the null hypothesis is accepted. Thus there is no significant difference in Student Resilience of Secondary School Students on the basis of the gender.

No significant difference in student resilience based on gender could be due to equivalent socialization processes, equal access to resources and support, and similar coping styles among boys and girls. Furthermore, resilience depends on individual characteristics and environmental factors that can overshadow differences related to gender.

The obtained $t=0.1782$ is less than the tabulated value of 1.984 at 0.05 level of significance. Therefore as 't' is not significant at 0.05 level, the null hypothesis is accepted. Thus there is no significant difference in Perceived Academic performance of Secondary School Students on the basis of the gender.

No significant difference in perceived academic performance by gender may be due to equal educational opportunities, similar teaching methods, and comparable motivation levels. Both genders might experience similar academic pressures and support systems, leading to comparable self-assessments of their performance.

Strategies from Indian Knowledge Systems to enhance Student Resilience and Perceived Academic Performance:

1. Mindfulness and Meditation:

Practices of Vipassana and Dhyana enhance concentration, emotional balance, and stress management, leading to mental resilience.

2. Yoga and Pranayama:

Improves physical health, curbs anxiety, and enables mental clarity, leading to enhanced performance at school.

3. Guru-Shishya Parampara (Mentorship):

Establishes strong teacher-student relationships, providing personalized support, guidance, and resilience through mentorship.

4. Swadhyaya (Self-Study):

Enables reflective thinking, self-control, and lifelong learning, leading to increased academic interest.

5. Storytelling (Lok Katha):

Engenders critical thinking, moral judgment, and emotional awareness through stories based on cultural knowledge.

6. Ayurvedic Principles:

Encourages overall health, balancing body, mind, and spirit, which enhances academic achievement.

Incorporating these strategies can nurture resilience, improve self-confidence, and enhance perceived academic performance.

Conclusions:

The research tested the contribution of student resilience to perceived academic performance and investigated Indian Knowledge Systems (IKS) strategies to develop these outcomes. The results showed no significant

correlation between student resilience and perceived academic performance, and no significant gender differences in these variables. This would imply that although resilience plays a significant role in student well-being, its impact on academic achievement could be tempered by study habits, motivation, and teacher support. Gender also does not seem to have a significant effect on either resilience or academic achievement, implying that male and female students share similar academic experiences and challenges.

Recommendations:

- 1. Incorporate IKS in Education:** Include mindfulness, yoga, and holistic approaches in curricula to foster emotional well-being and resilience.
- 2. Emphasis on Whole Person Development:** Develop programmes that cultivate not only intellectual abilities but also life skills, tapping into ancient wisdom.
- 3. Teacher Training:** Provide teachers with methods to facilitate student resilience through mentoring and emotional support.
- 4. Further Research:** Investigate other determinants of academic achievement, such as socio-economic status, parental support, and pedagogical approaches.

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