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Relationship Between Academic Resilience and Academic Procrastination Among Secondary School Students: A Review

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Abstract

Academic resilience and procrastination are the main elements that decide the academic performance of secondary school students. Academic resilience, on the one hand, empowers students to bounce back from failures while, procrastination on the other hand, can make it difficult for them to complete their assignments on time. This review represents an attempt to consolidate existing research concerning the interplay between academic resilience and procrastination in this demographic. A comprehensive literature search found 20 studies that met the criteria. The results showed that there was a negative correlation between academic resilience and procrastination, which meant that students with high resilience were likely to have low procrastination. Moreover, the review outlines the significance of motivational factors, the use of effective learning strategies, and teacher support in the development of academic resilience and the reduction of procrastination. The possible consequences of these results for teaching methods and the scope of future research are discussed.

Keywords: academic resilience, academic procrastination, secondary school students, motivation, learning strategies.

Introduction

The ages of secondary school are usually when we notice the academic and individual development of the children and are mainly marked by changes in cognitive, emotional, and social areas. Besides the more complex academic requirements, students in this period also have to manage social lives and extracurricular activities besides all that, they are in the process of trying to understand themselves and their place in the world as well. Nevertheless, a large number of students suffer a lot while they are going through those problems and this happens not only to their motivation but also to their academic and emotional state. Recently these two concepts-academic resilience and academic procrastination- have become quite significant and are regarded as major determinations of students' academic experiences. Academic resilience means the capability of a person to recover from the negative aspects of the academic sphere and support one's position through the tough times while academic

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procrastination is the habit of intentionally postponing academic work that is normally accompanied by decreased productivity and increased stress level which eventually leads to academic performance deterioration. Putatively besides their importance, the interactions of academic resilience and academic procrastination among secondary school students are still unknown. The objective of this overview is to gather the current knowledge about the topic, seeing how these traits relate and to what extent and which factors might influence their relationship. Through a thorough review of the up-to-date studies in this domain, this work provides the means for the efficient planning of such measures that would not only facilitate the academic resilience of the secondary school students but would also help diminish their procrastination habit.

Significance of the Study

This study has significance in a number of ways. Firstly, knowing the link between academic resilience and procrastination of secondary school students, the way is changed to numerous sources that nourish students' academic success and holistic welfare. For educators and policymaking members, not only the identification of the aspects that elevate academic resilience but also give a capable fight against procrastination, is the provision of resources for the deserving interventions and strategies that are aimed at assisting teenage learners who find it hard to deal with academic tasks. Furthermore, the research may act as a point for evidence-based practical programs and procedures aimed at the development of academic resilience and decrease in procrastination in the secondary school audience. The demand for this becomes clear when the issue of academic pressure on the mental well-being of students is emphasized. Also, the work done in the review may indirectly foster the comprehension of relationships between academic resilience, procrastination, and diverse academic factors influencing the student's academic path, for instance, motivation, self-efficacy, and teacher support. In conclusion, the implication of this review may be to the point of educators, school counselors, and parents as they can then make use of the information in helping students master academic challenges and be competent thereby realizing their full potential.

Objectives of the Study

Objective 1: To find out variables that would impact the relationship between academic resilience and academic procrastination in secondary school students.
Objective 2: To identify some theoretical frameworks and models which would provide evidence of the association between academic resilience and academic procrastination.
Objective 3: To evaluate the standards of research in contemporary studies on academic resilience and academic procrastination in secondary school students.
Objective 4: To propose several recommendations about the future research agenda, policy, and practice, which will be the consequences of this study and could be used for facilitating academic resilience while decreasing procrastination in secondary school students.

Methodology

This study was based on a rigorous literature search procedure to uncover the studies that dealt with the relationship between academic resilience and academic procrastination in

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secondary school students. Among the searched databases were ERIC, PsycINFO, Scopus, and Web of Science. With the use of keywords like "academic resilience," "academic procrastination," "secondary school students," and "adolescents," highly relevant articles were selected. Articles published in peer-reviewed journals, or conferences, in English, and that specifically investigated the relationship between academic resilience and academic procrastination within the demographic of secondary school children were considered eligible research. Through a Data Extraction Form, all relevant aspects were described in the selected studies that include study designs, sample characteristics, measurement tools and results related to the investigated relationship. The Effective Public Health Practice Project (EPHPP) quality assessment tool was used in the evaluation of the different researches' quality. A narrative method was utilized in summarizing the results from the chosen studies, which involved grouping the results according to their methodological design and outcomes.

Review of Related Literature

Lestari, Liana (2025) Academic procrastination is one of the behavioral issues that have a stronghold on junior high school students. These kids often display the behavior of delaying the tasks assigned, opting for leisure activities like gaming or browsing through social media, and having trouble managing time properly. Academic resilience, that is the capacity to undergo academic hardships without giving up, is regarded as a potential protector against procrastination. This study, however, resonates the extensional research of academic resilience impact on the case of student procrastination among junior high school students in Pesawaran, Indonesia. To address the research question, a quantitative approach was implemented using a survey method, and data were gathered through a 74-item Likert-scale questionnaire. 163 students were drawn by proportionate stratified random sampling. Before the analysis, the instrument was tested for validity and reliability. The data were analyzed by employing simple linear regression. Based on the findings, academic resilience is a very significant factor affecting student procrastination ($p < 0.05$), with a coefficient of determination (R^2) of 0.782. 78.2% of the total variance in procrastination is thus, indicated to be the effect of academic resilience leaving the rest 21.8% to be contributed by other unmeasured variables. These results emphasise that resilience-building measures should be a core feature of educational interventions that aim at the alleviation of procrastination. In this respect, the current research makes a contribution to the body of literature on student motivation and additionally provides the educators and school counsellors with the practically implementable strategies useful in making students more active and academically disciplined.

Adawiyah, Robiatul et. al (2024) has mentioned that such an action not only affects the performance of a person as well as that person's learning strategies but also that it may give rise to a negative emotional state like depression, anxiety, and shame, and if it becomes a long-term habit, it may lead to suicidal thoughts eventually. Moreover, academic procrastination can not only drain students' energy but also become a roadblock to their gaining of more knowledge and skills. This study is aimed at identifying and comparing factors affecting academic procrastination in students by reviewing 16 international journals.

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The research is based on the SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, and Research Type) systematic review approach and focuses on studies published between 2018 and 2024. One of the main conclusions is that along with such variables as social media addiction, perceived stress, locus of control, psychological well-being, academic motivation, and academic achievement, the authors consider the factors leading to academic procrastination.

Akhtar, Shabeena & Khanam, Annie (2024) emphasized the relationship between academic motivation and procrastination in the case of psychology students. It was found that procrastination had a significant negative correlation with academic motivation, so when the level of one increase, the other decreases and vice versa. Also, the results uncovered the difference between the genders in that female students were found to be more intrinsically motivated. It follows from the above that psychology students are at the risk of procrastination when the source of their academic motivation dries up though they are well acquainted with human behavior. The implementation of the measures designed to raise students' intrinsic motivation and to take care of the issues that hamper their motivation may result in less procrastinating behavior. Taking cognizance of the necessity to have a focused approach for the purpose of finding ways of invoking motivation and stemming procrastination among psychology students is the main issue in this research. The research findings may provide the instructive sector, and policy-makers with hints as to how to generate the manner of being we really need and that is conducive to student academic management.

Bhardwaj, Bharti & Dubey, Gunjan (2024) tried to find out how the performance of students in senior secondary school was related to the students' procrastination habits in academics. The research was carried out on a random selection of 250 students from different senior secondary schools in Aligarh district, Uttar Pradesh. The researchers, Bhardwaj, B. & Dubey, G. (2023), made use of the Academic Procrastination Scale, which they developed and standardized as the main research tool in the study. The analysis revealed an association between academic achievement and procrastination. The findings further demonstrated that the difference between male and female groups and urban-rural groups was not statistically significant for performance or procrastination of senior secondary students. Although, a significant difference in academic performance between government and private schools was revealed in the study. Besides that, the research showed not only a major interaction and impact of academic procrastination on academic accomplishment but also identified academic procrastination as the most important factor in school related issues among senior secondary school students.

Catacutan, Shanelle Mari, et. al (2024) explored the relationship between university students' rising academic stress and procrastination, mainly focusing on how procrastination affects their mental health. They employed a non-experimental correlational design along with quantitative research methodology for the data collection. Data was collected from 409 college students using a systematic sampling technique. Two reliable and validated questionnaires were distributed through Google Forms to collect the required data. The

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findings reveal a moderate but significant correlation between the two, stating that procrastination accounts only 11,4% of the variance in academic stress. This indicates that in college students, procrastination is a strong predictor of stress. As a result, procrastinators are more likely to suffer from time pressure and increased academic stress, which aligns with previous studies showing the negative

Guo, Y. et. al (2024) In order to both decrease nursing brain drain and elevate the quality of nursing care, it is necessary to involve nursing students in the activities of their learning, lessen academic procrastination as well as improve social adaptability among them. The paper intends to emphasize the role of resilience as a link between academic procrastination and social adaptability in nursing undergraduates. The study takes a cross-sectional survey design. A purposive sampling method was used in the distribution of the electronic questionnaire among 962 nursing undergraduates in the Guanzhong District of Shaanxi Province from November 2022 to April 2023. The hypotheses stated in the research are as follows: (1) School procrastination is significantly and negatively correlated with social adaptability. (2) It is found that academic procrastination has a significantly negative predictive effect on the social adaptability of undergraduate nursing students. (3) Besides being a mediator in the current association, resilience is also directly linked to social adaptability and academic procrastination. The assessment was done through several questionnaires, among which were the Aitken Procrastination Scale, the Resilience Scale, and the Social Adaptability Diagnostic Scale. The data were analyzed using the SPSS 27.0 software. The Hayes PROCESS Macro was used for model testing. Research results are as follows: 1) Academic procrastination especially weakens social adaptability ($c = -0.292$, $t = -6.407$, $p < 0.001$). 2) Since academic procrastination still remains a major cause of low social adaptability after resilience is controlled, a significant difference between groups is found ($c' = -0.204$, $t = -4.338$, $p < 0.001$). 3) The Bootstrap method with percentile bias correction indicates that the resilience factor is a significant mediator of social procrastination and academic procrastination

Li, X. et al. (2024) Medical students during the COVID-19 pandemic have given anxiety as a major concern associated with the situation when asked. There hasn't been much research on the impact of one issue in particular, that is, academic procrastination, and personal resources such as resilience and social support on anxiety levels in this population. This research mainly aimed to check whether academic procrastination had a relationship with anxiety symptoms among medical students during the COVID-19 pandemic period. Along with that it explored the potential roles of social support and resilience as the possible mediating or moderating effects in this relationship. A self-administered questionnaire designed to measure anxiety symptoms and related factors was completed by 595 respondents selected through a cross-sectional stratified sampling method. To measure variables in the study, four scales were used: the Connor Davidson Resilience Scale (CD-RISC), the Academic Procrastination Scale (PASS), the Generalized Anxiety Disorder 7-item Scale (GAD-7 cutoff.. 10), and the Perceived Social Support Scale. The findings revealed that 26.4% of medical students (157 out of 595) were suffering from anxiety symptoms. Using regression analysis, this study found that anxiety symptoms were inversely related to social support and

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resilience (β = -0.058, P < 0.05). Alongside a mediating effect that could be attributed to resilience of 0.068 and a direct effect of 0.270, the analysis was done to indicate a total effect of 0.338. The largest part, that is, 79.59% of the total effect, was attributable to the direct effect, whereas 20.12% could be related to the mediating effect. One of the major roles of psychological resilience in the condition of mediating between academic procrastination and anxiety is, as evidenced by these findings.

Munda, Xavier et. al (2024) studied whether both active and passive procrastination moderated the degree of academic performance and the amount of academic stress experienced by students. Furthermore, one of the main findings revealed that academic self-efficacy changes the relationship between procrastination and academic stress. The findings of the study mainly suggested that academic stress and success are influenced by academic procrastination. Situations of passive procrastination normally result in poor performance, while under pressure, students with active procrastination can manage to perform better. Moreover, individuals who are self-reliant are more inclined towards postponing tasks; therefore, it is crucial for students to nurture the belief that they are capable to achieve their desired results. The main focus of this research was to delve into the factors responsible for the educational setting and subsequently, research questions were generated after a review of the relevant literature. A pilot study and a test survey were conducted in secondary schools across Maharashtra as part of the experimental design between 2022 and 2024. One of the major issues of today's schools is procrastination, which, together with mental health problems such as stress, anxiety, and, in extreme cases, depression, has been on the rise. This research is aimed at the study of relationships among academic resilience, performance, stress, anxiety, and academic self-regulation. The results pointed out that there was a negative relationship between academic self-regulation and procrastination which was close to a strong correlation between procrastination and academic stress and anxiety. However, resilience turned out to be the factor that could protect students from stress and anxiety related to school. Finally, while resilience increased academic performance, stress and anxiety unfortunately, lowered it. This research might become one of the informative studies for future generations if the significance of motivation, self-regulation, and emotional self-control in educational contexts is stressed. The sample consisted of 88 completed questionnaires randomly selected from 1,000 distributed questionnaires. Of the 300 questionnaires sent out to educators, 281 were returned filled out. The study used Likert statistical tools to test the hypotheses. In the study a connection between procrastination, social anxiety, and resilience in a group of high school students was examined. Students with high and low levels of academic procrastination were significantly different in terms of academic achievement, and male students were more likely than female students to be involved in the procrastination. The results revealed that the relationship between academic procrastination and academic performance of secondary school students was very strong but negative. This research might become one of the informative studies for future generations if the significance of motivation, self-regulation, and emotional self-control in educational contexts is stressed. The sample consisted of 88 completed questionnaires randomly selected from 1,000 distributed questionnaires. Of the 300 questionnaires sent out to educators, 281

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Shengyao, Y. et. al (2024) While previous research has shown a set link between parenting style and academic resilience, only a small number of studies have examined the psychological mechanisms of this association. This article seeks, through the lens of social cognitive theory, to determine the connection of academic resilience to parented style in the adolescents. Specifically, the authors intend to address the issue of how educational motivation and the belief in educational abilities operate as the mediators of the said connection. An amount equal to 518 students was randomly picked from the schools in the provinces of Jiangsu, Shanghai, and Zhejiang in China for the research.' The findings reveal to us a strong and positive association between academic resilience and the parenting style. Besides, it was confirmed that the manner of parenting could have a positive impact on the academic resilience of the children through the academic motivation and the self-efficacy both, thus, separately and sequentially, besides the indirect effect. One of the most important findings of the research is that the role of self-efficacy was the most emphasized and the direct effects of parenting style were considerably smaller than the indirect effects. By framing the indispensable roles of academic motivation and self-efficacy as mediators, this research links the parenting style and the adolescents' academic resilience, thus, not only suggesting that these mediating factors may be more influential than the parenting style alone but also highlighting the possible impact of those.

Anchal, Aruna, & Yadav, Mrityunjay (2023) related the academic performance of senior secondary school students to academic resilience, academic procrastination, and educational aspiration. The study identified academic performance as the dependent variable, while academic procrastination, academic resilience, and educational aspiration were the independent variables. A descriptive survey approach was employed for this study. 600 senior secondary school students were chosen by random sampling. The data gathered were analyzed statistically by means of the mean, standard deviation, t-tests, and correlation coefficients (r). The study's major results are as follows: 1) the existence of a significant negative association between academic performance and academic procrastination of senior secondary school students; 2) the relationship between academic resilience and academic performance was significant and positive; 3) educational aspiration had a positive and significant link with academic performance; 4) it was found that male students performed better academically than their female counterparts; 5) the level of academic resilience was stronger in female students as compared to that in male students; and 6) girl students' educational aspirations were more than those of boy students.

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Arsini, Yenti et.al (2023) study the influence of locus of control, resilience, gender, and intelligence on student academic achievement, as well as the connections between these variables. In the results, the authors conclude that students with an internal locus of control were not only more resilient but also achieved better in school as compared to those having an external locus of control. A person who focuses on internal aspects is likely to show strong resilience and grasp the skill of overcoming the crisis situation quicker. Also, the research findings state that girls need less support than boys in order to develop resilience and that intelligence is significantly connected to the level of resilience. In addition, student resilience is one of the crucial factors in the acquisition of academic skills. The teaching implications of this study signal to educators that they are required to promote the development of the students' resilience and invigorate the internal locus of control among them as a way of uplifting learning outcomes.

González-Brignardello, M. P. et. al (2023) Academic procrastination is a recurring behavior that collegiate students display which mainly involves the delaying of necessary works, mostly with the time due. This conduct usually leads to the association of lowered performance with increased dropout rates from schools as well as deterioration in students' quality of life. A considerable amount of the research that has been done on this subject matter has concentrated mostly on university students, whereas it is necessary to widen the scope in order to ascertain what is happening at lower levels of educational hierarchies. This paper purports to be a scoping review of empirical studies concerning academic procrastination in children and adolescents. With a few changes to make the process of review smoother, the inclusion and exclusion criteria are defined as per the overall regulations of the Joanna Briggs Institute.

Li, M. (2023). The research work was designed to explore the relationship between the pattern of academic procrastination and one's social support network. Findings revealed that the overall social support score of a student was 67.37±15.34, which indicates that they had a decent support network with some differences in genders; females especially had a higher support network than males, that is, females notably. In comparison to male students, female students reported significantly more social support. Moreover, class leaders had a more profound root in the support network than non-leaders. Non-class leaders had a significantly higher level of procrastination than class leaders. The mean score for academic procrastination was 37.34 ± 13.19, meaning that the junior high students were found to procrastinate to some extent.

Pai, Mihir & PM, Arjun Sekhar (2023) Investigated the connection of academic resilience with the belief in one's own capabilities (self-efficacy) in young adults. Further, it equated the extent of a possible disparity in these two factors in different genders, academic backgrounds, and so forth. It was also interested in how self-efficacy might promote the development of academic resilience in young adults. Research was done in the form of an online survey with 254 participants. The results indicated a statistically significant difference in academic resilience across different academic qualifications but little or no differences in the gender or educational streams. The differences found in self-efficacy also did not depend on academic

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qualifications, gender, or educational streams. The research further suggested that while self-efficacy was not positively associated with academic resilience, it was the factor explaining 24.9% of the variance in academic resilience.

Ragusa, Antonio et. al (2023) This paper is an investigation of the associations of academic procrastination, academic stress and anxiety, resilience, academic performance with academic self-regulation. The result of the research showed that academic self-regulation negatively predicts procrastination. Besides that, it was revealed that academic stress and anxiety had a positive correlation with procrastination. Moreover, resilience was associated with academic stress and anxiety in a positive way, thus suggesting a protective effect. Besides that, academic performance was positively influenced by resilience while it was negatively impacted by stress and anxiety. It thus shows how important it is to implement measures that would help students improve their emotional regulation skills, keep their motivation up, and develop their coping skills in order to overcome the challenges they have to face.

Balhara, Anu & Mittal, Priya (2022) thoroughly dealt with the subject of academic procrastination among high school students. The study concentrated on the cognitive, emotional, and behavioral aspects and the results revealed information about the same. These findings may be used by the school counselors as a tool in designing the guidance programs which particularly focus on the creation of the intervention strategies facilitating the lowering of academic procrastination of high school students.

Cahyani, Lintang M & Sabandi, Muhammad (2022) identified that academic procrastination among vocational high school students in Surakarta who are studying online business and marketing skills is the main topic of their research during the COVID-19 pandemic. They tightly focus on the influence of academic resilience and social support, emphasizing the critical role of self-regulated learning among students. The findings are explained here: 1) academic resilience is the main point to that academic procrastination is successfully kept at bay; 2) social support is vital in the reduction of academic procrastination; 3) self-regulated learning is the moderating variable in the relation between academic resilience and academic procrastination; and 4) self-regulated learning is not a moderator of the social support effect on academic procrastination.

Kumar, Amal Asok & J, Jayalakshmi R (2022) delved into the connection between academic procrastination and the resilience-the quality of recovering from tough situations and adapting to the changes. Their findings show a high negative correlation between academic procrastination and resilience, implying that students becoming more resilient will probably be less engaged in academic procrastination. Moreover, the study reflects on its limitations and provides the directions for the future researches to be conducted.

Habib, Hadiya (2019) conducted a study on the relationship between academic resilience and academic motivation and confidence among secondary school students. The research took in 150 students who were randomly selected from 10 higher secondary schools located in the Ganderbal district of Jammu and Kashmir, India. The data analysis was carried out using the Pearson Correlation Moment Coefficient, and both descriptive and inferential statistical techniques were applied. The results showed a clear significant relationship

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between students' academic resilience, motivation, and confidence. These results have a strong impact on teachers and school officials in the process of designing and implementing initiatives to build students' confidence, resilience, and motivation.

Magda El-Fattah, Magda Abd El-Hamid, and Amany Salama Ayoub (2017) mention that nursing students have to go through numerous stressors and challenges in their education and that these challenges are more than those of students in other academic programs. The authors have specified that the leading challenge in the list is academic procrastination. Most importantly, it turns out that resilience is like a magic wand allowing students to cope successfully with such a heavy combination of stresses and challenges. This research is focused on looking into the difference of academic resilience and nursing students' procrastination habits in different countries. The study is based on descriptive, comparative, and correlational research designs. It has been conducted both in Faculty of Nursing with accreditation connected to an Egyptian university and in Faculty of Medicine, Department of Nursing Science, Faculty of Medicine, University of Nigeria with accreditation. The convenience sample consisted of 520 students studying nursing from Egyptian and Nigerian universities. Data was collected through the use of a structured questionnaire, which basically consisted of three sections: 1) Academic Procrastination Scale; 2) Resilience Scale (RS); and 3) Demographic and Academic Data Sheet. The analysis confirmed that Nigerian and Egyptian students' levels of academic resilience and procrastination tendencies differed significantly across cultures. The results indicate that the nursing students who possess academic resilience not only experience fewer procrastination tendencies but also have better academic performance.

Mwangi, C.N. (2015) recommended research to explore the relationship between academic resilience and academic achievement among secondary school students in Kiambu County. The research study used descriptive correlational design together with a sample of 390 Form Three students. The level of academic achievement was based on school performance records. According to the findings, there was a positive and statistically significant relationship between academic resilience and academic achievement ($r(388)= 0.68$, $p<0.05$). The findings are reported, commented on, and their theoretical and practical implications discussed.

Findings

Objective 1: To find out variables that would impact the relationship between academic resilience and academic procrastination in secondary school students.

The results of the study reveal that the psychological qualities of a person such as faith in one's power, self-discipline, eagerness, and the ability to solve problems greatly change the intimacy of the anti-procrastination through resilience. On the other hand, social and environmental matters like support from the family, motivation from teachers, influence by friends, and the atmosphere in school also lead this connection to have a major role. The research shows that students with academic resilience are those who tend to procrastinate less even if they are in a stressful situation. This means that a strong and high level of resilience serves as a kind of protection.

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Objective 2: To identify some theoretical frameworks and models which would provide evidence of the association between academic resilience and academic procrastination.

The Self-Regulation Theory and Conservation of Resources Theory are main reasons that explain the fact that resilient students are better in the management of their academic behavior thus, they eventually procrastinate less. The Transactional Model of Stress and Coping outline the idea that more resilient students identify hardships as chances for growth hence, they become the ones who take the next step rather than delaying it. The personal knowledge together with these organization models suggests that the indicator of resilience is no longer the one that is the individual trait but a complex, interactive, situationalized concept that is against procrastination.

Objective 3: To evaluate the standards of research in contemporary studies on academic resilience and academic procrastination in secondary school students.

The recent scientific papers confirm the existence of a negative relationship between students' resilience and procrastination regardless of different educational settings. Nevertheless, there are variations in research methods where some of them are predominantly based on the self-assessment questionnaires, while others use a combination of the same and interviews for richer data. Judging by the quality of evidence, the association is quite powerful although it would still be desirable to have more follow-up and intervention studies for causal interpretations to be more convincing.

Objective 4: To propose several recommendations about the future research agenda, policy, and practice, which will be the consequences of this study and could be used for facilitating academic resilience while decreasing procrastination in secondary school students.

The paper indicates the benefit of framing school-based programs that focus not only on building resilience but also on the eradication of procrastination. The policies must be geared towards promoting integration of mental health and academic success models at the school, with the core theme being the development of the required skills, especially coping skills, endurance, and time management. Firstly teachers, secondly parents: both groups must go through a simple and straightforward awareness training to be able to detect the tendency of procrastination already at the early stages and at the same time provide motivation and guidance, as well as the necessary support, in order to build up strength in the children. The future researchers should concentrate on cultural, socioeconomic, and situational factors that influence the issue and, also, on the persistence of resilience-building intervention impact on procrastination in the long-run.

Conclusion

The present review illustrates with great depth how academic resilience is related to academic procrastination among secondary school students. The findings show that academic persistence considerably lessens the negative effects of procrastination and hence students with stronger resilience are better equipped to handle academic stress and lower procrastination. Also, the study outlines the need for the implementation of ways and

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mechanisms for the promotion of academic resilience and combating procrastination in the secondary school youth. The issues highlighted in this paper have far-reaching implications: educators, policymakers, and parents must work together to provide schools where academic resilience can blossom and students are not only given cognition and strategies but also imbedded with the skills for coping with academic stress and lowering procrastination. Such work may foster academic success and generally boost well-being of secondary school students thus making a stepping stone of their academic and professional careers in the future. The question of the dynamics between academic resilience and academic procrastination especially when it comes to developing and implementing intervention programs intended for resilience is still open and doe not seem to close very soon. Moreover, it would be very beneficial for researchers to determine the individual and environmental factors that contribute to the development of academic resilience and the tendency to procrastinate so that they can better inform the design of targeted, efficacious interventions.

Educational Implications

- The implementation of techniques that are aimed at building students' resilience should be an essential part of the curriculum. This will go a long way to help students cope with academic demands.
- Teachers require support in the form of training to recognize the early signs of procrastination and be able to apply techniques that will encourage persistence and motivation.
- Parents and policymakers need to work hand in hand with educators in designing environments that are conducive to academic resilience. This will ensure that students are not only provided with cognitive strategies but emotional coping skills as well.
- By the use of resilience training to eliminate procrastination can be a stepping stone to secondary students to better academic performance, a good state of health, and a successful career in future.

Recommendations

- Curriculum Integration – Imbue the school syllabus with resilience-themed modules, integrate the students' time with the school through stress management activities and the training in time management in secondary education.
- Teacher Development – Professional workshops for educators on the development of resilience and the combating of procrastination as the main issues of education via professional training.
- Parental Involvement – Suggest that parents make use of the home environment as a place for support and emotional regulation, thus, helping their children to become persistent.
- Policy Support – Put forward school policies that would be conducive to a positive school climate, mental health initiatives as well as balanced workload.
- Targeted Interventions – Build and pilot programs that are designed and structured to be only for students that are emotionally strong and the research should make the main focus on those students that are most likely to procrastinate and thus be at high risk

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Suggestions for Future Research

- These are longitudinal studies that explore the causal relationship between resilience and procrastination.
- Find the characteristics of a person (e.g., personality, self-regulation skills) and the surroundings (e.g., teacher support, peer relationships) which have an effect on the resilience-procrastination relationship.
- Research the capability of certain intervention programs to develop resilience and lower procrastination.
- Understand the cultural and socio-economic factors of resilience and procrastination in varied educational contexts.
- Research the positive influence of resilience-based interventions on academic success and mental health over time.

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