

CHAPTER-VI

Summary of the Study

6.0 Introduction

Anyone will go through ups and downs in life, from minor setbacks to horrifying events with long-lasting consequences. There may not be a map of life. Every change has a different effect on people, bringing with it a unique influx of thoughts, strong feelings, and uncertainties. Yet resilience is a major factor in how well people frequently adapt over time to trying and life-altering situations. Resilience is the capacity to bounce back successfully from adversity, trauma, tragedy, threats, or extremely stressful situations, such as problems with family and relationships, serious health problems, or challenges at work and in the financial world. Resilience can lead to not only overcoming these difficult experiences by "bouncing back," but also to considerable personal development. (David et al., 2020).

Depression and life stress are becoming a constant part of contemporary life. Even though life has become more difficult and competitive in recent years, there are still those who are able to maintain a positive outlook despite adverse circumstances. Such people strive with the situation and overcome challenges rather than giving up the assignment quickly. Such individuals are referred to as resilient. The current era is one of tough competition, and not everyone will be able to maintain their desired level of performance in this competitive field. Peer pressure, societal expectations, an unhealthy, foreign, or challenging environment may occasionally introduce students with situations in which they may not be able to maintain their current level of performance. In these situations, a student's inner zeal, motivation, confidence, future planning, or self-belief play a very important role. In a nutshell, student academic resilience is crucial to deciding their success in school. (Bala, 2018). Academic resilience is the ability of students to work hard for achievement even in the face of challenges, either by altering current behaviours or by creating new ones, such discipline, practise, or a plan. Academically resilient student succeed in life despite the challenges they have encountered. Being academically resilient is not an easy task because it requires a variety of internal and external factors to overcome risk factors like poverty and unfavourable environmental conditions, etc., (Kutlu, Yavuz&Bulut, 2016).

6.1 Rationale of the Study

Assam, an Indian state, has seen catastrophic flood damage as a result of the monsoon's persistent rainfall during most of July and August. Due to its large river network, Assam is vulnerable to natural disasters like erosion and flooding, which have a detrimental effect on the state's overall development. These floods have a significant negative impact on residents' mental and physical health, as well as their ability to advance in many fields and have an individual impact on each person's academic life (Little, Axford, & Morpeth, 2004). It is recognized as the potential risk to the development of children in academic (Syukrowardi, Wichaikull, & Bormann, 2017). Many students struggle to keep up with their academics as a result, which leads to unsatisfactory results. Apart from that the education sector has become more challenging (Bala, 2018). At present in this competitive world the meaning of success has largely widened and changed based on pupils' ability to effectively manage their cognitive capacities, personal control, and self-sufficiency skills (Schunk & Zimmerman, 2007). All these factors demand resilience among the students. Resilience is a complex phenomenon which enables an individual to succeed despite adverse conditions or outcomes. Turner, Scott-Young and Holdsworth (2017) stated that resilient is an antecedent of student well-being. Though Resilience is innate in individual, many are not able to demonstrate it in the right time (Gafoor, 2015). The secondary level education is a crucial stage of student's life who also come under the adolescence period face various ups and down; had to take the Board test whose outcome is thought to be the most crucial for their careers; thus deal with a lot of pressure from the family and the community. Therefore, the researcher was interested to foster academic resilience among secondary level students of flood affected areas through an intervention program that is the Academic Resilience module. This Academic Resilience module was prepared based on the "Within Child Protective Factors" under which comes- Motivation, Self-beliefs, Cognitive, Meta-cognitive and Socio-emotional skills as found in the study of Gafoor, 2015 who have reviewed 82 studies on Academic Resilience in accordance to factors fostering Academic Resilience. Narayan (2015) stated that interventions focusing on individual factor can help enhance resilience in the adolescents. One of the main goals of this research is to try and build different skills through an intervention program that will help in fostering student's academic resilience so that even if they had to deal with hardships due to floods every year, they could handle it and succeed in their academics.

6.2 Statement of the Problem

The study's problem can be titled as: Effectiveness of Intervention Program in Fostering Academic Resilience among Secondary Level Students of Flood Affected Areas of Majuli District in Assam.

6.3 Operational definition of the terms used

1. Academic Resilience: Academic Resilience is the capacity of the secondary level students to overcome with the adversities faced on yearly basis due to flood and do well in Academics with reference to their Socio-emotional skill, motivation level, cognitive level, meta-cognitive level and self-belief level.

2. Intervention Program: By Intervention Program the researcher means the three month long capacity building program based on self-developed Academic Resilience Module.

6.4 Objectives of the Study

1. To design an Intervention Program for fostering Academic Resilience among Secondary Level Students in Flood Affected Areas of Majuli district in Assam.
2. To study the overall Effectiveness of Intervention Program for fostering Academic Resilience among Secondary Level Students in Flood Affected Areas of Majuli district in Assam.
3. To study the Effectiveness of Intervention Program for fostering Academic Resilience among Secondary level Students in Flood Affected Areas of Majuli district in Assam with reference to their Socio-emotional skill.
4. To study the Effectiveness of Intervention Program for fostering Academic Resilience among Secondary level Students in Flood Affected Areas of Majuli district in Assam with reference to their Motivation level.
5. To study the Effectiveness of Intervention Program for fostering Academic Resilience among Secondary level Students in Flood Affected Areas of Majuli district in Assam with reference to their Cognitive level.
6. To study the Effectiveness of Intervention Program for fostering Academic Resilience among Secondary level Students in Flood Affected Areas of Majuli district in Assam with reference to their Meta-cognitive level.

7. To study the Effectiveness of Intervention Program for fostering Academic Resilience among Secondary level Students in Flood Affected Areas of Majuli district in Assam with reference to their Self-belief level.

6.5 Hypotheses of the Study

Ho1. There is no significant difference between the overall mean Academic Resilience score of Students of Control and Experimental group at the pre-test and post-test level.

Ho2. There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Socio-emotional skill.

Ho3. There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Motivation level.

Ho4. There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Cognitive level.

Ho5. There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Meta-cognitive level.

Ho6. There is no significant difference between the mean Academic Resilience score of Students of Control group and Experimental group at the pre-test and post-test level with reference to their Self-belief level.

Ho7. There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level.

Ho8. There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Socio-emotional skill.

Ho9. There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Motivation level.

Ho10. There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Cognitive level.

Ho11. There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Meta-cognitive level.

Ho12. There is no significant difference between the overall mean Academic Resilience score of students of Control group and Experimental group at the post-test and delayed post-test level with reference to their Self-belief level.

Ho13. There is no significant difference in the mean Academic Resilience score of students of Control group at the post-test and delayed post-test level.

Ho14. There is no significant difference in the mean Academic Resilience score of students of Experimental group at the post-test and delayed post-test level.

6.6 Delimitations of the Study

1. The study is delimited to IX standard students of Provincialized High School.
2. The study is delimited to Co-Ed High School.
3. The study is delimited to two of the Schools in flood prone zone of Majuli district, Assam.
4. The study is delimited to the effect of the Intervention program (Academic Resilience module) on the Secondary level students of flood affected area.

6.7 Profile of the study area

The location of the study is Majuli District, Assam. Majuli is the world's largest river island located in the state of Assam in the mid-stream of the great River Brahmaputra. The geographic location of the Majuli Island is volatile and is highly prone to Flood and Erosion (Sarmah and Mohapatra, 2017). Around the mainland there are some Islets formed, locally called as Chaporis; comes under the jurisdiction of

Majulisub-division which are highly prone to erosion as reported in the Disaster Management Plan for Majuli Sub-division (2014). The people of Majuli Island have to face the problem of Flood every year at the time of Monsoon season due to mighty Brahmaputra thus making it an integral part of their life. Even though they are acquainted with it but depending on the intensity of the wave it proves to be a great loss for the masses in all sectors. They have to face at least three waves of flood with different intensities which makes them highly vulnerable and less resilient as reported in District Disaster Preparedness and Response Plan (2019).

6.8 Methodology of the study

The current study is an Experimental type of research and Quasi Experimental Research Design has been used for the study. The paradigm of the design of the study selected is Non-randomized Control group, Pre-test Post-test Design.

Table 6.1- Non-randomized control group pre-test post-test design

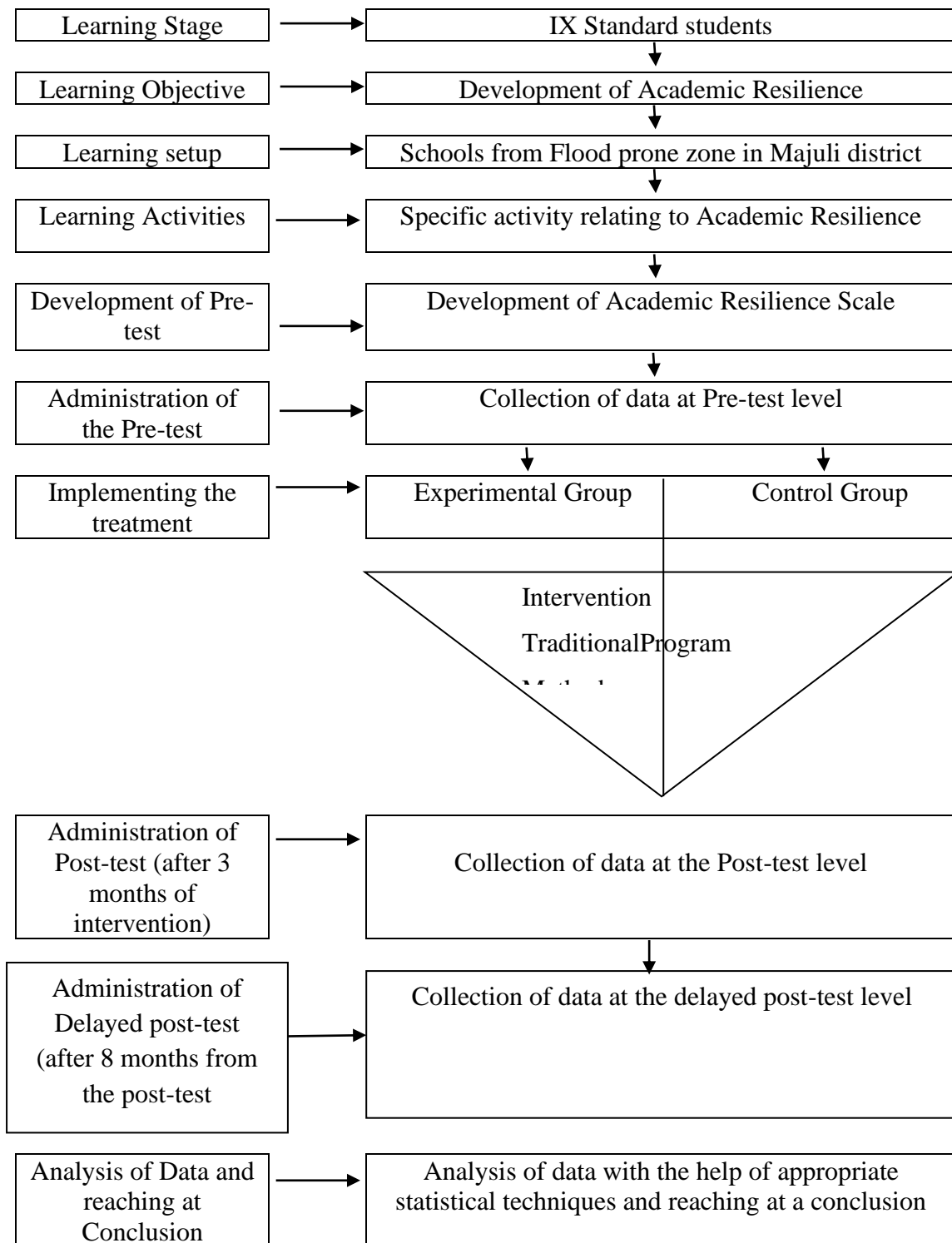
Groups	Pre-test	Treatment	Post-test
Experimental group (EG)	P ₁	Use of Intervention program (3 months)	P ₂
Control group (CG)	P ₁	Traditional method	P ₂

The details of the abbreviations used in the above table are given below:

P₁ & P₁- Pre-test (Academic Resilience)

P₂ & P₂- Post-test (Academic Resilience)

Table 6.2- Design of the Study



6.9 Participants

Present study is comprised of IX Standard students selected from two flood affected schools in Majuli district. That is- ChelekJanajati High School and

Malapindha Tribal High School. The researcher has purposefully selected the flood prone zone in Majuli district for the fulfilment of the objective of the study and the schools were randomly selected and assigned one as Experimental group and the other as Control group. The total sample for both the groups is 88 that is 44 in experimental group and 44 in control group.

Table 6.3- School wise number of students selected

Sl. No.	School	Groups	Total No. Of Students
1	ChelekJanajati High School	Experimental group	44
2	MalapindhaJanajati High School	Control group	44

6.10 Tools used

1. Instructional tool
2. Testing tool

The instructional tools used in the present study are-

- A. Academic Resilience Module for providing the treatment to the experimental group
- B. Traditional teaching learning for the control group

The testing tool used in the present study is-

- A. Academic Resilience Scale

6.11 Procedure of data collection

The researcher has first selected the two Flood affected schools and has administered pre-test on both the schools through Academic Resilience Scale to know the level of their Resilience. After getting the pre-test data from both the schools ANCOVA was applied to see whether there is any significant difference between the schools on the pre-test. After finding out the result that is there is no significant difference between the schools on the pre-test; one school was selected as the experimental group and the other school was selected as the control group randomly.

After that, the researcher has provided the Intervention program through a self-developed academic resilience module to the Experimental group and the Control group was not provided with any kind of intervention but were taught in a regular pattern by their teachers as it used to be. After the treatment was over that is after three months the researcher again administered the post-test to both the groups with the help of the same Academic Resilience scale. Again after eight months a delayed post-test was conducted to both the groups to see any improvement in the Academic Resilience level of the students from the intervention in between the post-test to the delayed post-test period. Clear-cut instructions were given to the students at all the stage of pre-test, post-test and delayed post-test to fill up the items in the scale. The filled in tool were collected and the collected data was systematically pooled for analyses purpose.

6.12 Statistical techniques used

For the analysis and interpretation of data statistical techniques used are- Independent sample t test, Analysis of Co-variance (ANCOVA) and Paired Sample t test.

6.13 Major findings and Conclusion

1. There is no significant difference between the mean Academic Resilience score of Students of Control and Experimental group at the pre-test level that is before the Intervention.
2. There is a significant difference between the mean Academic Resilience score of Students of Control and Experimental group at the post-test level that is after the Intervention.
3. There is a significant difference in the adjusted mean scores of Academic Resilience of Students of Control and Experimental group in the post-test level that is after the Intervention by considering their pre-test as covariate.
4. There is a significant difference between the mean Academic Resilience score of Students of Control and Experimental group at the Delayed post-test level.
5. There is no significant difference in the mean Academic Resilience score of Students of Control group at the post-test and delayed post-test level.
6. There is a significant difference in the mean Academic Resilience score of Students of Experimental group at the post-test and delayed post-test level.

7. There is no significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Socio-emotional skill at the pre-test level that is before the intervention.
8. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Socio-emotional skill at the post-test level that is after the Intervention.
9. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Socio-emotional skill at the delayed post-test level.
10. There is no significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Motivation level at the pre-test level that is before the intervention.
11. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Motivation level at the post-test level that is after the intervention.
12. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Motivation level at the delayed post-test level.
13. There is no significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Cognitive level at the pre-test level that is before the intervention.
14. There is no significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Cognitive level at the post-test that is after the intervention.
15. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Cognitive level at the delayed post-test level.
16. There is no significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Meta-cognitive level at the pre-test level that is before the intervention.
17. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Meta-cognitive level at the post-test level that is after the intervention.

18. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Meta-cognitive level at the delayed post-test level.
19. There is no significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Self-belief level at the pre-test level that is before the intervention.
20. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Self-belief level at the post-test level that is after the intervention.
21. There is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to their Self-belief level at the delayed post-test level.

All these inferences clearly depict the effectiveness of the intervention program in fostering Academic Resilience among Secondary level Students of Flood Affected Areas of Majuli district in Assam. In conclusion it can be said that the Intervention program turned out to be effective on the secondary level students of the flood affected areas of Majuli district in Assam. The purpose of education in the twenty-first century is not only to equip students with a vast amount of knowledge and information, but also to teach them how to learn effectively and independently, how to control their impulses, and how to succeed in school just as they succeed in other areas of their lives.

6.14 Educational implications of the study

The results revealed that it is possible to enhance Academic Resilience among the Students through Intervention Program. The following educational implications could be stated from the study:

1. This study highlights the need of enhancing the Academic Resilience of students from different disadvantageous background.
2. This study throws light on educational planners to understand the situation of students in flood affected area, its impact on their education and take initiatives to organise such intervention program.
3. This study will help the teachers to understand the ways of building Academic Resilience among the Secondary Level Students and also can make parents aware of such ways.

4. This study will encourage the teachers, researchers to develop various intervention programs on academic resilience for the students in other disadvantaged situation and make provisions according to their requirement.
5. Researchers and teachers interested in this area can adopt the Academic Resilience Scale to assess the Academic Resilience level of the secondary level students from different background.
6. Researchers and teachers can also adopt and adapt the Academic Resilience module according to the requirement for providing intervention program to the secondary level students from different background.

6.15 Suggestions for further research

1. The present study has been conducted in the flood affected areas of Majuli district in Assam. Such studies can also be conducted in other flood affected areas of Assam, India.
2. Future studies could focus on other disadvantaged situations or with students from different background other than flood as risk factor.
3. Future studies can focus on other protective factors to develop the intervention program such as- within family protective factor, within school protective factor and within community protective factor for development of Intervention Program on Academic Resilience.
4. Future studies could also focus on students from different levels other than Secondary level students.
5. Future studies could also focus on qualitative approach even mixed method approach for indepth understanding of Academic Resilience of students.
6. Future studies could focus on caregivers such as parents and educators providing training which empowers them and promote their resilience skills. This way they can be more effective in promoting their students' resilience skills.