

## ORGANIZATIONAL SUPPORT AND ADAPTIVE PERFORMANCE ON ACADEMIC RESILIENCE: THE IMPLEMENTATION OF NEW EDUCATION POLICY

**Dr. Arul Ramanatha Pillai\***

Assistant Professor & Research Advisor, Dept. of Computer Application  
St. Joseph's College (Autonomous)  
Tiruchirappalli, Tamil Nadu

**Pavithra Sivagnanam\***

Assistant Professor, Dept. of Commerce & Computer Applications  
Holy Cross College (Autonomous)  
Tiruchirappalli, Tamil Nadu

\*Corresponding authors | Received: 10/11/2023 | Accepted: 02/01/2024 | Published: 21/01/2024

### Abstract

*Purpose: This paper aims to investigate the implementation of the New Education Policy 2020, especially in Higher education. The responsibility of institutions and their support and adaptive performance of the students toward academic resilience. Methodology: The research sample includes 410 respondents in Tamil Nadu. Data collection is made through a structured measurement scale. The hypotheses were tested and data were analyzed by using statistical tools such as descriptive statistics, reliability tests, discriminant validity, and path analysis.*

*Findings: The reliability values are more than .8. The hypotheses were tested with path analysis. The result shows that support from institutions and adaptive performance are positively and significantly related to academic resilience. Conclusion: The National Education Policy 2020 gives a substantial way to training in the country. Nonetheless, it is likewise not obligatory to follow. Under this, the top colleges across the world will want to begin their grounds in the country.*

*Keywords: National Education Policy, Organizational Support, Adaptive Performance, Academic Resilience, Higher Education*

### Introduction

The Indian higher education system is quite possibly the biggest framework in the world. India has seen a massive extension in the advanced education area as enrolment and the quantities of HEIs have expanded very nearly four-time beginning around 2001. This increment was a direct result of basically determined by the exclusive establishment [1]. Indian advanced education framework is a mass framework where advanced education is viewed as an ideal for individuals who have specific proper capabilities [2]. It is said that advanced education is subject to the degree of pay and the word-related construction of the economy. Numerous enhancements and adjustments have been changed, supported, and embraced in the Indian school system, starting with the Gurukul and the English-impacted schooling system to introduce Public Training Strategy 2020. The primary schooling strategy was shaped in 1968, trailed by second in 1986 with minor adjustments in 1992 in that. From that point forward, we have followed a similar instructive approach for the beyond 34 years.

The Public authority of India has endorsed and carried out another instruction strategy given the ideas of a specialist advisory group led by Dr. Kasturirangan, previous administrator of the ISRO. This new arrangement, which replaces the old Public Approach to Schooling is called 'The Public Instruction Strategy 2020 (NEP-2020)'. It characterizes the objective for India's future education system and gives an exhaustive structure to primary, secondary, and higher education as well as vocational training in both rural and urban India [4]. It "targets creating connected with, use, and contributing residents for building an evenhanded, comprehensive, and plural society as imagined by our Constitution" and "imagines a schooling system established in Indian ethos that contributes straightforwardly to changing India, that is Bharat, reasonably into a fair and lively information society, by giving great training to all, and in this manner making India a worldwide information superpower" [5].

### **Objectives of The Study**

1. to investigate the effect of the implementation of the National Education Policy in Higher Education.
2. to examine the role of organizational support toward academic resilience.
3. to know the impact of adaptive performance on academic resilience.

### **Literature Review**

#### **National Education Policy in Higher Education:**

India's, New Education Policy (NEP) 2020 proposes many changes in advanced education. Among them, one is the presentation of the four-year undergrad program from the following year. India's biggest College, Delhi College has endorsed it. Assuming it is carried out in letter and soul, the NEP can change the study hall experience. Advanced education in India use to deliver disciplinary specialists however the NEP 2020 plans to change disciplinary limits. B.Tech understudies currently will concentrate on several matters of sociologies in their designing branch. In this manner, science certificate projects will offer a few courses in expressions and humanities [5]. Additionally, understudies of sociologies will concentrate on more science subjects. Hence, all degree projects will consolidate professional subjects and delicate abilities advancement [3]. New quantities of both UG and PG courses are being presented in the HEIs without taking a gander at the command with which the HEIs were set up or even the chance of extension or framework needs [17]. The vision of NEP 2020 is to accomplish the gross enlistment proportion (GER) to 50 percent by 2030 however without expanding public spending. Strategies like the SWAYAM Guidelines 2021,

Scholarly Bank of Credits (ABC) Guidelines 2021, and Mixed method of Learning (BL) will diminish normal streams to semi-customary ones [5].

### **Organizational Support**

Organizational support begins with an authoritative help hypothesis [6]. The mindfulness about their jobs, errands, and obligations is an ideal and anticipated condition yet it isn't levelheaded to accept that it will create all alone and with next to no help. Eisenberger et al., (1986) conceptualized apparent hierarchical help as representatives' impression of the degree to which their association appreciates their commitments. Past examinations show that predecessors of seen authoritative help incorporate reasonableness [7], manager support [8], hierarchical prizes [9], and work conditions, for example, work preparation, and job stressors [10]. Research has shown that the degree of seen hierarchical help is emphatically connected with workers' exhibition and work contribution [11] and adversely connected with their degree of stress.

### **Adaptive Performance**

The concept of adaptive performance in different spheres, including the degree to which individuals cope with, respond to, and/or support changes resulting in more effective contributions in their roles as individuals, team members, or members of the organization [12], the effectiveness of an individual's response to new demands resulting from the novel and often ill-defined problems created by uncertainty, complexity, and rapid changes in work situations [13], an effective change in response to an altered situation [14], and employees capability to adapt to rapidly changing work situations.

### **Academic Resilience**

In recent years, the new rush of exploration in the field of emotional wellness has zeroed in on indicators and results of scholastic flexibility. As indicated by current models, the elements influencing scholastic versatility can be sorted as outside and interior defensive variables [15, 18]. Outer defensive elements are the ecological social backings and potentially open doors accessible in the home, school, local area, and friend gatherings, as a) mindful relations, b) exclusive standards) support for cooperation in significant exercises. Interior defensive variables are individual characteristics and attributes (abilities, mentalities, convictions, and values) related to positive formative results [16, 20]. The inside defensive variables of collaboration and correspondence, compassion, solid critical thinking abilities, obvious objectives and desires, high self-viability, and mindfulness create both normal and light of natural defensive elements, and they add to positive scholarly, social, and well-being

outcomes [17].

### Methodology

The researcher selects students who are pursuing degrees in higher education institutions in Tiruchirappalli as a sample of the study. In this research, the stratified random sampling method was used to concise the respondents from the population. According to Morgan's sample size table, 384 is the sample size. Data was collected through google forms. The respondents are recommended to fill out the measurement scale. The google forms were not allowed the respondents to skip or unanswered questions. Finally, 410 responses were received as valid responses and then an analysis was made.

### Measures

For data collection, the researcher used a standardized measurement scale from previous studies. Organizational support has 8 items which are adapted from Eisenberger *et al.*, (1997), Adaptive Performance has 36 items that are adapted from Audrey Charbonnier-Voirin and Patrice Roussel (2012), and Academic Resilience has 30 items adapted from Cassidy (2016).

### The Conceptual Model

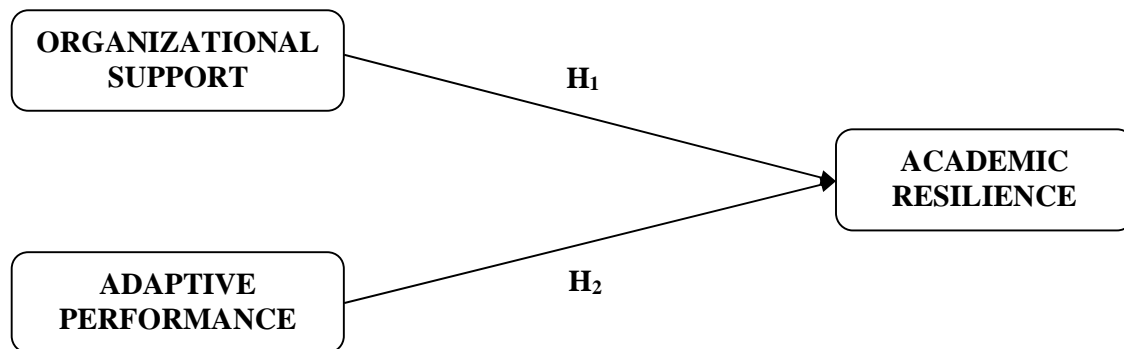


Figure 1.1: The Conceptual Model of the Study

### Hypotheses Development

- **H<sub>1</sub>**: Organizational Support is positively related to Academic Resilience
- **H<sub>2</sub>**: Adaptive Performance is positively related to Academic Resilience

## Results and Discussion

**Table 1: Demographic Profiles of the Study**

	Items	Respondents	Per cent
<b>Gender</b>	Male	232	56.6
	Female	178	43.4
<b>Age</b>	Below 18 yrs	93	22.7
	18 – 20 yrs	118	28.8
	21 – 23 yrs	138	33.7
	24 yrs and above	61	14.8
<b>Education Qualification</b>	Undergraduate	197	48.0
	Postgraduate	213	52.0
<b>Implementation of NEP 2020</b>	Strongly Disagree	36	08.8
	Disagree	42	10.2
	Moderate	69	16.8
	Agree	147	35.9
	Strongly Agree	116	28.3

Among 410 respondents, 232 were males (56.6%) and 178 were females (43.4%). In the age category, 93 (22.7%) respondents were below 18 years old, 118 (28.8%) were between 18 to 20 years, 138 (33.7%) were between 21 to 23 years old, and 61 (14.8%) were 24 years and above. According to educational qualification, 197 (48.0%) respondents are undergraduates and 213 (52.0%) respondents are postgraduates. Based on the opinion of the Implementation of National Education Policy 2020, 36 (08.8%) respondents strongly disagreed, 42 (10.2%) respondents disagreed, 69 (16.8%) respondents were moderate, 147 (35.9%) respondents agreed, 116 (28.3%) respondents were strongly agreed.

The structural equation modeling technique was adopted to assess the hypotheses. First, the measurement model was tested. The outcomes of confirmatory factor analysis revealed that all the indicators of the constructs had good factor loadings. To test multicollinearity, it is recommended to see the variance inflation factor (VIF). If VIF values for the variables are lower than '5', multicollinearity is not a problem (Hair et al, 2011). So, multicollinearity is not a problem in the present study.

**Table 2: Discriminant Validity (HTMT)**

	1	2	3
1. Organizational Support	<b>0.84</b>		
2. Adaptive Performance	0.69	<b>0.67</b>	
3. Academic Resilience	0.78	0.73	<b>0.73</b>

Before testing the model, it is essential to find the discriminant validity of the constructs. Table 2 shows the discriminant validity of the measures. We tested for discriminant validity by the procedures described by Fornell and Larcker (1981) and Netemeyer *et al.*, (1990), by comparing the variance extracted estimates of the measures through the square of the correlation between the constructs. Construct reliability and validity are presented in Table 3. HTMT criteria have been used to check discriminant validity. The correlation values of the HTMT construct are less than the threshold value of .9

**Table 3: Construct Reliability and Validity**

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
1. Organizational Support	0.812	0.817	0.853	0.394
2. Adaptive Performance	0.815	0.826	0.855	0.399
3. Academic Resilience	0.877	0.881	0.9	0.474

As mentioned in the methodology part, the reliability coefficient of all the variables is more than 0.7. Thus establishing construct reliability and also the composite reliability of more than 0.8.

**Table 4: Summary of Path Coefficient**

Path relationships	(O)	(M)	(STD EV)	( O/ST DEV )	P	Hypot heses	Result
Organizational Support -> Academic Resilience	-0.122	-0.113	0.045	2.689	0.01	H1	Supported
Adaptive Performance -> Academic Resilience	0.192	0.187	0.038	5.037	0.00	H2	Supported

Among these variables, there is a positive effect of organizational support (at 0.01 significance level) and adaptive performance(at 0.01 significance level) on Academic Resilience. The path analysis renders support to Organizational Support as positively and significantly related to Academic Resilience (H1), and adaptive Performance as positively and significantly related to Academic Resilience (H2).

**Table 5: Summary of Hypotheses Testing**

Hypotheses	Results
<b>H<sub>1</sub></b> : Organizational Support is positively related to Academic Resilience	Supported
<b>H<sub>2</sub></b> : Adaptive Performance is positively related to Academic Resilience	Supported

### Conclusion

The interest for confirmation in advanced education comes from the provincial are as because declining of the country's economy and families from metropolitan regions where they have stable positions and had been getting comfortable in urban communities. The new Public Training Strategy 2020 is expected to affect the country's advanced education framework. The strategy executes many changes and has all the earmarks of being an extremely moderate record, with a solid hold on the current financial circumstance and the capability of anticipated results representing things to come. Generally speaking, the NEP-2020 addresses the requirement for proficient improvement in a large number of regions, from horticulture to man-made reasoning. The Business World survey properly made its evaluation, "The Public Instruction Strategy - 2020 is a basic and opportune intercession that is bound to make the Indian training scene internationally cutthroat. The strategy is thorough and envelops huge changes in each space of our school system. The approach makes schooling greater work situated and takes special care of business and financial improvement of the country. The concentration towards making the advanced education environment comprehensive, reasonable, fair combined with sufficient accentuation on specialized and professional expertise improvement are welcome strides towards business age, monetary efficiency, and financial development"

## References

1. Aithal, P. S., and Shubhrajyotsna Aithal (2020). Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives. *International Journal of Management, Technology, and Social Sciences*, 5(2), 19-41.
2. Desai, Nishith (2021). Next Steps for Higher Education in India. *The National Law Review*, 12 Sept. 2021, [www.natlawreview.com/article/next-steps-higher-educationindia](http://www.natlawreview.com/article/next-steps-higher-educationindia).
3. Gavade, Akanksha (2021). Statistical Analysis of the National Education Policy (2020). *International Journal of Research in Engineering and Science*, 9(7), 27-31
4. Kumar, Deep (2020). A Critical Analysis and a Glimpse of N ew Education Policy -2020. *International Journal of Scientific & Engineering Research*, 11(10), 248-253.
5. Govt. of India (2020). National Education Policy 2020. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf) assessed on 21. 01. 2023 at 10.38 am.
6. Eisenberger, R., Huntington, R., Hutchison, S., and Sowa, D. (1986). Perceived organizational support. *J. Appl. Psychol.* 71, 500–507. doi: 10.1037/0021-9010.71.3.500
7. Shore, L. M., and Shore, T. H. (1995). “Perceived organizational support and organizational justice,” *Organizational politics, justice, and support: Managing the social climate of the workplace*, Cropanzano, R. S., and Kacmar, K.M. (Eds.). p. 149–164. Westport, CT: Quorum.
8. Rhoades, L., Eisenberger, R., and Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *J. Appl. Psychol.* 86, 825–836. doi: 10.1037/0021-9010.86.5.825
9. Rhoades, L., and Eisenberger, R. (2002). Perceived organizational support: a review of the literature. *J. Appl. Psychol.* 87, 698–714. doi: 10.1037/0021-9010.87.4.698
10. Lazarus, R. S., and Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer
11. O’Driscoll, M. P., and Randall, D. M. (1999). Perceived organizational support, satisfaction with rewards, and employee job involvement and organisational commitment. *Appl. Psychol.* 48, 197–209. doi: 10.1111/j.1464-0597.1999.tb00058.x
12. Griffin, M. A., Parker, S. K., and Mason, C. M. (2010). Leader Vision and the Development of Adaptive and Proactive Performance: A Longitudinal Study. *Journal of Applied Psychology* 95, 174–182. doi: 10.1037/a0017263
13. Schmitt, N., and Chan, D. (2014). *Adapting to Rapid Changes at Work: Definitions, Measures and Research*. London, UK: Routledge.



14. Dorsey, D.W., Cortina, J. M., Allen, M. T., Waters, S. D., Green, J. P., Luchman, J. (2017). "Adaptive and citizenship-related behaviors at work," in Handbook of Employee Selection, Second Edition, 448–475.
15. Foster, T. A. (2013). *An exploration of academic resilience among rural students living in poverty* (Doctoral dissertation). Piedmont College, Demorest, Georgia.
16. Fallon, C. M. (2010). *School factors that promote academic resilience in urban Latino high school students* (Doctoral dissertation). Loyola University, Chicago. Retrieved from: [https://ecommons.luc.edu/luc\\_diss/122](https://ecommons.luc.edu/luc_diss/122)
17. Pillai, A. R., & Sivagnanam, P. (2021). Effect of Institutional Infrastructure on Knowledge Management Process : Mediating Role of Reciprocal Benefits. *Indian Journal of Economics and Business*, 20(2), 1521–1527.
18. Sivagnanam, P., Pillai, A. R., Elangovan, R., & Parayitam, S. (2022). Knowledge management process, infrastructure, and system quality as resilient strategies to respond to COVID-19 pandemic challenges: Evidence from higher educational institutions in India. *Knowledge and Process Management*, May. <https://doi.org/10.1002/kpm.1722>
19. Derakhshan, A. (2021). "Implementation and application of building teacher resilience in EFL classrooms," in *The 6th ELT Conference* (Tehran).
20. Rajasekar, A., Pillai, A. R., Elangovan, R., & Parayitam, S. (2022). Risk capacity and investment priority as moderators in the relationship between big-five personality factors and investment behavior: a conditional moderated moderated-mediation model. In *Quality and Quantity* (Issue 0123456789). Springer Netherlands. <https://doi.org/10.1007/s11135-022-01429-2>
21. Eisenberger R, Cummings J, Armeli S, Lynch P. Perceived organizational support, discretionary treatment, and job satisfaction. *The Journal of Applied Psychology*. 1997;82(5):812-820. [doi.org/10.1037/0021-9010.82.5.812](https://doi.org/10.1037/0021-9010.82.5.812)
22. Audrey Charbonnier-Voirin and Patrice Roussel (2012). Adaptive Performance: A New Scale to Measure Individual Performance in Organizations. *Canadian Journal of Administrative Science*, 29(3), 280-293
23. Cassidy, S. (2016). The academic resilience scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology*, 7, 1787. <https://doi.org/10.3389/fpsyg.2016.01787>