

TO IDENTIFY THE LEVELS OF ACADEMIC ACHIEVEMENT, RESILIENCE AND SUBJECTIVE WELL-BEING AMONGST YOUNG ADULTS: A COMPARATIVE STUDY

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ABSTRACT

A constant trigger for any student in their life is always related to their academic achievement. They face many challenges and highs and lows during their journey in education. A factor that helps every individual deal with struggles is resilience. And how successfully we face these struggles can shape our view on life leading to impact in our subjective well-being. This proposed study aims to understand if resilience has any impact on an individual's academic achievement and in shaping their subjective well being. To expand the exploration, the study will compare academic achievement, resilience, and subjective well-being data from two consecutive batches of first-year engineering students. It will help us understand whether the relation between these concepts is a recurrent occurrence and whether the levels of resilience and subjective well-being have changed over the course of a year. The proposed tools to be used are Brief Resilience Scale and Satisfaction with Life Scale. We hypothesize that a higher level of resilience will be associated with higher academic achievement and better subjective well-being and the trend in the association is the same for the set of participants. The findings will have practical implications for developing targeted interventions to foster resilience and improve the overall well-being of engineering students during their transition to university life.

KEYWORDS Resilience, Subjective Well-Being, Academic Achievement, Adolescents, Comparative Study, Implication for Intervention Strategies