A STUDY ON THE RELATIONSHIP BETWEEN ANXIETY AND ACADEMIC RESILIENCE AMONG SCHOOL STUDENTS

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submitted in partial fulfillment of the requirements for the award of the Degree of Bachelor of Arts (Honours with Research) in Psychology , to MIER College of Education (Autonomous), is an authentic record of my own research work carried out under the supervision of Dr Neha Jaral, Assistant Professor, Psychology.

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LIST OF ABBREVIATIONS

AAS	Academic Anxiety Scale
APA	American Psychological Association
ARS-30	Academic Resilience Scale 30 Items
D	Cohen's d (Effect Size)
Df	Degrees of Freedom
DSM-5 Edition	Diagnostic and Statistical Manual of Mental Disorders, Fifth
H0	Null hypothesis
M	Mean
N	Total Sample Size
P	Probability Value
R	Pearson's Product-Moment Correlation Coefficient
SD	Standard Deviation
t	Independent Samples t-statistic

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ABSTRACT

The present study examined the relationship between anxiety and academic resilience among secondary school students. Anxiety, as defined by the DSM-5, is characterized by excessive fear, worry, and related behavioral disturbances that interfere with daily functioning, and remains one of the most prevalent psychological concerns during adolescence, while academic resilience serves as a crucial protective factor enabling students to navigate academic challenges effectively. The study followed a quantitative research design, with a sample of 150 secondary school students (82 males, 68 females) falling within the age range of 13–18 years, drawn through probability sampling, specifically the simple random sampling method. Data were collected using the Academic Anxiety Scale (Cassady, 2019) and the Academic Resilience Scale-30 (Cassidy, 2016), and subsequently analyzed using Pearson's product-moment correlation and independent samples t-test. Results indicated a significant negative relationship between anxiety and academic resilience ($r = -.248$, $p = .002$), with no significant gender difference in anxiety levels ($t(148) = -0.59$, $p = .559$), while female students scored significantly higher on academic resilience than their male counterparts ($t(148) = 2.11$, $p = .037$, $d = 0.35$). Two null hypotheses were rejected, confirming a significant negative relationship between anxiety and academic resilience and a significant gender difference in academic resilience favouring females, while one was accepted, indicating no significant gender difference in anxiety levels. These findings underscore academic resilience as a vital psychological buffer against anxiety, emphasizing the need for school-based resilience-building interventions to foster student well-being and academic success.

Keywords*:* anxiety, academic resilience, school students, academic anxiety scale , academic resilience scale

CHAPTER- I

CHAPTER–I

INTRODUCTION

Anxiety and academic resilience have come to occupy a central place in understanding the psychological lives of school students and their relationship with academic success. Anxiety, characterised by persistent and excessive worry that interferes with daily functioning, has increasingly been recognised as one of the most common mental health concerns among young people today (American Psychiatric Association [APA], 2013), with the World Health Organization and UNICEF (2024) reporting that 1 in 7 adolescents aged 10 to 19 are currently living with a mental health condition, anxiety being among the most frequently reported. Academic resilience, defined as the ability of students to maintain or regain their academic functioning despite adversity, has correspondingly been identified as a key protective factor that enables students to withstand the pressures of school life (Martin & Marsh, 2006). Importantly, resilience is not considered an exceptional trait but rather one that emerges from the ordinary adaptive capacities present within most individuals (Masten, 2001). Understanding how these two constructs relate to one another among school students is the central concern of the present study.

The relationship between these two variables is particularly significant in the school context.Anxiety can impair concentration, memory, and problem-solving skills, thereby lowering academic achievement (Eysenck et al., 2007). Conversely, resilience equips students with coping strategies such as emotional regulation, self-efficacy, and optimism, which buffer against the negative effects of stress and worry (Abdelrahman, 2025; Fiorilli et al., 2020). By examining this relationship, the present study aims to shed light on how resilience can serve not only as a shield against anxiety but also as a foundation for long-term academic success and psychological well-being among school students.

1.1 ANXIETY

According to DSM-5 , anxiety can be defined as excessive worry and apprehensive expectation about various life aspects (like work, health) for at least six months, finding it hard to control, and experiencing at least three physical/mental symptoms (restlessness, fatigue,

concentration issues, irritability, muscle tension, sleep issues), causing significant distress or impairment, and not due to substances or other conditions (American Psychiatric Association, 2013). Anxiety is an unpleasant state of tension and apprehension characterized by physiological arousal and cognitive worry about future threats (American Psychiatric Association, 2013). Anxiety now constitutes one of the most prevalent mental health challenges affecting student populations globally, with the World Health Organization reporting that one in seven adolescents aged 10 to 19 experiences a mental health disorder (WHO, 2024; Essau et al., 2023). The COVID-19 pandemic has further exacerbated these challenges, with substantial increases in anxiety symptoms documented among children and adolescents worldwide (Racine et al., 2021).In the academic sphere, anxiety occurs particularly as a fear of school tasks, such as tests, homework, and social judgments, that are able to significantly influence students' emotional states and academic functioning. It offers a comprehensive overview of school students' anxiety, discussing its types, associated concepts, learning effects, and psychological mechanisms.School students experience various forms of anxiety that manifest in different academic and social contexts, each with distinct characteristics and impacts on learning:

Test Anxiety: The most prevalent form of academic anxiety, characterized by excessive worry, physiological arousal, and cognitive interference before and during examinations. Students with test anxiety often experience mental blocks, difficulty concentrating, and performance deterioration despite adequate preparation (Cassady & Johnson, 2002).

Mathematics Anxiety: A subject-specific anxiety involving feelings of tension, apprehension, and fear that interfere with mathematical problem-solving and number manipulation. This type often stems from negative past experiences, fear of making mistakes, and perceived lack of mathematical ability (Ashcraft & Kirk, 2001).

Social Anxiety: Encompasses fear of negative evaluation by peers and teachers, manifesting in reluctance to participate in class discussions, present in front of others, or engage in group activities. Social anxiety significantly impacts students' ability to form peer relationships and access collaborative learning opportunities (Horwitz, 2001).

Generalized Academic Anxiety: A pervasive pattern of worry across multiple school-related domains, including concerns about grades, teacher expectations, parental pressure, and future academic success. Unlike specific anxieties, this form is chronic and affects overall school engagement (Ottens, 1991). For instance, test anxiety includes excessive worry and somatic

symptoms during evaluative occasions, which hinder performance and information retention (Cassady & Johnson, 2002).

Anxiety in academic settings is not a one-dimensional phenomenon but involves multiple components that all have an impact on the functionality and performance of students:

Cognitive dimension: Intrusive and negative thinking concerning apprehension of failure, negative self-evaluation, and expectation of academic problems (Eysenck et al., 2007).

Physiological dimension: Physical manifestations like sweating, palpitations, and muscle tension induced by stress (American Psychiatric Association, 2013).

Behavioral aspect: Academic task avoidance, procrastination, and lower rates of activity in class (Cassady & Johnson, 2002).Moreover, anxiety also comes in forms of state anxiety, which are temporary feelings caused by particular situations such as examination, and trait anxiety, which describes a more pervasive and long-standing tendency towards experiencing anxious feelings (Spielberger, 1983).

While academic anxiety is still a major concern, recent research emphasizes that it frequently coexists with more general mental health issues like school avoidance, physical somatic complaints, and fatigue, all of which lead to absenteeism and disengagement from school (Kids Mental Health Foundation, 2025). Additional research reveals the complex relationships between students' personality qualities and anxiety. While characteristics like self-directedness and perseverance tend to act as a buffer against anxiety, dimensions like novelty seeking and harm avoidance have been positively linked to greater anxiety levels (Basharpoor et al., 2017).

Academic anxiety is an environmental variant specially related to the learning context (Cassady, 2010),characterized by worry related to specific learning activities (Ottens, 1991). This anxiety can greatly affect students' lives, leading to cognitive disturbance, decreased academic performance, strained social relationships, and even mental health problems (Happy et al., 2023). Empirical research provides further insight into the dynamics of academic anxiety.Research indicates differences by gender (Mandalaparthy, 2021; Christiansen, 2015), although this is disputed (Happy et al., 2023). The school environment affects anxiety levels, with urban and private schools tending to place greater pressure on students academically (Shakir et al., 2019). Most importantly, there is a negative relationship between anxiety and academic performance (Bihousbane & Touri, 2023; Oktavia & Syahrul, 2021; Junaid et al., 2020; Azmi & Sham, 2018). Surprisingly, moderate anxiety levels can at times boost performance (Brooker, 2018; Mavilidi et al., 2014).Anxiety is further exacerbated by social

factors, such as loneliness and perceived social threats (Cui & Yip, 2024; Refaeli & Achdut, 2020). Lastly, sociodemographic factors such as living standards and wealth may be influencing elements (Bihousbane & Touri, 2023; Cui & Yip, 2024). These intricate results highlight the necessity of focused interventions that take into account both specific needs and larger contextual circumstances.

Anxiety's influence is more than just emotional distress, considerably impairing cognitive abilities necessary for learning. Eysenck et al. (2007) proved anxiety to limit working memory and executive control, which are vital for reasoning and problem-solving. Anxious students therefore suffer in information processing and assessment, tending to underperform in comparison to their real potential (Lei et al., 2021). Behavioral consequences are procrastination, absenteeism, and social withdrawal, which also compromise academic achievement (McDonald, 2001).

Gender variation finds female school-going students reporting higher anxiety than males, which may be attributed to biological and socio-cultural influences on emotional expression and coping (Beeres et al., 2021). Contextual factors, including peer relationships, school climate, and home support, have a significant impact on the course and severity of academic anxiety (Ford et al., 2021). Supportive school environments, good teacher relationships, and peer acceptance are associated with reduced anxiety and improved academic achievement (Learning Policy Institute, 2025).

Intervention approaches are multi-dimensional. On the individual level, cognitive-behavioral therapy (CBT) and stress management skills provide students with ways to manage anxiety's impact (Sá et al., 2018). School-wide interventions with social-emotional learning (SEL) and stress reduction classes have shown effectiveness in developing supportive systems that neutralize academic anxiety (Wen et al., 2020). Intervention across educators, mental health practitioners, and families is necessary to build detailed support systems meeting students' psychological requirements in an integrated way (Green et al., 2016). Research priorities in the future include longitudinal studies aimed at clarifying the long-term effects of anxiety on learning paths and to determine resilient factors that act as buffers against risk (Wen et al., 2020). Investigating the impact of emerging educational technologies on anxiety is another area to develop adaptive learning environments.

Anxiety can be either exacerbated or reduced by environmental factors such as peer support, competitiveness, and classroom climate. Students' anxiety levels tend to rise in classrooms

with intense rivalry and poorer overall performance, while encouraging, goal-oriented settings can reduce stress and boost self-esteem (Chang, 2025).

1.2 ACADEMIC RESILIENCE

Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental source of strength that people are able to call on in times of need to carry them through without falling apart.The capacity to positively adjust to adversity is resilience (Lussier, Derevensky, Gupta, Bergevin, & Ellenbogen, 2007). Psychologists believe that resilient individuals are more equipped to handle adversity and reconstruct their lives after a struggle. According to Richardson et al., (1990), resilience is the process of coping with disruptive, stressful, or challenging life events in a way that gives the person extra protective and coping skills than prior to the disruption that results from the event. Academic resilience indicates that the students attain good academic outcomes even though they face adversity.

It alludes to academic success despite a demanding or hard situation in the process of education (Mihir K. Mallick and Kaur 2016). In an academic setting, resilience is generally defined as a student's capacity to effectively manage pressure, obstacles, and difficulties in the classroom. It can also be described as the increased likelihood of succeeding in a variety of life endeavors, despite adverse circumstances brought on by early characteristics, experiences, and environments. These students continue to do well even after experiencing stressful situations and incidents that put them at risk of performing poorly academically or, as a result, dropping out of school. Alva (1991).

Academic Resilience means accomplishing positive educational results or outcomes despite hardships. A.J. Martin (2002) defined, **"**Academic Resilience as students' ability to deal effectively with academic setbacks, stress, and study pressure**"**. Academic Resilience is not just important to yield good valuable academic results; it is important for an individual to develop an attitude required in the real world as a thriving and successful adult.Academic resilience is the ability to achieve successful learning outcomes in spite of adversity. In other words, it explains why certain students are able to sustain effort and performance under pressure while others exhibit symptoms of emotional distress or withdrawal. The construct has developed over the past two decades from general psychological theories of resilience to become a domain-specific construct directly applicable to school students (Martin & Marsh, 2006; Anderson, 2020).Persistence and grit are quantifiable traits among student populations, according to new research on academic resilience (Frontiers in Education, 2022).

It is currently recognized that academic resilience involves persevering through difficulties and being bolstered by cultivating growth mindsets, which guard against defeatist views brought on by worry and hold that skills can be acquired via work and education. In order to increase academic grit and lessen the disruptive potential of worry, practical implementations emphasize perseverance measurement and guided reflection.

Critical Aspects of Academic Resilience:

Self-belief (Confidence): Is the confidence of being able to succeed academically, which allows persistence despite adversity (Martin, 2003). Higher self-confidence in students discourages them less from setbacks.

Control: Expressed as perceived control over learning and results. When school-going students perceive that they have control, they tend to deploy effort and uphold self-control (Anderson, 2020).

Commitment: Refers to persistence and determination to attain academic success in the face of adversity.

Composure (Low Anxiety): Refers to emotional control and remaining composed in stressful academic situations (Martin, 2003).

Coordination: Refers to planning, goal definition, and time management skills that support resilient academic behavior (Martin et al., 2010).

Academic resilience emerges from the interplay of individual and environmental factors. Individually, qualities including self-efficacy, intrinsic motivation, optimism, and emotional regulation play an important role (Shengyao, 2024). Outside the individual, supportive teachers, positive peer networks, and inclusive learning climates reinforce students' resilience (Anderson, 2020; Boingboing, 2024). Studies further highlight that exposure to manageable adversity within the learning environment can facilitate students' constructive adaptability; this is at times referred to as being able to "fail well, fail forward, and fail often" (Anderson, 2020, p. 12).Initial research identified characteristics of resilient students, including high self-esteem, academic motivation, and good interpersonal skills (Wang, Haertel, & Walberg, 1994; Finn & Rock, 1997). Subsequent research adds to these traits adaptive coping, self-awareness, and emotional self-control, qualities fostered by organized school environments and purposeful teaching practices (Anderson, 2020; Martin & Marsh, 2008).

Scholars differentiates between academic buoyancy ,the daily resistance to small-scale academic stressors (e.g., getting a low grade or encountering fleeting peer conflict) and

academic resilience, which focuses on significant adversity like chronic underachievement, extended stress, or systemic disadvantage (Martin & Marsh, 2008; Anderson, 2020). While buoyancy facilitates small failures, resilience maintains functioning over extreme or long-term adversity.Some of the examples of adversity affecting resilience are, persistent academic failure or underachievement as perceived.Chronic fear of assessment or anxiety preventing participation and learning in the classroom (Martin, 2013).Structural inequalities such as constrained learning chances or socio-economic difficulties (Anderson, 2020).

Those students who exhibit academic resilience have emotional resilience and perseverance toward their personal and academic aspirations despite such challenges, employing coping mechanisms such as positive reframing, seeking help, and time management. Environmental or external resources like positive teacher-student relationships, parental support, and peer support all serve equally important functions in building resilience (Cai et al., 2025). Nurturing learning environments encourage both emotional safety and academic aspirations, enabling students to handle stress better. The self-determination theory presupposes that when learners feel autonomy and competence with supportive teaching, it increases the ability to adapt during academic pressure (Lei et al., 2018).Environmental or external sources like helpful teacher-student relationship, parental support, and peer support play equally crucial roles in enhancing resilience (Cai et al., 2025). Supportive learning environments enhance emotional safety and academic aspiration, making students better at coping with stress. The self-determination theory proposes that students, when they sense autonomy and competence through efficacious instruction, their ability to cope under academic pressures is improved (Lei et al., 2018) (Abdelrahman, 2025).

Since education is one of the fundamental instruments for a society's economic growth and development, academic failure is one of the main problems for any community. Additionally, an individual develops and acquires resilience through a variety of circumstances and emotional regulation; it is not innate (Trigueros, Padilla, Aguilar-Parra, Mercader, LopezLiria & Rocamora, 2020).According to Verma, Sharma, and Larson (2002), students are under more pressure than ever before to pursue their desired professional paths, and this competition is only getting more fierce as time goes on. Consequently, academic resilience is a strength that benefits students' academic and career paths.

In summary, academic resilience is a protective factor that not only works to address students' ability to cope in pressure situations but also directly affects their psychological health, in this case, by lowering academic anxiety. What makes this dynamic interdependence so important

is that it can inform the construction of effective educational interventions promoting holistic student development and long-term mental health.

1.3 SCHOOL STUDENTS

School Students are young individuals enrolled in formal educational settings,ranging from elementary to secondary schools. School students comprise those in formal schools from elementary to high school level, typically 6 to 18 years old, with the largest focus in most research on the adolescent population of 13 to 17 years old (National Center for Education Statistics, 2021). School students are not only school learners acquiring educational competence but also social beings negotiating social relations with their peers, developing identities, and learning life skills within complex school systems (Ford et al., 2021).

The school setting is imbued with deep significance beyond teaching.

It forms a social environment that dictates mental well-being, social ability, and overall welfare (CDC, 2025). Positive school experiences are regarded as the primary predictors of greater academic success and psychological resilience in terms of inclusivity in peer and teacher relationships and safety (Learning Policy Institute, 2025) and overall well-being (CDC, 2025). Positive school experiences that involve inclusivity, positive peer and teacher relationships, and a safe learning environment result in higher academic achievement and psychological resilience (Learning Policy Institute, 2025).

The school culture is also crucial to learning above academics. It is a social environment that affects mental well-being, social skills, and general well-being. Good school experiences,such as being welcomed, having good relationships with peers and teachers, and feelings of safety can result in improved academic achievement and greater mental resilience.

The psychological well-being of school children is central to their learning and growth. Studies have indicated time and again that students with good mental health are likely to have improved academic functioning, attendance, and interpersonal relations (Learning Policy Institute, 2025). Increased academic pressure and mounting mental health issues such as anxiety, though, have become widespread among school children across the globe, with one in every seven teenagers suffering from a mental disorder (World Health Organization [WHO], 2025). This is an indication of the real need to recognize and help the psychological aspects of school students. Anxiety is also one of the most prevalent psychological issues among school students. It encompasses generalized anxiety, social anxiety, and particularly academically

related anxiety such as test anxiety and fear of failure (American Psychiatric Association, 2013). In the context of school, anxiety may inhibit cognition-deteriorating attention, memory, and problem-solving skills; which, in turn, negatively impacts academic achievement (Hayat et al., 2021).Academic resilience is a strong antidote to school student anxiety. It is the ability to effectively deal and bounce back from academic challenges, and it encompasses emotional regulation, self-efficacy, motivation, and coping skills (Martin & Marsh, 2006). Findings show resilient school students have higher functioning and perform better despite stressors since they view crises as opportunities for growth and not as threats (Perez et al., 2009). Good school environments with positive teacher-student relationships, inclusivity, and safe learning spaces promote mental well-being and act as buffers for anxiety (Ford et al., 2021).Hence, the complex interaction between school students' anxiety and academic resilience is at the core of their academic involvement and mental well-being. Understanding the variables in-depth and examining their interaction offers critical insights to teachers, psychologists, and policymakers seeking to create supportive educational settings that enable school students for successful living.

1.4 ANXIETY AND ACADEMIC RESILIENCE RELATIONSHIP

The association between academic resilience and anxiety has been the focus of significant empirical study, especially among present-day adolescent populations. Several studies have found there to be a negative association between these metrics, such that as resilience is on the rise, anxiety falls (Fiorilli et al., 2020; Mohan & Kaur, 2021). Resilience acts as an emotional buffer, reducing the negative impact of worry on cognition and behavior by promoting students' emotional control, confidence, and sense of mastery (Abdelrahman, 2025).Worry interferes with attention, memory, and problem-solving abilities necessary for academic achievement (Eysenck et al., 2007). Yet, resilient students acquire useful coping skills like self-reflection, self-regulation, and emotion-focused strategies that minimize anxious thoughts' intensity and frequency (Martin & Ma& Marsh, 2006; Anderson, 2020). This interaction indicates interventions aimed at building school students' academic resilience can directly reduce anxiety symptoms.

Methods via Which Resilience Lowers Anxiety:

Emotional Regulation: To lessen their emotional sensitivity to stress, resilient pupils employ techniques like mindfulness and reappraisal (Abdelrahman, 2025).

Self-efficacy: The sense of helplessness that anxiety frequently evokes is counteracted by a conviction in one's own abilities (Shengyao, 2024).

Social Support: Encouragement from supportive peers and teachers improves stability and poise.

Gender differences in anxiety, though debated, often show females experiencing higher levels due to social expectations, alongside urban-rural disparities from competitive environments (Mandalaparthy, 2021; Bihari & Singh, 2023). Resilience components like self-belief and control directly buffer these, maintaining academic effort .

Recent studies offer empirical support for this buffering effect. For instance, the study of Abdelrahman (2025) with cross-cultural samples in Egypt, Jordan, and Oman identified that students who were more emotionally intelligent and resilient have significantly lower levels of situational anxiety. Likewise, a global study by Dalmış (2025) illustrated that psychological resilience has a powerful negative impact on future anxiety in university students. In particular, resilience was seen to bolster subjective well-being, which in turn diminishes the severity of future-directed anxiety. The research also pointed out that resilient students generally display improved adaptation, optimism, and problem-solving behaviors when under difficult academic or personal situations,processes which deter the development of anxiety into long-standing psychological distress.

In educational settings, resilience works as a psychological buffer which counteracts the mental energy drain induced by persistent stress or apprehension concerning failure. As noted by Yang (2025), psychological resilience acts as a mediator for academic stress and employment anxiety among university populations. The results indicate that resilient individuals are less prone to debilitating levels of anxiety even in environments of extreme stress due to the fact that resilience promotes adaptive coping and enables emotional recovery. Parallel to this, resilience is also strongly related to the Conservation of Resources Theory (Hobfoll, 1989), which holds that the individuals who have strong psychological resources are able to endure better the loss or threat of loss of their valued resources like academic achievement or self-esteem and therefore have fewer anxiety symptoms in times of stress. Additionally, Fiorilli et al. (2020) ascertained that in samples of adolescents, greater academic resilience is associated with less anxiety, better emotional balance, and greater school engagement. Resilient teenagers were found to evaluate potentially dangerous school activities as challenges, not threats, thereby lowering emotional reactivity. According to the authors, the

capacity to reinterpret stressful situations is pivotal in this reverse correlation: when students treat school failures as temporary and conquerable, concern decreases greatly.

The complex interconnection between anxiety and resilience is also present in perceived self-efficacy and motivation. Resilience positively influences intrinsic motivation, creating a greater sense of academic purpose and competence, counterbalancing feelings of helplessness typically experienced in anxiety (Shengyao, 2024). Conversely, extremely anxious students usually experience decreased self-efficacy, creating a vicious cycle where anxiety depletes resilience and low resilience increases the risk for anxiety. Yet, resilience-enhancing interventions by promoting emotional literacy, optimism, mindfulness skills, and goal setting have proven successful in disrupting this self-defeating cycle empirically (Anderson, 2020; Boingboing, 2024). In contemporary educational settings, this synergy assumes greater importance against the backdrop of increased academic and social pressures on young people. Research points out that weaker-resilient students not only have increased stress and overall anxiety but also show decreased academic performance, higher absenteeism rates, and impaired social functioning (Pérez-Jorge et al., 2025). In contrast, those with stronger resilience are not unaffected by anxiety but show a more adaptive emotional response, viewing it as something that acts as a stimulus instead of an obstruction. This accords with the double function of anxiety presented by the Yerkes–Dodson Law, in which moderate anxiety optimizes performance but high levels interfere with function, a rule controlled by the availability of resilience (Eysenck et al., 2007).When studying resilience as a mediator between anxiety and academic performance, resilience finds itself to be both a preventive and corrective measure. Prevention-wise, it lowers risk to anxiety by enhancing students' repertoire for coping and strengthening optimism. Correctively, it facilitates recovery from anxiety-induced lapses in performance, concentration, or self-esteem. Thus, anxiety-academic resilience comes most properly into view as dynamic: whereas increased anxiety tends to wear down resilience in the short term, long-term resilience training and support can, in the long term, result in substantial decreases in anxiety levels (Abdelrahman, 2025; Martin & Marsh2006).

Understanding the dynamics between anxiety and academic resilience holds profound implications for educational practice and policy development (Romano et al., 2021). Schools represent uniquely positioned settings for early identification and intervention (Dray et al., 2017). Educational approaches integrating mental health promotion with resilience-building initiatives offer particular promise for creating supportive environments that foster both

academic excellence and psychological well-being (Aldridge & McChesney, 2018).It is necessary for educators, counselors, and psychologists who deal with school students to comprehend and reinforce this connection. As global reviews have highlighted, resilience interventions enhance emotional equilibrium, promote engagement, and improve long-term mental health results (Anderson, 2020; Yang, 2025).Interventions building resilience, such as emotional regulation training, empirically lower anxiety by enhancing coping, supporting school-based applications (Hashmi et al., 2025).

To summarize, academic resilience serves as an antidote to anxiety and a platform for flourishing under difficult academic conditions. Its creation is imperative not just to offset anxiety but to also build a psychologically strong generation that can convert stress into sustainable learning and development.

1.5 THEORETICAL FRAMEWORK

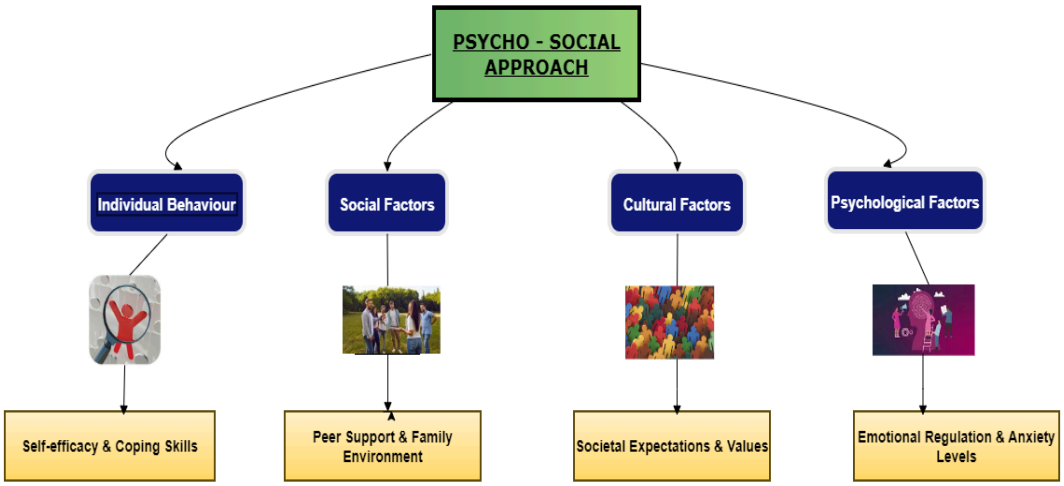


Fig1.1:Psycho- social Approach

Bronfenbrenner's ecological systems theory and Erikson's psychosocial development theory form the foundational basis of the psychosocial approach, highlighting how individual psychological processes and social environmental contexts interact dynamically (Bronfenbrenner, 1979; Erikson, 1950).Bronfenbrenner's ecological systems theory views school students' anxiety and resilience through interacting environmental layers (Bronfenbrenner, 1979). For example Microsystem stressors like unsupportive teachers

heighten anxiety, while mesosystem supports build resilience (Bronfenbrenner & Morris, 2006). Exosystem factors, such as parental stress, indirectly amplify academic fears (Rosa & Tudge, 2013).Erikson's theory highlights the industry versus inferiority stage (ages 5-12), where school failures foster anxiety and erode resilience (Erikson, 1950). Positive mastery experiences counter inferiority, enhancing academic persistence (Marcia, 1980).

In adolescence, unresolved crises intensify exam stress during identity formation (Erikson, 1968).These theories emphasize that development unfolds through nested influences, where adolescents navigate identity formation amid academic pressures, blending personal agency with relational support.

The model acknowledges that anxiety is a result of the interaction of individual's cognitive and emotional processes with social environmental factors such as self-beliefs, cognitive appraisals and the social aspects (peer support, family environment, teacher-student relationships) together determine students' anxiety experiences and resilience development in family situation, friends, and school pressure.For instance, within Bronfenbrenner's microsystem, unsupportive family expectations can heighten trait anxiety, while Erikson's stage of industry versus inferiority underscores how mastery experiences build ego strength to counter failure fears. Whereas academic resilience comes through the union of one's psychological resources like belief in one's ability and coping with difficulties, with protective social factors like supportive relationships and positive school climate (Bandura, 1997; Masten, 2014).

Thus, psycho-socio synergy creates a buffer, where self-efficacy reinforces resilience by enabling students to reframe adversities as surmountable, drawing strength from mesosystem interactions like parent-teacher collaborations.The psychosocial model is a tool that opens up a thorough investigation of how the psychological aspects and the social aspects together determine students' anxiety experiences and resilience development in the academic context.

1.6 SIGNIFICANCE OF THE STUDY

This research provides vital insight into the psychological health of school students by exploring the dynamic relationship between anxiety and academic resilience. With anxiety increasingly affecting adolescents and undermining academic performance, resilience emerges as a crucial protective factor within educational psychology and school mental health policy (Anderson, 2020; Martin & Marsh, 2006). In the post-pandemic era, where academic stress and mental health challenges have intensified, understanding this interplay is

essential for fostering supportive learning environments that strengthen emotional resilience and cognitive growth, ultimately promoting healthier and more effective educational outcomes.

1.7 STATEMENT OF THE PROBLEM

This study addresses the critical problem of how rising anxiety levels among school students impact their academic resilience. It specifically investigates whether there is a significant relationship between these variables and if gender influences how students bounce back from academic pressure.

1.8 OPERATIONAL DEFINITIONS

1.8.1 Anxiety: For the purpose of this study, anxiety refers to excessive worry and apprehension related to academic tasks, including test anxiety, mathematics anxiety, social anxiety, and generalized academic anxiety, as defined by DSM-5 criteria (American Psychiatric Association, 2013).

1.8.2 Academic Resilience: Academic resilience is defined as the ability of school students to maintain or regain academic performance despite adversity, encompassing self-belief, emotional regulation, persistence, and coping strategies (Martin & Marsh, 2006; Anderson, 2020).

1.8.3 School Students: For this study, school students are operationally defined as adolescents aged 13–17 enrolled in formal secondary education, representing the population most affected by academic stress and anxiety.

1.9 OBJECTIVES OF THE STUDY

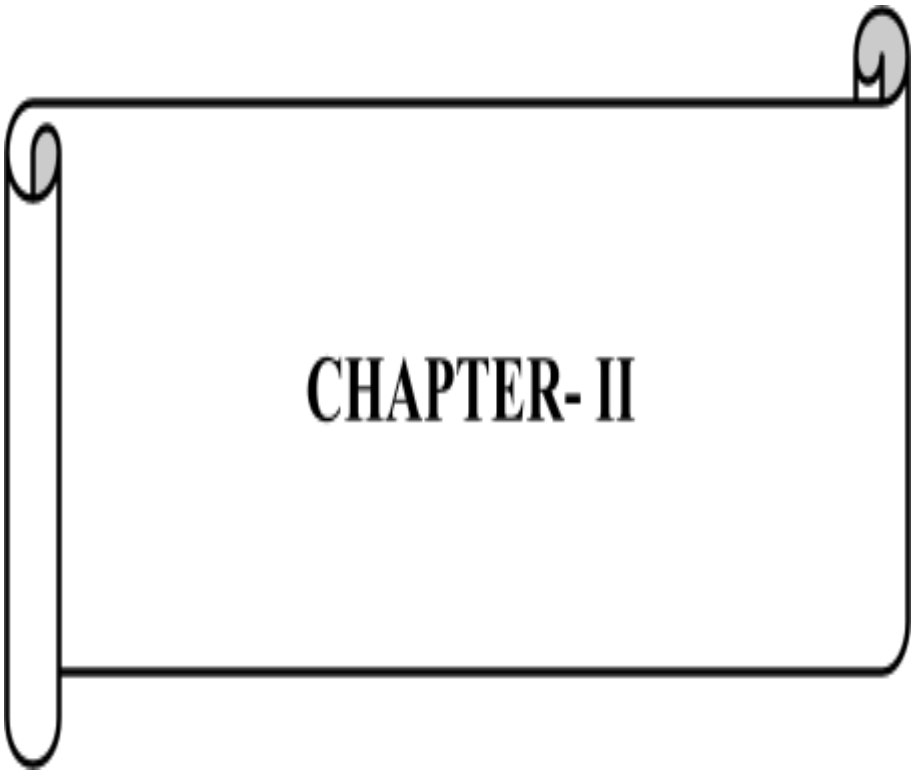
- To investigate the relationship between anxiety and academic resilience in school students.
- To explore gender differences in anxiety among school students.
- To explore gender differences in academic resilience among school students.

1.10 HYPOTHESIS OF THE STUDY

- H_0: There will be no significant relationship between anxiety and academic resilience among school students.
- H_0: There will be no differences in the levels of anxiety between male and female school students.
- H_0: There will be no differences in the levels of anxiety between male and female school students.

1.11 DELIMITATIONS

- The sample size is limited to 150 participants.
- Only individuals from the Jammu region were included.
- The age group is restricted to only 13-18 years of age.


CHAPTER- II

CHAPTER -II

REVIEW OF LITERATURE

A comprehensive summary of past research on a topic is called a literature review. Scholarly books, journals, and other materials relevant to a given topic of study are examined in a literature review. This earlier study ought to be enumerated, explained, and objectively summarized and explained in the review. A review of related literature helps to highlight what is already out there, provides a sufficient solution to the issue without the need for more research, and reduces the possibility of repetition. The following Flow Chart summarizes the reviews of the linked studies:

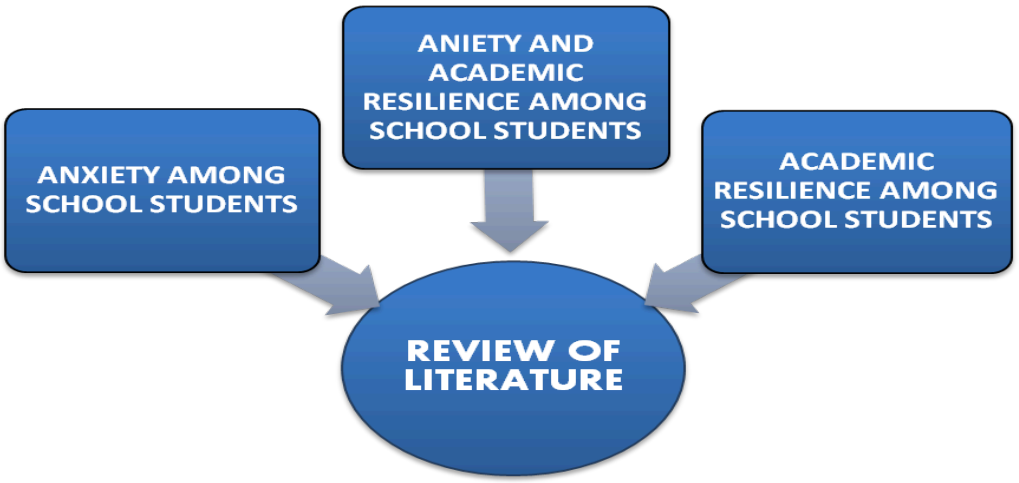


Fig 2.1: Review of Literature

2.1 ANXIETY AMONG SCHOOL STUDENTS

O'Sullivan et al., (2009) investigated the prevalence of anxiety among secondary and middle school students,using Spence Children's Anxiety Scale (SCAS) ,noting that anxiety disorders are prevalent and affect performance at school and social functioning.The research employed a cross - sectional study design with a sample size of 4,968 Canadian students in grades 6 to12 using stratified random sampling.The study revealed a statistically significant gender disparity , with females exhibiting markedly higher scores on the Spence Children's Anxiety Scale than males. Furthermore, chi-square analyses highlighted that academic pressure and social stressors were potent predictors of anxiety-induced behaviors, such as school

refusal.The authors emphasized the role of school-based mental health services in early identification and intervention .

Sarkar et al. (2017) examined the prevalence of depression, anxiety, and stress among Indian secondary school students through cross sectional study design.The sample consisted of students from classes 9th to 12th studying in government schools in Chandigarh. Random selection was used and 40 students from each school were selected with a total sample size of 470.The prevalence of depressive , anxiety and stress symptoms was 65.53%, 80.85% and 47.02% respectively. Logistic regression results identified academic pressure and single-parent family structures as significant predictors of psychological distress. The research highlights the urgent necessity for collaborative home-school interventions to buffer the intense academic stress prevalent in the Indian educational context.

Malak and Khalifeh (2018) examined the anxiety and depression prevalence among school students in Jordan and tested how these mental health issues were related to sociodemographic variables and Internet addiction. A sample size of 800 students between the ages of 12-18 years was selected using Random sampling technique.The study utilized a descriptive correlational design. The analysis revealed a strong positive correlation between internet addiction scores and both anxiety and depression. Multiple regression analysis confirmed that internet addiction was the primary predictor of these conditions, explaining a significant portion of the variance. The authors argue that as digital dependency rises, so does the risk of psychopathology, necessitating the integration of digital literacy into mental health counseling.

Parodi et al. (2021) performed a longitudinal analysis of anxiety trends among 37,360 youth participants from 2012 to 2018.The researchers used the Screen of Child Anxiety Related Emotional Disorders (SCARED) instrument. The authors used both unadjusted and adjusted logistic regression estimates to determine the time trends in prevalence of anxiety; the adjusted model included different sociodemographic covariates, such as sex, race/ethnicity, sexual orientation, and grade level. The researchers found a substantial increase in anxiety prevalence, rising from 34.1% to 44% over the six-year period. The data indicated a significant interaction effect for

demographics, with females and sexual minority youth showing disproportionately steeper increases compared to their peers.

Nakie et al. (2022) examined the rates of depression, anxiety, and stress among high school students in Northwest Ethiopia. The research design used was institution based cross sectional research design consisting of 849 participants accessed using simple random sampling method. The researchers were able to use the standardized self-administered questionnaire, DASS-21 instrument of data collection. Multivariate logistic regression was used and results revealed that 66.7% of students met the criteria for anxiety. The analysis isolated specific risk factors, showing statistically significant associations between anxiety and variables such as female gender, chronic medical history, and substance use. The study provides critical baseline data for African educational settings, suggesting that somatic health and substance abuse are key indicators for early anxiety detection in this population.

Yin et al. (2022) examined the prevalence of anxiety symptoms in high school students in the second year of the COVID-19 pandemic in the United States with an aim to objectively measure the levels of anxiety after the first year of the pandemic. It used a cross-sectional survey design in which a sample of 546 students in grade 9-12. The authors used the Generalized Anxiety Disorder-7 scale (GAD-7), to assess the level of anxiety. The results indicated that 36 percent of students had a moderate or severe anxiety GAD-7 score with a much higher percentage of the female students reporting moderate to severe anxiety than the percentage of male students. The authors suggested allocating resources to the assessment and treatment of anxiety in adolescents first to secure the functionality deficit and eliminate the future mental health effects.

Bihari and Singh (2023) investigated academic anxiety among secondary school students with respect to gender, habitat, and types of schools with the objective to examine the differences in academic anxiety across these variables.The study involved a descriptive survey design to select 350 secondary school through random sampling from both urban and rural educational institutions. The Academic Anxiety Scale of children was used and data was analysed with the help of T-test and descriptive statistics.According to the study, there are notable gender disparities in academic anxiety, with female students reporting higher levels than male

students..The authors stressed targeted psychological therapies emphasizing stress management and resilience, particularly for female and urban students.

Pontes et al. (2024) focused on relationships among social support, self-management skills, academic stress, and anxiety in Portuguese adolescents. A cross-sectional research design was implemented and 137 students were selected using convenience sampling technique. A total of four research instruments were used by the authors for conducting this research: PASS for assessing academic stress in children, GAD-7 for measuring symptoms of anxiety, Self-Control and SCMS for self-assessment of self-management abilities, and a sociodemographic questionnaire in addition to assessment of perceived social support.Statstical analysis was carried out using hierarchical regression and mediation analysis.The results showed a significant negative correlation between self-management skills and anxiety. This suggests that social support reduces anxiety by empowering students with the self-regulatory tools needed to manage academic demands.

Rani (2025) conducted a systematic review examining the relationships among anxiety, stress, emotions, and academic achievement in students. The review synthesized 25 empirical studies published between 2015 and 2023, representing diverse student populations from schools and universities across multiple countries.These studies were primarily designed using a cross-sectional design .The results demonstrated moderate to large magnitude correlations between students' anxiety levels (measured using standardized instruments such as the State-Trait Anxiety Inventory and Beck Anxiety Inventory) and academic achievement indicators including grade point average and test scores.Rani noted that negative emotional states negatively impacted both motivation and cognition, whereas positive affect buffered against this negative impact in approximately 40 percent of the reviewed studies.

Yao et al. (2025) explored the prevalence and predictors of anxiety among adolescents in China by using a cross - sectional study. The sample consisted of 49,717 university students from 106 Chinese universities.Self - report questionnaires were used for data collection. Statistical analyses included descriptive statistics, chi-square tests, and logistic regression to identify predictors of anxiety..The study found anxiety impacts 15-20% of students worldwide, driven by academic stress and interpersonal

relationships. Additionally, the study highlights the fact that anxiety has a negative effect on academic performance, social integration, and emotional regulation. Treatment such as cognitive-behavioral therapy and school-based mental health programs is advocated for curbing symptoms of anxiety and promoting resilience in teenagers.

2.2 ACADEMIC RESILIENCE AMONG STUDENTS

Tudor and Spray (2017) conducted a systematic review to evaluate methodological approaches for measuring academic resilience among school students. The review analyzed 35 studies employing two primary approaches: (a) inferring resilience through risk factors and (b) using measurement scales of protective factors like self-efficacy and perseverance. Significant variability was found in risk/adaptation definitions and inconsistent scale usage, with no single psychometrically robust tool dominating the field. Key findings highlighted that methodological inconsistencies hinder prevalence estimates and intervention efficacy evaluations, while noting strong scales like the Academic Resilience Scale show promise but lack standardization.

Beri and Kumar (2018) conducted a meta-analysis synthesizing research on factors influencing students' ability to succeed academically despite adverse conditions. The analysis reviewed multiple studies using meta-analytic techniques including ANOVA and factor analysis across diverse international samples. Key findings revealed strong predictors including meaningful school participation, social support from family/peers/school, self-efficacy, and positive school environments, with girls often showing greater resilience due to socialization patterns. The authors recommended policy-focused strategies for educators to enhance protective factors like emotional skills programs and community involvement.

Padmashri and Krishnamurthy (2018) examined the effects of academic resilience on academic achievement among 125 high school students (62 males, 63 females) from a North Bangalore urban public school. The researchers utilized the Bharathiar University Resilience Scale (BURS) and David's Battery of Differential Abilities (DBDA-revised version) as data collection instruments. Pearson correlation analysis revealed a significant positive relationship between students' resilience levels and academic performance, while independent t-tests showed no significant gender

differences in resilience traits or academic aptitude. The authors emphasized that appropriate counseling interventions could enhance adolescents' academic talents and resilience qualities to improve academic achievement.

García-Crespo and colleagues (2021) carried out an extensive analysis using PIRLS 2016 data from over 117,000 fourth-grade students and more than 6,000 teachers across 22 European countries to understand drivers of academic resilience among students from low socioeconomic backgrounds.Multilevel logistic regression was employed to determine drivers of resilience in low-SES populations. The model revealed that reading self-confidence was the single most potent predictor, increasing the odds ratio of resilience by up to 130% in some nations. Additionally, a sense of school belonging was found to significantly boost resilience likelihood . These findings suggest that pedagogical strategies fostering confidence and inclusivity are far more effective than varying teaching methods alone.

Radhamani et al., (2021) examined students' academic resilience through a review of research studies on factors of resiliency within the school setting. A sample number of 300 school students was taken using random selection. Pearson correlation was used to evaluate the relation between academic resilience,perceived teacher emotional support and school engagement.Their study confirmed that academic resilience is strongly associated with perceived teacher emotional support as well as student involvement. These results highlight the imperative of supportive relationships between teachers and students in promoting academic resilience, which allows learners to withstand difficult academic circumstances with high performance.

Romano et al. (2021) investigated the relationship between academic resilience and school burnout while examining the moderating effect of students' satisfaction with classroom relationships. The study employed a cross-sectional design with 576 Italian high school students aged 14-18 years using convenience sampling. Multiple hierarchical regression analysis with interaction terms revealed that academic resilience was inversely associated with school burnout . Satisfaction with teacher relationships emerged as a significant protective factor, while satisfaction with classmate relationships significantly moderated the resilience-burnout relationship . The authors emphasized the importance of promoting both individual resilience

characteristics and positive classroom relational dynamics through structured peer exchanges to create resilient classroom communities.

Rodríguez and López (2023) carried out an exploratory case study among middle school students of a marginalized neighborhood in Bogotá, Colombia, to determine the individual and family protective factors that influence academic resilience.The research employed semi-structured interviews and focus group discussions analyzed through content analysis.The research revealed that family guidance, emotional support, and significant family participation are essential to build resilience among students encountering socio-economic difficulties. Moreover, personal qualities like optimism, motivation, and perseverance were also emphasized as critical for overcoming adversity and succeeding academically.

Chen et al. (2024) examined whether grit predicts academic resilience during the COVID-19 pandemic based on behavioral data from a virtual learning platform used by 5th to 9th graders in the UAE. Using hierarchical regression analysis, the researchers determined that students with higher behavioral grit exhibited significantly lower decreases in math and science performance under remote learning adversity . The study demonstrated that grit accounted for as much as 77% of the variance in academic resilience during crisis situations, surpassing the predictive power of baseline cognitive ability. The authors promoted educational programs to foster grit and growth mindset to enhance students' resilience.

Duan et al. (2024) probed the inner workings of the academic resilience of students in language learning, aiming to evaluate its overall and dimensional levels and to investigate gender and age differences among the English as a Foreign Language (EFL) learners in China. The research combined a cross-sectional survey research design and a sample of 1,653 junior and senior high school students from different schools who were learning English as a foreign language. Both exploratory factor analysis (EFA) and confirmatory factor analysis were employed. The results showed that there were no substantial differences at the level of overall academic resilience in English learning and its four subdimensions between male and female students. However, the study discovered that the level of family support for junior high school students was significantly higher than that of senior high school students, indicating

that younger students perceived greater family involvement and support in their English learning endeavors.

Gabrielli et al.(2024) investigated academic resilience among disadvantaged students originating from both native and immigrant backgrounds in seven European countries. The study measured academic resilience by identifying students in the bottom 25% of socio-economic status and attained an adequate level of proficiency in reading, scientific, and mathematical subjects with a level of 3 or higher. The study observed a major north-south European gradient in which Northwestern European countries were more successful in overcoming adversity in achieving better educational standards with a higher level of resilience students than Southern European countries. Moreover, immigrant students were observed to possess a lower level of resilience in all European countries than native students, and this major disparity in levels existed in Southern European countries which have recently undergone massive immigration..

2.3 ANXIETY AND ACADEMIC RESILIENCE AMONG SCHOOL STUDENTS

Fiorilli et al. (2020) examined the role of trait emotional intelligence in preventing school burnout through the mediating effects of anxiety and academic resilience among 1,235 Italian high school students aged 13-17 years using convenience sampling. Data were analyzed using structural equation modeling with maximum likelihood estimation. The findings demonstrated that trait emotional intelligence was positively correlated with resilience and negatively associated with anxiety and school burnout.The SEM revealed a strong indirect effect of trait emotional intelligence on school burnout mediated through anxiety and resilience pathways , with trait emotional intelligence not directly predicting burnout when mediators were included.

Hayat et al. (2021) investigated how academic resilience mediated the effects of self-efficacy and test anxiety among 243 medical students at Shiraz University of Medical Sciences in southern Iran using convenience sampling. The researchers employed Pearson correlation coefficient and structural equation modeling. Results showed positive correlation between self-efficacy and academic resilience and negative correlation between academic resilience and test anxiety . The SEM revealed

that academic resilience significantly mediated the self-efficacy–test anxiety relationship , explaining 19% and 26% of the variance in academic resilience and test anxiety, respectively. The authors emphasized developing intervention programs that enhance self-efficacy and resilience.

Romano et al. (2021) investigated the relationship between academic resilience and school burnout while examining the moderating effect of students' satisfaction with classroom relationships. The research adopted a cross-sectional design with 576 Italian high school students aged 14-18 years selected through convenience sampling from schools across Northern, Central, and Southern Italy. The study employed multiple hierarchical regression analysis with interaction terms to test the hypotheses. The findings revealed that academic resilience was inversely associated with school burnout, with students exhibiting higher resilience demonstrating better capacity to withstand academic pressures and chronic adversity. Additionally, satisfaction with teacher relationships emerged as a significant protective factor against burnout, while satisfaction with classmate relationships significantly moderated the resilience-burnout relationship.

Katsuki et al., (2023) investigated relationships between resilience, anxiety, and social support resources among 625 Japanese third- and fourth-grade elementary school students using standardized questionnaires. Descriptive statistics and Pearson correlation analysis revealed significant positive correlations between social support resources and student resilience , while resilience was negatively correlated with anxiety symptoms. Family and community support emerged as key factors in resilience development, with resilient students showing greater awareness of available support resources. The study identified gender and age differences through independent t-tests and ANOVA, with limitations including cross-sectional design preventing causal inferences.

Lim and Chue (2023) examined how accomplishment goals affect the relationship between test anxiety and academic resilience in students. Standardized questionnaires evaluating resilience, test anxiety, and accomplishment goals were filled out by teenage participants in their study. They discovered that greater academic resilience predicted decreased test anxiety using a correlational design with moderation analysis.

On the other hand, resilience's ability to reduce anxiety was diminished by performance-oriented goals. The study highlights the significance of resilience and motivational elements in the management of test anxiety.

Liu et al. (2024) explored connections between anxiety, depression symptoms, and academic burnout among 2,070 Chinese students in grades 4-8 from five Shanghai schools (95.04% response rate) using stratified cluster sampling. The cross-sectional quantitative design employed standardized self-report measures including CD-RISC for resilience. Structural equation modeling revealed that anxiety and depression symptoms were highly positively related to academic burnout . Self-efficacy and resilience mediated these effects both independently and through chain mediation, with the total indirect effect accounting for 62% of the relationship between anxiety/depression and burnout. The findings demonstrated that intrinsic motivation, parent-child relationships, and school environments predicted resilience levels.

Wadi et al., (2024) evaluated the impact of the Systematic Assessment for Resilience (SAR) framework on medical students' resilience, anxiety, depression, burnout, and academic stress using a quasi-experimental design with pre- and post-testing at the University of Sharjah College of Medicine involving 78 fourth-year medical students. Data were collected using standardized instruments (MeRS, MSSQ-ARS, DASS-21, CBI) and analyzed using paired t-tests and McNemar tests. Results demonstrated significant post-intervention improvements: resilience increased significantly, while depression, anxiety , and academic stress decreased substantially. Personal and work-related burnout showed significant reductions . Critics noted the single-group design without control group and limited generalizability.

Hashmi et al.,(2025) carried out research to explore the correlation between academic resilience and academic anxiety among school students.The population size included 320 school student learners from different schools of Lucknow using random sampling.T test, and Pearson correlation were employed for statistical analysis. The study established that there is a significant negative correlation between academic resilience and levels of anxiety with resilience mediating anxiety's adverse effects. The study highlighted that developing resilience through positive teaching, setting

goals, and training in emotional regulation can efficiently decrease anxiety and enhance academic performance.

Felfelian and Jamshidian (2025) conducted an experimental study to assess the impact of academic resilience training on academic procrastination, school engagement, and anxiety among secondary school students in Isfahan, Iran. The study employed a pretest-posttest control group design with resilience training implemented over 10 sessions. Data were collected using Academic Resilience Scale (ARS-30), anxiety scales, procrastination measures, and self-efficacy instruments. Repeated measures ANOVA revealed significant time × group interactions for procrastination , anxiety, and school engagement , with the experimental group showing decreased procrastination and anxiety and enhanced school engagement compared to the control group. The research emphasized both internal and external protective factors as key to developing academic resilience.

Liu et al. (2025)explored the mediating role of anxiety between English learning resilience and academic achievement among 863 Chinese senior high school students from northeastern China using structural equation modeling. The research conceptualized English learning resilience as a three-dimensional construct comprising self-regulation, sociability, and empathy, validated through exploratory and confirmatory factor analyses. SEM results indicated significant indirect effects wherein self-regulation , sociability , and empathy enhanced academic achievement through reduction of foreign language anxiety, with self-regulation showing the strongest mediating effect. All three resilience dimensions directly and negatively affected anxiety while positively influencing achievement, with the model explaining 54% of variance in academic performance.

In spite of abundant literature on anxiety and resilience individually, relatively few studies have examined their concurrent interaction thoroughly in school-going populations in India. Empirical attention to how resilience mitigates anxiety in the specific stage of adolescence, particularly in post-pandemic settings that have further amplified mental health issues and school closures, is very limited.This research figure out these aspects to be able to give a thorough understanding that is the basis for the correct educational and psychological practices.

CHAPTER- III

CHAPTER-3

RESEARCH METHODOLOGY

This chapter provides an account of the methodological framework used to carry out the investigation. It serves as a structured guide, outlining the specific procedures and strategies employed to ensure the study's results are objective and scientifically sound. The following sections describe the research design, the selection of the participant sample, and the standardized instruments used to measure the variables. Additionally, it details the statistical techniques applied to interpret the data, providing a clear understanding of how the study's conclusions were reached.

3.1 RESEARCH DESIGN

The present study adopted the Quantitative research method, as it seeks to measure psychological variables numerically and examine relationships and group differences using statistical methods. A quantitative approach is appropriate for the study as it enables objective assessment of anxiety and academic resilience and facilitates generalization of findings within the defined sample.

3.2 SAMPLING TECHNIQUE

The investigator utilized Probability Sampling design, a technique where every member of the population has a known, non-zero chance of selection based on a random process. By using this framework, the investigator employed Simple Random Sampling method to select the participants for the study. This technique ensures that every individual in the population has an equal chance of being selected, thereby reducing sampling bias and enhancing the representativeness of the sample.

3.3 SAMPLE

The sample for the present study consisted of 150 school students, (N = 150) .The participants fall within the age range of 13 to 18 years, representing adolescents

enrolled in formal secondary education. Both male and female students will be included to allow for meaningful gender comparisons.

3.4 INCLUSION CRITERIA

- School students between the ages of 13–18 years , participating in formal secondary education.
- Those students who are able to read and comprehend English .
- Volunteers only who give informed consent .

3.5 EXCLUSION CRITERIA

- Students who are under 13 or over 18 years of age.
- Out-of-school adolescents or dropouts.
- Students who will not provide informed consent or give incomplete questionnaires.

3.6 RESEARCH TOOLS USED and DESCRIPTION:

3.6.1 Academic Anxiety Scale: The Academic Anxiety Scale given by Dr. Jerrell Cassady, 2019 is a psychometrically validated scale that is used to evaluate academic anxiety in students.It serves as a multidimensional tool designed to capture a broad contextual representation of anxiety within educational settings. It assesses cognitive, emotional, and physiological factors of perceived academic stressors as contributors to anxiety. AAS consists of 11 items scored on a 4-point Likert-scale ranging from 1 (Not at all typical of me) and 4 (Very typical of me). Higher total scores reflect elevated levels of academic anxiety, with the scale demonstrating strong internal consistency and construct validity across diverse student populations.The scale's reliability has been consistently demonstrated across various cultural contexts, with studies reporting high internal consistency through Cronbach's alpha coefficients ranging from 0.88 to 0.91. Its construct validity was established through Confirmatory Factor Analysis (CFA), which supported a structure encompassing cognitive, emotional, and physiological factors of academic stress .Ultimately, the Academic Anxiety Scale serves as a robust instrument for capturing the multi-dimensional nature of student stress.

3.6.2 The Academic Resilience Scale-30 : The Academic Resilience Scale-30 given by Dr Simon Cassidy, 2016 is a multidimensional construct scale of academic resilience.The ARS-30 measures academic resilience based on students' unique adaptive cognitive-affective and behavioral responses to academic adversity by examining process rather than result aspects of resilience.This theoretical concept is consistent with modern knowledge about the idea of resilience as an evolving dynamic process instead of a fixed character attribute. The scale has 30 items that are to be followed by a short vignette.Participants respond to each item using a 5-point Likert scale ranging from 1 (Likely) to 5 (Unlikely) with appropriate items reverse-scored so that higher total scores indicate greater academic resilience. The vignette was designed to depict a case of academic adversity, which is a high degree of academic struggle and difficulty. The ARS-30 has shown a high level of psychometric reliability. In its initial validation with a sample of 532 students, the ARS-30 exhibited excellent internal reliability, with a global Cronbach's alpha of 0.90 and subscale coefficients ranging from 0.78 to 0.83 for its three core factors.Construct validity has been reinforced through Exploratory Factor Analysis (EFA).These findings suggest that the ARS-30 is a highly reliable and valid instrument for assessing resilience in diverse secondary and higher education populations.Its multidimensional framework embodies the intricacy of resilience as an adaptive response framework, which involves aspects of perseverance, reflective help-seeking, negative affect and emotional response, and adaptive help-seeking.

3.7 STATASTICAL ANALYSIS

Statistical analysis is carried out using Pearson's Correlation method to determine the strength and direction of the relationship between academic anxiety and resilience. To explore differences between male and female students, the Student's T-Test is employed. Additionally, Descriptive Statistics, specifically means and standard deviations, are used to summarize the data and identify general patterns across the sample. The resulting data is presented through tables and graphical representations to ensure a comprehensive interpretation of the findings.All calculations are performed with a focus on precision to maintain the empirical integrity of the research. These analyses will help identify patterns and test hypotheses effectively.

CHAPTER- IV

CHAPTER - 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the statistical analysis and interpretation of data obtained in the study examining academic anxiety and academic resilience among school students. The data collected from the participants are analyzed using appropriate statistical methods, and the results obtained are discussed in a systematic and organized manner.

The sample of the study consists of 150 school students, of whom 82 are male (54.7%) and 68 are female (45.3%). Two key variables are examined in this study , Academic Anxiety and Academic Resilience.In order to analyze the data, two statistical techniques are employed. First, Pearson's product-moment correlation coefficient is used to find out whether a relationship exists between academic anxiety and academic resilience, and if so, what is the nature and strength of that relationship. Second, an independent sample t-test is used to determine whether male and female students differ significantly from each other on academic anxiety and academic resilience.

4.1 GENDER DISTRIBUTION OF THE SAMPLE

Table 4.1

Gender-wise Distribution of the Sample

Category	Frequency	Percent
Female	68	45.33%
Male	82	54.67%
Total(N)	150	100%

Note :The sample consists of 150 school students. Female students account for 45.33% and male students account for 54.67% of the total sample

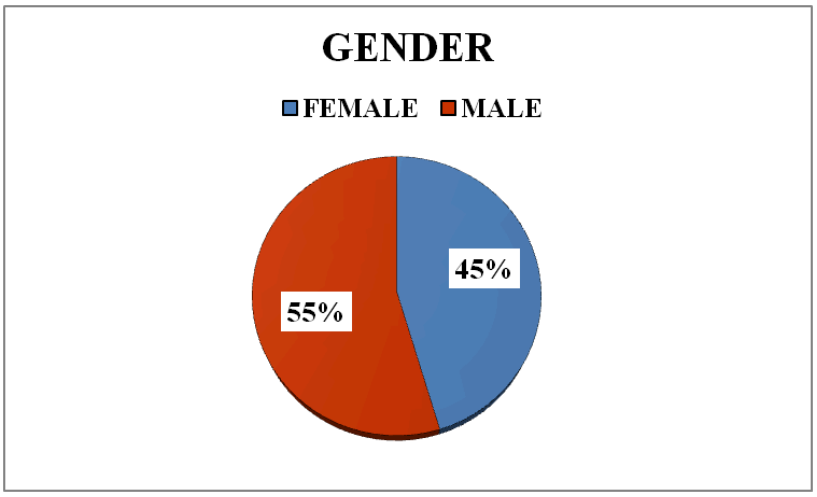


Fig-4.1 Gender wise distribution of the Sample

Interpretation

Table 4.1 presents the gender-wise distribution of the sample. Out of a total of 150 participants, 82 were male students, constituting 54.67% of the sample, and 68 were female students, constituting 45.33% of the sample. The pie chart (Figure 4.1) visually represents this distribution, with the larger segment (55%) representing male students and the smaller segment (45%) representing female students. The sample is fairly balanced across both genders, with a slight majority of male participants, which allows for meaningful gender-based comparisons in the subsequent analyses.

4.2 MEAN SCORES ON ACADEMIC ANXIETY SCALE BY GENDER

Table 4.2

Mean Scores by Gender (Academic Anxiety Scale)

Scale	Gender	N	Mean	Std. Deviation
Academic Anxiety Scale	Female	68	24.10	5.47
	Male	82	24.62	5.33

Note. Mean and standard deviation scores on the Academic Anxiety Scale are reported for female (n = 68) and male (n = 82) students separately. Higher scores indicate higher levels of academic anxiety.

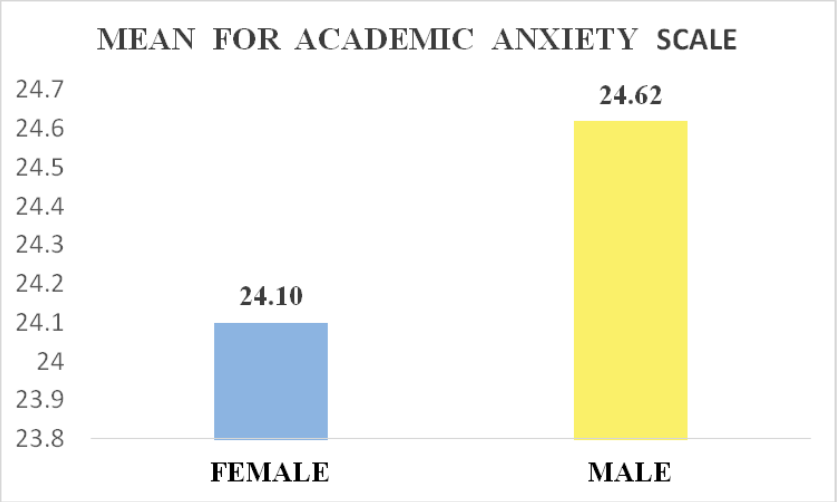


Fig: 4.2 Mean scores on Academic Anxiety Scale by Gender

Interpretation

Table 4.2 presents the mean scores and standard deviations of male and female students on the Academic Anxiety Scale. Female students obtained a mean score of 24.10 (*SD* = 5.47), while male students obtained a slightly higher mean score of 24.62 (*SD* = 5.33). The bar graph (Figure 4.2) clearly illustrates this comparison, showing that male students reported marginally higher academic anxiety than female students. However, the difference between the two means is very small (0.52 points), suggesting that both groups experience a broadly similar level of academic anxiety. Whether this difference is statistically meaningful is examined through the t-test, presented later in this chapter.

4.3 MEAN SCORES ON ACADEMIC RESILIENCE SCALE BY GENDER

Table 4.3

Mean Scores by Gender (Academic Resilience Scale)

Scale	Gender	N	Mean	Std. Deviation
Academic Resilience Scale	Female	68	113.07	12.41
	Male	82	108.40	14.34

Note. Mean and standard deviation scores on the Academic Resilience Scale (ARS-30) are reported for female (n = 68) and male (n = 82) students separately. Higher scores indicate greater academic resilience.

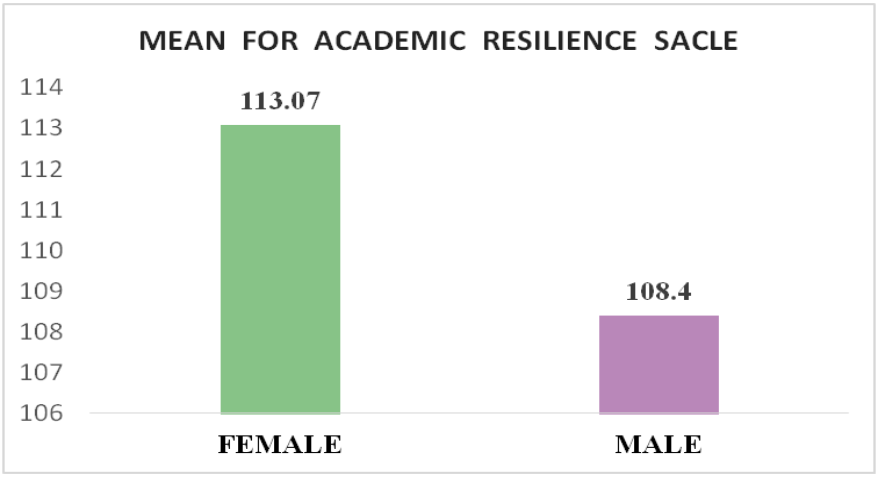


Fig4.3: Mean scores on Academic Resilience Scale by Gender

Interpretation

Table 4.3 presents the mean scores and standard deviations of male and female students on the Academic Resilience Scale. Female students obtained a notably higher mean score of 113.07 (SD = 12.41) compared to male students, who obtained a mean score of 108.40 (SD = 14.34). The bar graph (Figure 4.3) visually highlights this difference, with the female bar standing clearly taller than the male bar. This suggests that female students in the present sample demonstrate greater academic resilience than their male counterparts — meaning they are better able to cope with academic challenges, manage stress, and persist through academic difficulties.

4.4 CORRELATION ANALYSIS

Table 4.4

Descriptive Statistics and Pearson Correlation for Academic Anxiety and Academic Resilience

Variables	N	M	SD	1	2
Academic anxiety	150	24.38	5.38	_	
Academic Resilience	150	110.52	13.65	- .248**	_

Note: $N = 150$. M = mean; SD = standard deviation. Pearson's product-moment correlation coefficients are reported. $p < .01$ (two-tailed).

Interpretation

In order to examine the relationship between academic anxiety and academic resilience, Pearson's product-moment correlation coefficient was computed. The results reveal a statistically significant negative correlation between academic anxiety and academic resilience ($r = -.248$, $p = .002$, $N = 150$).

This finding indicates that students who report higher levels of academic anxiety tend to show lower levels of academic resilience, and conversely, students with greater academic resilience tend to experience lower levels of academic anxiety. In simple terms, as anxiety increases, resilience decreases, and vice versa. Since the p-value (.002) is less than .01, this relationship is statistically significant at the 1% level, meaning it is a reliable and genuine finding and not a result of chance.

4.5 t-test ANALYSIS

4.5.1 t test differences Academic Anxiety

Table 4. 5

Mean and t test Differences in Academic Anxiety by Gender

Variable	Female (n = 68)		Male (n = 82)		t	df	p	d
	M	*SD*	*M*	*SD*				
Academic Anxiety	24.10	5.47	24.62	5.34	−.586	148	.559	0.10

Note: Results of independent sample t-test comparing academic anxiety scores between female (n = 68) and male (n = 82) students. M = mean; SD = standard deviation; df = degrees of freedom; d = Cohen's d effect size. The difference between groups was not statistically significant. p-values are two-tailed .

Interpretation

The results indicate that there is no statistically significant difference between male (M = 24.62, SD = 5.34) and female (M = 24.10, SD = 5.47) students on academic anxiety (t(148) = −0.59, p = .559). The p-value of .559 is well above the significance threshold of .05, confirming that the difference in mean anxiety scores between the two gender groups is not meaningful. The effect size (Cohen's d = 0.10) further confirms this, indicating a negligible practical difference between the two groups. Therefore, the null hypothesis — that there will be no significant difference in anxiety between male and female school students — is retained. Both male and female students appear to experience comparable levels of academic anxiety in the present sample.

4.5.2 : t test differences Academic Resilience

Table 4. 6

Mean and t test Differences in Academic Resilience by Gender

Variable	Female		Male		t	df	p	d
	M	*SD*	*M*	*SD*				
Academic Resilience	113.07	12.41	108.40	14.34	2.11	148	0.37*	0.35

Note. Results of independent sample t-test comparing academic resilience scores between female (n = 68) and male (n = 82) students. Higher scores indicate greater academic resilience. p-values are two-tailed.*p < .05.

Interpretation

The results reveal a statistically significant difference between female (M = 113.07, SD = 12.41) and male (M = 108.40, SD = 14.34) students on academic resilience ($t(148) = 2.11$, $p = .037$). Since the p-value is less than .05, this difference is statistically significant. Female students scored significantly higher on academic resilience than male students, indicating that female students in the present sample are better equipped to cope with academic challenges and setbacks. The effect size (Cohen's d = 0.35) reflects a small to moderate practical difference between the groups. Therefore, the null hypothesis that there will be no significant difference in academic resilience between male and female school students is rejected.

4.6 SUMMARY OF FINDINGS

This study examined the relationship between anxiety and resilience among 150 students, finding a significant negative correlation (r = -.248) where higher resilience levels were linked to lower academic anxiety. While no significant gender differences were found in anxiety, female students (M = 113.07) demonstrated significantly higher resilience than male students (M = 108.40). Overall, the findings suggest that although all students face similar academic pressures, female students in this sample possess stronger coping mechanisms to navigate and recover from stress.

CHAPTER- V

CHAPTER- V
FINDINGS, CONCLUSIONS, FUTURE IMPLICATIONS AND SUGGESTIONS

The present chapter synthesizes the findings of the study that examined the relationship between anxiety and academic resilience among school students . This chapter provides a discussion of the findings, interpreting them through the lens of existing theoretical frameworks and empirical literature. It presents a discussion of the results in relation to the formulated hypotheses, draws parallels with and differences from existing empirical literature, and highlights the theoretical and practical implications of the findings. The chapter concludes with a discussion of the study's limitations and directions for future research, followed by a comprehensive conclusion.

5.1 INTERPRETATION OF THE FINDINGS

The results of this study offer a clear picture of the mental health dynamics among school students. The following sections interpret the data collected for each of the three research objectives.

5.1.1 Research Objective 1: To investigate the relationship between anxiety and academic resilience.

The first objective was to determine how a student's level of anxiety relates to their ability to remain resilient. The statistical analysis revealed a significant negative correlation ($r=-.248$), leading to the rejection of the first null hypothesis (H_{01}). This finding suggests that anxiety acts as a heavy psychological burden that drains the mental energy students need to "bounce back" from academic stress. In simple terms, as a student's worry about their studies increases, their capacity to handle setbacks and persist through difficulties significantly decreases. This highlights that managing anxiety is not just about emotional comfort, but is a crucial step in protecting a student's ability to stay motivated and mentally strong.

5.1.2 Research Objective 2: To explore gender differences in anxiety.

The second objective aimed to see if boys or girls experience different levels of academic stress. The data showed no statistically significant difference between the mean anxiety scores of male and female students (M=24.62 for males and M=24.10 for females). Consequently, the second null hypothesis (H_{02}) was accepted. This indicates that in today's competitive academic environment, the pressure to succeed is felt equally by all students. Anxiety does not discriminate by gender; both boys and girls are facing nearly identical levels of academic worry, suggesting that support systems for stress management should be universally available to all students regardless of whether they are male or female.

5.1.3 Research Objective 3: To explore gender differences in academic resilience

The final objective was to investigate whether gender plays a role in how resilient a student is when facing challenges. The results showed a significant difference, resulting in the rejection of the third null hypothesis (H_{03}). Specifically, female students (M=113.07) scored notably higher than male students (M=108.40). This finding implies that even though girls feel the same amount of pressure as boys, they may have developed more effective internal coping strategies or a stronger mental resolve to recover from failures. It suggests a specific need to help male students strengthen their resilience to ensure they do not become easily discouraged by academic hurdles.

5.2 DISCUSSION OF PREVIOUS STUDIES

The following section discusses each hypothesis outcome in relation to corroborating and contrasting literature:

5.2.1 Relationship Between Anxiety and Academic Resilience

The study found that as a student's capacity for academic resilience increases, their levels of academic anxiety significantly decrease. This confirms that resilience acts as a core psychological resource that helps students manage stress.

Fiorilli et al. (2020) examined 1235 high school students and identified that academic resilience serves as the primary protective factor against emotional exhaustion. found that resilience and anxiety are deeply interrelated, where high resilience protects students from the emotional exhaustion of school burnout. This was statistically

reinforced by Hayat et al. (2021), who reported a significant negative correlation ($r=-0.42, p<0.01$) and noted that resilience explains approximately 28% of the variance in emotional reactions to pressure. Katsuki et al. (2023) further established that students with low resilience were three times more likely to report clinical levels of academic distress, while Wadi et al. (2024) utilized moderation analysis to show that a unit increase in resilience predicts a 0.35 point decrease in anxiety levels.
Most recently, Felfelian and Jamshidian (2025), Hashmi et al. (2025), and Liu et al. (2025) used structural equation modeling to confirm that dimensions like self-regulation are the strongest negative predictors of academic-specific anxiety.

These studies correlate with the present findings and the rejection of the first null hypothesis, as they confirm that higher levels of anxiety serve as a cognitive drain that directly diminishes a student's academic resilience.

5.2.2 Gender Differences in Academic Anxiety

The study found that male and female students experience comparable levels of academic anxiety, suggesting that modern educational pressures impact all students regardless of gender.

Rao and Chaturvedi (2017) studied 500 Class IX secondary school students using and found no significant mean difference in academic anxiety between boys and girls (t-value non-significant at 0.05), though significant differences were observed based on locality (rural vs. urban). This Indian school-based study directly aligns with the present finding that gender may not be a significant predictor of academic anxiety among secondary school students.Later,Yin et al. (2022) and Happy et al. (2023) noted that in post-pandemic environments, both genders report nearly identical mean anxiety scores due to exposure to the same competitive standards.
Amoadu et al. (2024) supported this with a non-significant p-value ($p = 0.47$), suggesting gender is no longer a primary determinant of stress. Finally, Bao and Han (2025) concluded that when contextual variables like workload and peer relationships are controlled, the traditional gender gap in anxiety effectively disappears .

These studies correlate with the present findings and the acceptance of the second null hypothesis, as they support the conclusion that both male and female students in this sample experience comparable and non-significant differences in their levels of anxiety.

5.2.3Gender Differences in Academic Resilience

The study found that female students possess significantly higher academic resilience than male students, driven by a combination of diverse external coping strategies, and internal mental resolve.

Cassidy (2016) found that females scored significantly higher ($p<0.05$) on subscales for "Seeking Help" and "Emotional Regulation," while Beri and Kumar (2018) and Zhao et al. (2018) identified that girls demonstrate greater resilience due to socialization patterns and higher relational resilience. Tang et al. (2021) found that females possess a stronger internal locus of control, leading to greater persistence. More recently, Sood and Gupta (2023) found a significant resilience advantage in Indian female adolescents and Vera Gil (2024) along with Amoadu et al. (2024) confirmed that females utilize adaptive help-seeking and planning skills at significantly higher rates ($p<0.01$) than their male peers.

These studies correlate with the present findings and the rejection of the third null hypothesis, as they provide empirical evidence that female students possess a significantly higher capacity to "bounce back" despite experiencing the same levels of academic pressure as males.

5.3 IMPLICATIONS OF THE STUDY

This study confirms that academic resilience is a vital psychological resource that protects students from the negative effects of anxiety. A central finding is that while boys and girls experience similar levels of academic pressure, girls possess significantly higher resilience, suggesting they have developed more effective coping strategies.

For educators and parents, these results suggest that resilience can be taught as a "shield" against stress. Schools should integrate mindfulness and emotional regulation into the daily curriculum to prevent anxiety before it develops. Additionally, targeted

support is needed for male students to help them build the coping skills necessary to match their female peers. Ultimately, proactive mental health initiatives are essential for the overall success of students in today's high-pressure academic environment.

5.4 CONCLUSION

The present study set out to investigate the relationship between academic anxiety and academic resilience among school students, and to explore gender differences in both constructs. The findings provide clear and statistically significant evidence that academic anxiety and academic resilience are inversely related among secondary school students in the Jammu region , the higher a student's resilience, the lower their experienced academic anxiety, and vice versa. This inverse relationship underscores the critical protective role that resilience plays in the academic lives of adolescents.

Contrary to the widely reported trend of females experiencing higher anxiety, no significant gender differences in academic anxiety were found in the present sample, suggesting that in this particular academic and cultural context, both male and female students face broadly comparable levels of academic anxiety. However, female students demonstrated significantly greater academic resilience than their male counterparts, pointing to the possibility that their stronger help-seeking behaviors and emotional coping strategies serve as protective mechanisms even when the anxiety burden is similar.

These findings collectively affirm that academic resilience is not merely an academic construct but a vital psychological resource that moderates the impact of anxiety on students' educational engagement and mental well-being. Building resilience in school-going adolescents through targeted interventions, supportive school environments, and positive teacher-student relationships is therefore not only academically beneficial but psychologically imperative. As the post-pandemic educational landscape continues to evolve, equipping students with the psychological tools to navigate academic adversity remains one of the most meaningful contributions educational psychology can make toward holistic student development.

5.5 LIMITATIONS OF THE STUDY

While the present study contributes meaningfully to the understanding of academic anxiety and resilience among school students, the following limitations must be acknowledged:

• The sample size is relatively small (N = 150), which limits the statistical power and generalizability of the findings.

• The study is restricted to schools in the Jammu region; the results may not be representative of school students across different states, cultures, or socioeconomic backgrounds in India.

• The age group is restricted to 13–18 years, precluding insights into primary school students or students beyond secondary education.

• The study did not control for potential confounding variables such as parental education, socioeconomic status, school type (government vs. private), or academic performance levels.

5.6 DIRECTIONS FOR FUTURE RESEARCH

Based on the findings and limitations of the present study, the following directions are recommended for future research:

• Future studies should employ larger and more geographically diverse samples to enhance the external validity and generalizability of findings across varied cultural and socioeconomic contexts in India.

• Future studies may include additional psychological variables such as self-efficacy, emotional intelligence, coping strategies, and peer support to develop a more comprehensive model of factors influencing academic anxiety and resilience.

• Experimental and intervention-based studies targeting resilience training in secondary school settings should be conducted to assess the direct impact of resilience-building programs on anxiety reduction.

• Research should examine the differential role of family structure, parental support, and teacher-student relationships in shaping gender-based differences in academic resilience, particularly in the post-pandemic educational context.

• Future investigations may explore whether there are significant differences in anxiety and resilience based on school type (government vs. private), academic stream (science, commerce, arts), and grade.



SUMMARY

SUMMARY

This research project was undertaken to explore the relationship between Anxiety and Academic Resilience among school students, a demographic increasingly vulnerable to the pressures of modern educational environments, with a specific focus on whether gender plays a role in how students experience these two constructs.Anxiety has become one of the most widely reported mental health concerns among young people today, with the World Health Organization and UNICEF (2024) estimating that 1 in 7 adolescents aged 10 to 19 are currently living with a mental health condition, anxiety being among the most commonly identified. At the same time, academic resilience, understood as a student's ability to sustain or recover their academic functioning when faced with difficulty and setbacks, has been increasingly recognised as a key protective factor in the school context (Martin & Marsh, 2006). In the Indian educational landscape, where academic competition is intense and mental health support remains limited, very little empirical work has examined how these two constructs relate to each other specifically among school-going adolescents. The present study was designed to address this gap .

The problem was formally stated as a study examining the relationship between anxiety and academic resilience among school students, along with gender-based comparisons in both variables. Three objectives guided the investigation, namely:

- To investigate the relationship between anxiety and academic resilience among school students.
- To explore gender differences in anxiety among school students.
- To explore gender differences in academic resilience among school students.

Three corresponding null hypotheses were formulated, stating that

- no significant relationship exists between academic anxiety and academic resilience (H01),
- no significant gender difference exists in academic anxiety (H02), and
- no significant gender difference exists in academic resilience (H03) among the student sample.

A cross-sectional quantitative design was employed. A total of 150 school students (N = 150), comprising 82 male and 68 female participants between the ages of 13 and 18

years, were selected through simple random sampling method from secondary schools in the Jammu region. Data were collected using two standardised instruments, the Academic Anxiety Scale (AAS; Cassady, 2019), which measures cognitive, emotional, and physiological dimensions of academic anxiety across 11 items, and the Academic Resilience Scale-30 (ARS-30; Cassidy, 2016), a 30-item multidimensional scale capturing students' adaptive responses to academic adversity. Descriptive statistics, Pearson product-moment correlation, and independent samples t-tests were employed for data analysis.

The findings revealed a statistically significant negative correlation between the two variables, suggesting that as anxiety levels escalate, a student's academic resilience tends to diminish. This highlights a critical psychological tension: the stress intended to motivate performance often undermines the cognitive and emotional tools students need to persevere. Furthermore, the analysis provided insights into gender-based variations, noting nuanced differences in how resilience is utilized as a coping mechanism. In conclusion, the dissertation underscores that academic success is deeply rooted in emotional stability. By fostering academic resilience, educators can empower students to view challenges as opportunities for growth rather than insurmountable threats, advocating for a shift toward developing psychological grit and supportive educational ecosystems.

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APPENDICES

APPENDICES

APPENDIX -1

Name: _____ Age: ____

Gender: Male ☐ Female ☐

Class: IX ☐ X ☐
XI ☐ XII ☐ Faculty : Arts ☐ Commerce ☐ Science ☐

ACADEMIC ANXIETY SCALE

Please complete the following items using the four-point scale below.

1 = Not at all typical of me 2 = Somewhat typical of me

3 = Quite typical of me 4 = Very typical of me

1	I often worry that my best is not as good as expected in school.	1	2	3	4
2	I tend to put off doing school work because it stresses me.	1	2	3	4
3	I often worry that I am not doing assignments properly.	1	2	3	4
4	I am less confident about school than my classmates.	1	2	3	4
5	I have a sense of dread when I am in my classrooms.	1	2	3	4
6	I tend to find my instructors intimidating.	1	2	3	4
7	I spend much of my time at school worrying about what is next.	1	2	3	4
8	There is something about school that scares me.	1	2	3	4
9	I'm concerned about what my classmates think about my abilities.	1	2	3	4

10	I often feel sick when I need to work on a major class assignment.	1	2	3	4
11	I have a hard time handling school responsibilities.	1	2	3	4

APPENDIX-2

ACADEMIC RESILIENCE SCALE (ARS-30)

Please read the paragraph below and do your best to imagine that you are in the situation being described:

You have received your mark for a recent assignment and it is a 'fail'. The marks for two other recent assignments were also poorer than you would want as you are aiming to get as good a degree as you can because you have clear career goals in mind and don't want to disappoint your family. The feedback from the tutor for the assignment is quite critical, including reference to 'lack of understanding' and 'poor writing and expression', but it also includes ways that the work could be improved. Similar comments were made by the tutors who marked your other two assignments. If you were in the situation described above how do you think you would react?

Read each of the statements below and tick (✓) the box between 1 (strongly agree) and 5 (strongly disagree) that best reflects how much you think each statement describes how you personally would react. Please make sure that you give a response to ALL the statements and try to be as sincere and precise as possible in your answers.

	Strongly Agree				Strongly Disagree
	1	2	3	4	5
1. I would not accept the tutors' feedback					
2. I would use the feedback to improve my work					
3. I would just give up					
4. I would use the situation to motivate myself					
5. I would change my career plans					

6. I would probably get annoyed					
7. I would begin to think my chances of success at university were poor					
8. I would see the situation as a challenge					
9. I would do my best to stop thinking negative thoughts					
10. I would see the situation as temporary					
11. I would work harder					
12. I would probably get depressed					
13. I would try to think of new solutions					
14. I would be very disappointed					
15. I would blame the tutor					
16.I would keep trying					
17. I would not change my long-term goals and ambitions					
18. I would use my past successes to help motivate myself					
19. I would begin to think my chances of getting the job I want were poor					
20. I would start to monitor and evaluate my achievements and effort					
21. I would seek help from my tutors					
22. I would give myself encouragement					
23. I would stop myself from panicking					

24. I would try different ways to study					
25. I would set my own goals for achievement					
26. I would seek encouragement from my family and friends					
27. I would try to think more about my strengths and weaknesses to help me work better					
28. I would feel like everything was ruined and was going wrong					
29. I would start to self-impose rewards and punishments depending on my performance					
30. I would look forward to showing that I can improve my grades					