



EXPLORING THE ROLE OF RESILIENCE IN ACADEMIC SUCCESS AMONG ADOLESCENTS FACING PEER PRESSURE

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Abstract

This research focuses on tribal adolescent students of Ranchi District, and this research study is an attempt to examine the influence resilience has in determining academic performance for teens who have to grapple with peer pressure. Peer pressure typically exerts a tremendous influence over academic achievement during adolescence, which is considered to be one of the critical developmental phases. Resilience, or the ability to adapt, cope, and recover from adversity, is a vital factor in helping teenagers overcome the challenges that pressure by their peers poses. This paper used a qualitative descriptive research approach to investigate the relationship between resilience and the ability of a student to maintain control over peer pressure and academic motivation. The stratified random sampling technique was used to sample 200 teenagers who were both male and female, as well as urban and rural. Based on the descriptive statistic, adolescents have differed levels of resilience, especially in areas such as perseverance and self-reliance. For a correlation of peer pressure and resilience analysis, it was noted that lower resilience scores are associated with higher levels of peer pressure. This implies that the more peer pressure that is exerted against young people, the weaker that their resilience will tend to be and hence potentially negatively affecting their academic performance. Thus, it is important that this study provides emphasis on how developing resilience is critical in helping teenagers to manage peer pressure to enhance their grades and quality of general well-being.

Keywords: Resilience, Academic Success, Adolescents, Peer Pressure.



1. INTRODUCTION

Adolescent is considered a critical period in the human development cycle because it has led to speedy changes in people's social, emotional, and psychological makeup as they prepare to enter adulthood. This period often tends to hold academic achievement as the most crucial objective that influences the prospect of further education and professional developments of an adolescent. Adolescents are, however, subject to many social forces that can either support or undermine their academic goals, thus making achievement simply infrequent. Peer pressure is probably one of the biggest and most pervasive of these social factors. Teenagers very often attach a great value to social acceptance and group membership, thus leaving them open to the beliefs, actions, and expectations of their peer groups. Peer pressure on a teen is complex since while some of the peer group pressures promote academic success, others distract or even lead students to engage in actions that run counter to what is meant to be learned academically.

Here, resilience emerges as an element that may determine how teenagers would respond to peer influence and impact their academic efforts. In general terms, resilience is described as the ability to adapt and cope with adversity or challenging situations; of many, it is important for teenagers trying to put up with peer pressure. Resilient adolescents are more likely to utilize positive peer influence that supports them in their commitment to school goals and less likely to succumb to unhealthy peer pressures that restrict them from attaining academic success. Resilience encompasses not one attribute but many, including emotional control, problem solving, support systems in place in terms of social support, and a purpose. These are all crucial factors that help keep the teenagers motivated, focused, and determined with their academic endeavors even as they interact with peer pressure.

Understanding why resilience in academic achievement is so crucially important has to do with a wide range of factors, including for teens being placed in circumstances where they are constantly persuaded by their peers. To start off, there are many ways that peer pressure can manifest, from indirect social cues to explicit pressure to 'fit in' with the group and participate. All of these can have serious implications in how an adolescent comes to perceive him or herself and make

decisions about other choices. Positive peer influences enhance motivation and can provide emotional support, while the negative ones may cause risk-taking behaviors, loss of interest in studies, or loss of self-esteem. Resilient adolescents possess positive skills to ward off such stresses with self-control, constructive self-talk, and adaptive coping skills. It builds a firmer foundation in schools, parents, and communities of adolescents who can resist the harmful peer pressures and help adolescents channel their actions toward long-term academic and personal goals.

2. LITERATURE REVIEW

Basu et al. (2018) used a pre-made, semi-structured proforma that includes a Strengths and Difficulties Questionnaire (SDQ) to engage 190 tribal teenagers in a community-based, cross-sectional descriptive study. The evaluation included documentation of anthropometric measurements. Participants were chosen by a census, and it was discovered that 60% of the teenagers and six of the females were married. Mothers were twice as likely as fathers to be illiterate, according to the study. Among older adolescents, the percentage of overweight adolescents was significantly higher ($p < .05$). Peer-related difficulties were the most prevalent, and two-thirds (66.8%) of the individuals had a significant risk of developing clinically severe mental health concerns. Furthermore, among the teens, 7.9% and 26.8% had considerable challenges. 92.6% of the teenagers reported feeling distressed as a result of parental disputes, and nearly half of them had trouble managing their coursework. The total difficulty score was found to be considerably higher ($p < .05$) for factors like having a happy home, financial difficulties, juggling schooling, and parental expectations.

Suri et al. (2016) examined how different behaviors, feelings, and expectations between parents and children during the transitional stage of adolescence influence a child's developmental path. Understanding self-esteem—which is a student's overall opinion of oneself, including emotions of happiness and contentment—was the main goal of the study. The study highlighted how important parental and peer support are in forming a student's sense of self-worth. The authors' goal was to find out how school-age boys and girls felt about their connections with their parents and their own self-worth. The survey was carried out at two schools in the Ranchi area using purposive

sampling, choosing 120 respondents in total—60 boys and 60 girls—from St. Joseph School and Anita Girls School. Every participant filled out a Sociodemographic Data Sheet, the General Health Questionnaire-12 (GHQ-12), the Parent-Child Relationship Scale, and the Rosenberg Self-Esteem Scale. The results showed that, in comparison to girls, boys reported higher levels of self-esteem and parent-child connections.

Baret et al. (2024) examined the hurdles that students have while making professional decisions, with a particular focus on the issues that Grade 12 students encounter when choosing career routes. The researchers used Colaizzi's technique to examine data from seven in-depth interviews with students from the General Academic Strand (GAS) using a qualitative phenomenological research approach. Financial constraints, parental influence, peer pressure, students' emotional ties to academics as shown in their narratives and lived experiences, and future career goals were among the recurring themes found in the study. Notwithstanding the numerous barriers that prevented them from choosing their careers, students faced these difficulties head-on, driven by their goals and desires. The barriers they identified acted as stepping stones, fortifying their resolve and forming their career paths.

Allen (2024) seen a substantial change in the way adolescents express themselves over the last 25 years, marked by a rise in anxiety and depression disorders and a fall in a number of externalizing behaviors. This study emphasized the need to reconsider historically negative beliefs about strong peer relationships, peer pressure, and risk-taking behavior in adolescents. Peer influence and risk-taking behaviors were found to have important, but frequently disregarded, adaptive features, and strong peer interactions were found to be crucial for developmental advancement. Allen also talked on the apparent shifts in adolescent psychopathology, which he attributes in part to a decision to become more risk averse and less dependent on close peer relationships. It was argued that the adaptive aspects of peer influences and risk-taking behaviors should be the main focus of research and intervention initiatives.

3. RESEARCH METHODOLOGY

3.1. Research Design

Using the descriptive research design, this study investigates the extents of resilience and peer pressure perceptions amid the tribal teenagers. The aim will be to understand how peer influences the resilience of teenagers from various tribal communities while considering their self-reliance and problem-solving capabilities.

3.2. The Sample and Population

The population sample that would be under study is tribal adolescents of Ranchi District. Two hundred adolescents would be taken for participation in the sample. The sample will be divided according to half representation of males and females so that representation of both the sexes is guaranteed. Besides, to filter the regional variations among the resilience and experiences of peer pressure, the participants will belong to urban and rural localities.

3.3. Method of Sampling

Stratified random sampling will be used in this study to ensure the sample chosen is representative of well-valued important subgroups of the population. The stratification is done on the basis of gender, religion-Christian and Sarna tribal groups-and residence (rural vs. urban). To increase the generalizability of the findings, a random sample of teenagers will be selected from each stratum.

3.4. Data Analysis

Both correlational analysis and descriptive statistics will be applied to the collected data.

- **Descriptive Statistics:** The data will be analyzed using measures of central tendency (mean, median, mode), dispersion (standard deviation). In general, this will produce a general picture of the resilience scores of the teens and level of self-efficacy.
- **Correlation Analysis:** A Pearson correlation coefficient will be used to test the relationship between peer pressure and resilience. This study will determine whether teenagers' resilience is correlated with high levels of peer pressure. The nature and

direction of the relationship will be established through the interpretation of correlation coefficients.

- **Graphical Representation:** Data will be presented in graphical forms and charts for illustrating scores for resilience along different dimensions and the relationship between resilience and peer influence.

4. DATA ANALYSIS

4.1. Resilience Analysis

The resilience score descriptive statistics for tribal adolescents are shown in Table 1.

Table 1: Descriptive Statistics of Resilience Scores

Dimension	Mean	Median	Mode	S. D.	Minimum	Maximum
Perseverance	28.0	28.0	30	6.5	12	40
Composure	27.5	27.0	28	5.8	15	38
Self-reliance	29.0	29.0	32	6.0	14	39
Faith	28.5	28.0	29	5.5	16	37

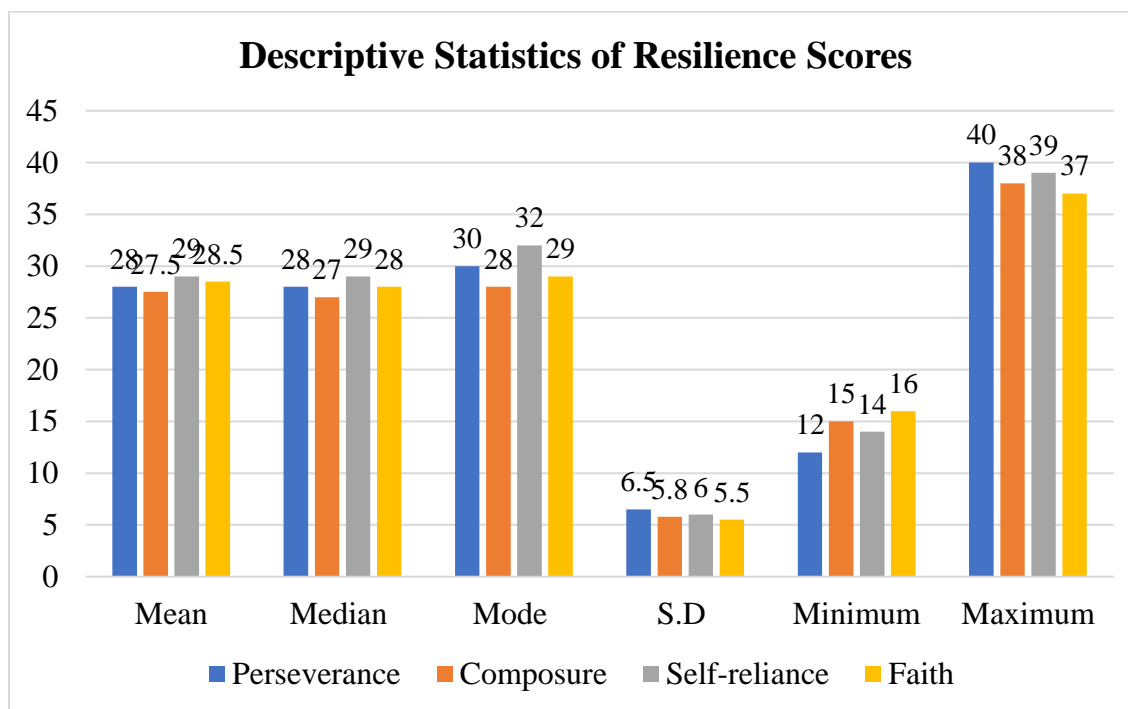


Figure 1: Graphical presentation of Descriptive Statistics of Resilience Scores

Table 1 displays the resilience score descriptive statistics for teens from indigenous groups. Resilience's key components—perseverance, composure, independence, and faith—are highlighted in the table. The self-reliance category had the highest average score (29.0), indicating that teens in this group are most confident in their ability to rely on themselves, according to the mean scores. Faith (28.5), which also shows a strong belief in the principles or beliefs they hold, comes just behind this. Even while the mean ratings for composure (27.5) and persistence (28.0) are much lower, they nevertheless demonstrate a strong ability to overcome obstacles and remain composed under pressure.

Table 2: Self-Efficacy

I believe in my abilities to handle challenges	Frequency	Percentage
Strongly Disagree	20	8.3%

Disagree	30	12.5%
Neutral	50	25.0%
Agree	60	33.3%
Strongly Agree	40	20.8%
Total	200	100%

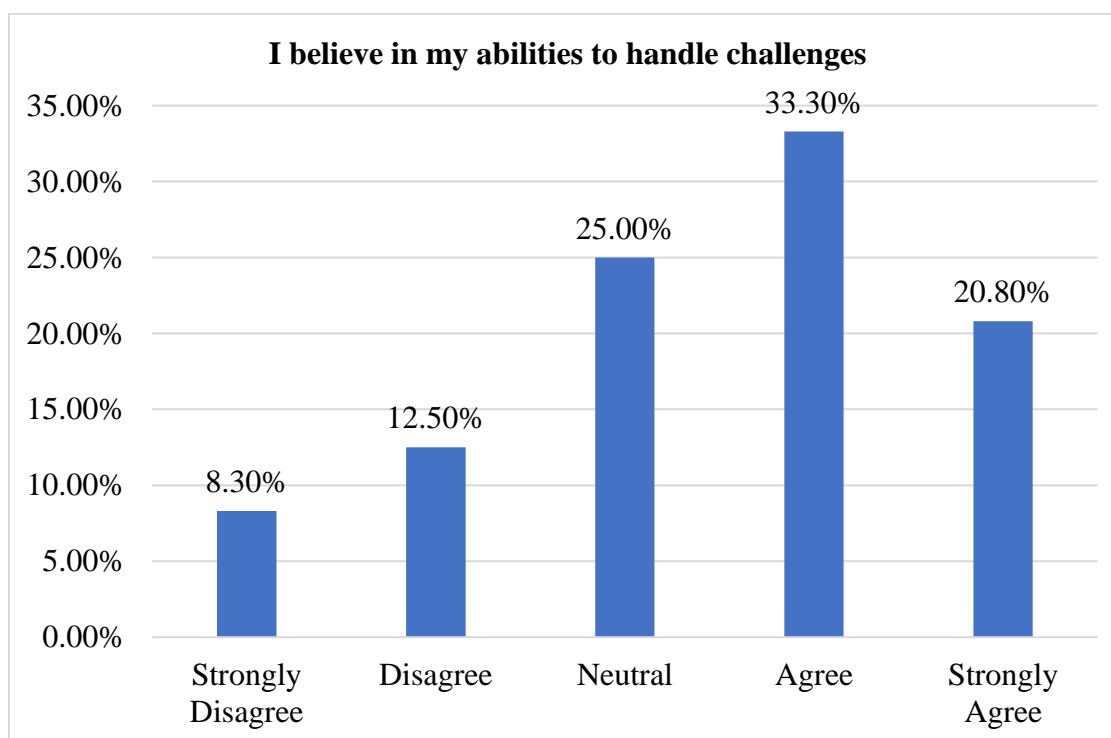


Figure 2: Graphical presentation of Self-Efficacy

Regarding the response to the statement, "I believe in my abilities to handle challenges" in figure 2, the participants shown a positive propensity towards self-efficacy. Twenty respondents, or 8.3 percent, strongly disagreed with the statement, suggesting that a small portion of the population lacks confidence in their own abilities. However, 40 respondents (20.8%) highly agreed, and 60 participants (33.3%) agreed, suggesting that a sizable percentage of participants strongly believe

they can handle challenging situations. Additionally, sixty respondents, or twenty-five percent, selected the neutral option, indicating that some respondents may have mixed feelings about their own self-efficacy. The data shows that there is a significant propensity among the respondents to have confidence in their capacity to overcome challenges.

4.2. Exploration of the Relationship between Resilience and Peer Pressure

Investigating the connection between teenagers' resilience levels and peer pressure scores is the aim of this section.

Table 3: Correlation between Resilience and Peer Pressure

Peer Pressure Score (Mean)	Resilience Score (Mean)	Correlation Coefficient (r)
24.0	30.0	-0.40
25.0	28.0	-0.35
26.0	27.0	-0.30
27.0	26.0	-0.25
28.0	24.0	-0.20

The results of the correlation analysis between the resilience levels and the peer pressure scores of adolescents showed a negative relationship between the two variables. When the peer pressure score is 24.0, the mean resilience score reaches its maximum of 30.0, as indicated in Table 3. The correlation value is -0.40 as a result, meaning that the mean resilience score is at its maximum. According to this, there is a somewhat inverse relationship between the two, meaning that resilience is correlated with peer pressure levels. Similar to this, resilience ratings typically decline as peer pressure scores rise. For instance, with a correlation value of -0.20, an individual's resilience score falls to 24.0 when their peer pressure score is 28.0. The evidence generally shows that teens who experience more social pressure tend to be less resilient. This demonstrates how peer pressure may have a detrimental effect on one's capacity to overcome obstacles and hardship.

5. CONCLUSION

The findings of this study thus establish the significance of resilience to determine the ability of adolescents to resist peer influences and sustain academic excellence. The outcomes are moderately negatively correlated to that of resilience and peer influence, showing that the more adolescents were exposed to peer influences, the lower their resilience levels. This shows that resilience is fundamentally important in assisting adolescents in coping with the pressure issues resulting from social problems and the maintenance of focus on academic goals. Resilient adolescents tend to be more self-reliant and tenacious in the face of stressors and adversity, which generally has a positive effect on their academic performance-especially in tribal societies with powerful peer pressure. In this respect, the research emphasizes the fact that resilient adolescents must be given effective treatments for strengthening their resilience through social support systems, emotional control, and problem-solving abilities. Developing resilience can help to strengthen schools, families, and communities in supporting the skills needed for adolescents to move beyond peer challenges to enhance their academic success and well-being. There is a demand to support the development of resilience in equipping teenagers to win over negative influences and move towards long-term achievement in academic and personal situations.

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