

CHAPTER-II

Review of Related Literature

2.0 Introduction

For any researcher, it is very important to review studies related to the area of investigation. It provides the researcher an insight into the problem that the researcher is going to carry out. Studies have been conducted over the years in the area of Resilience. In this chapter, a brief review of the researches pertaining to the problem under investigation has been presented. The researcher carried out an extensive review of research on the key terms of the study that is Academic Resilience, Intervention Program and Flood and tried to determine the importance of Academic resilience and Intervention program and the impact of flood in the life of an individual. The studies have been classified as follows-

1. Studies related to Academic Resilience and its factors
 - a) Studies on Children and Academic Resilience
 - b) Studies on Adolescents and Academic Resilience
 - c) Studies on Adults and Academic Resilience
2. Studies related to designing Intervention Program on Academic Resilience
 - a) Studies on Children and Academic Resilience Intervention Program
 - b) Studies on Adolescents and Academic Resilience Intervention Program
 - c) Studies on Adults and Academic Resilience Intervention Program
3. Studies related to Academic Resilience and Flood affected students

2.1 Studies related to Academic Resilience and its factors

a. Studies on Children and Academic Resilience

Fang, Chan and Kalogeropoulos (2019) conducted a study to investigate how social support from family, peers and teachers influence low income household children's academic resilience and how academic resilience mediates the connection between social support and children's academic achievement. Structural equation modelling was adopted to analyse the data. It was found that low income household children's family, peer and teacher support are associated with their academic

resilience. A strong relation was discovered between peer supports, academic resilience of low income household children with their academic achievements. Academic resilience plays a full mediation role in teacher support and a partial mediation role in peer support on children's academic achievement.

Yeung and Li (2019) have undertaken a review of literature on Educational resilience among Asian children in challenging family environment. It was found that Asian children with challenging family environment have commitment, Positive attitude towards education and a favourable self-perception which appears to be predictors of educational resilience. It was also stated that Educational institutions along with families and communities can focus on providing intervention in improving children's resilience by buffering some of the stressors.

Banerjee et al. (2018) carried a study to see the level of resilience among adolescent children in Kolkata with a sample of 151 students. It was an observational cross sectional study and a pre-designed questionnaire along with child and youth resilience measure 12 questionnaire was used for data collection and found that only 37.7 % students are resilient and various factors are associated with high resilience.

Wills and Hofmeyr (2018) undertook a study to identify and characterise the traits of South African rural and township primary school kids who score better than expected in reading comprehension. The group focused in this study is 6th grade students. A total of over 2600 longitudinal dataset of information on institutional and individual protective factors including students' socio-emotional skills was used for the indepth research. It was found that students that are resilient stand out from their less accomplished counterparts in a number of ways. Student's socio-emotional skills emerge as strong correlates of Academic Resilience. And individual level protective factors appear to be the strongest determinants of Academic Resilience.

Hijon (2017) conducted a study on Academic resilience: a transcultural perspective. Here the researcher has tried to point out some of the steps to understand resilience as a process from thorough review. Such as identifying the difficulty, selecting the appropriate response, evaluating the results by learning from experience, estimating its impact on others and recognizing an increase in positive attitudes towards learning.

Hill (2017) conducted research to determine how academic resilience, socioeconomic circumstances, and home environments affect reading achievement and a complex sampling design was used to collect data from more than 22,000 children across the United States and found that academic resilience can mediate a significant proportion of the negative social emotional factors of students struggle.

Li and Yeung (2017) carried a study on rural Chinese children to find out their academic resilience along with individuals and contextual factors. It included 1729 Chinese children of 10-15 years age group. After the comparison between rural non-resilient and resilient groups different pathways were found for rural Chinese children's academic resilience. From which it was concluded that understanding resilience needs to take contexts and culture into consideration.

Wang, Hu and Yin (2017) conducted a study to examine the relationship between the positive emotions associated with academic success, such as pride, happiness, hope, satisfaction, calmness, and relaxation, and the factors that affect psychological resilience, such as family support, problem-solving skills, self-resilience, sense of purpose, social communication skills, attitude towards adversity, and capacity to mobilise resources. The study's sample included 763 migrant workers from rural to urban Beijing, China, who were between the ages of 14 and 16. It was discovered that migratory teenagers from rural to urban areas who have higher degrees of psychological resilience exhibit more encouraging academic sentiments.

Williams, Bryan, Morrison and Scott (2017) conducted a qualitative analysis into the safeguards and systems influencing the academic success of students living in poverty. A total of 24 high achievers from low poverty middle schools made up the study's sample. Four major themes and 12 subthemes were found in the study. These are caring teachers, family and community resources, and many motivational channels. Counsellors are given implications as well.

Pena and Granlund (2016) have undertaken a systematic literature review to examine what influence resilience in young children at risk. A total of 14 articles aiming children of 0-12 year's age group were reviewed. It was found that supportive relationship, developing within a certain environment and having a positive self-perception influence the development of resilience.

Gafoor (2015) conducted a review of literature on factors fostering Academic Resilience. 82 articles on Academic Resilience from 1977-2007 has been reviewed. From the review 126 protective factors were identified, listed in 19 categories under the four areas that is- self, family, school and community from where the child draws the strength to fight adversities.

Downey (2014) conducted a study to understand children's perspective on Educational Resilience-promoting variables and mechanisms. The sample of the study was 50 children of 12 year age group who have already face serious life difficulties. They helped in identifying eight factors that improve academic performance such as- intelligence, emotions, behaviour, family support, school help, connections in the community, and organised programmes.

Masten et al. (2014) carried a transactional research program on academic risk and resilience in homeless and highly mobile children and found that these children share many risk factors as those of disadvantaged children and are higher on an underlying continuum of risk. As a result it focuses on providing implications for research and efforts to address disparities in achievement.

Norris (2014) conducted a study on Hispanic students from middle school to find out how these students moved from school related risk to academic resiliency. Factors associated with the student's being academically successful and resilient are- positive attitude, clear goals and aspiration, belief, problem solver, supportive parents, motivation, active, well organised, responsible and positive relationship with teachers.

Gafoor and Kottalil (2011) have undergone review to identify, categorize and learn the factors that fosters Academic Resilience in children. 82 articles from inflibnet, ERIC and google search on Academic Resilience within the period of 1977-2007 were reviewed. 46 protective factors were identified belonging to within child category.

Morales (2010) did a qualitative study to discover and investigate protective factors in academically strong urban children of colour from low socioeconomic backgrounds. 50 low socioeconomic status students of colour who were academically resilient made up the study's entire sample. We found and investigated two groups of

significant protective factors that work together. Cluster one includes the desire to "class jump," caring teachers (K–12), caring teachers (college), a sense of duty to one's race, and a strong focus on the future. And cluster two comprises high parental expectations reinforced by words and deeds, tenacity, good self-esteem, internal locus of control, attendance at out-of-zone schools, etc.

Schelble, Franks and Miller (2010) conducted research on the link between academic resilience and emotional dysregulation in maltreated youngsters. The total sample of the study was 158 maltreated children. For analysis linear regression was used which indicated that the absence of emotion dysregulation was significantly related to Academic resilience. Along with this absence of late adolescence, race and placement stability were also significantly related to Academic Resilience.

McLeod, Heriot and Hunt (2008) conducted a study to find out the association between residential relocation, resilience and the emotional, behavioural and academic adjustment of children aged 8-12 years who had moved home. It was found that good schooling along with building and enhancing the intellectual functioning of children plays a crucial part in the development of resilience.

Ungar (2004) has conducted research on constructionist discourse on resilience among at-risk children and youth in a variety of situations and diverse realities. The researcher examines the developing literature that supports a constructionist approach to the study of resilience while critically reviewing research findings that support an ecological perspective. Conclusion: An alternative constructionist discourse on resilience significantly improves our knowledge of resilience-related phenomena and our strategy for intervening with populations of at-risk youth.

b) Studies on Adolescents and Academic Resilience

Romano, Angelini, Consiglio and Fiorilli (2021) conducted a study to examine the relationship between school engagement, perceived teacher emotional support, and academic resilience. Data was collected from 205 Italian high school students and was found that both perceived emotional support from teachers and academic resilience were linked to student participation.

Devi and S (2020) conducted a study to find out the effect of Metacognition on Resilience and Academic Achievement of Higher Secondary Scheduled caste

students. The sample is 652 higher secondary scheduled caste students selected by judgement sampling technique. And it was found that there was significant influence of Metacognition on Resilience and Academic Achievement of Higher secondary scheduled caste students. And there was substantial impact of Resilience on Academic Achievement of Higher secondary scheduled caste students.

Mampane (2020) conducted a study based on qualitative approach. Highlighted the inclusive practices in order to strengthen students' academic resilience and their chances of academic success, community organisations support learners. Focus group with a sample of four learners from a drop in centre and in-depth interviews with a sample of eight learners attending Science Reading Centre were conducted to collect data in two phases. Also, it was discovered that students feel protected and their academic resilience is supported by excellent relationships with teachers. The capacity to recognise and make use of the resources at their disposal allowed participants to recognise their own personal capabilities. The educational resilience of students is also supported by community social support programmes in cases where schools are unable to do so. The investigation's final finding was that inclusive education can support students' academic resilience.

Zulfikar, Hidayah, Triyono and Hitipeuw (2020) developed an Academic Resilience scale for gifted young scientists' education. The scale consists of the following dimensions of academic resilience- self-efficacy, control, plan, low anxiety and diligence. The sample was 181 senior high school students on which the instrument was tested. For establishing the validity of the instrument construct validity was found through exploration factor analysis. The reliability coefficient was found to be 0.723. Thus the instrument was concluded as reliable.

Annalakshmi (2019) carried a study to find the predictors of resilience and academic achievement among rural adolescent students at-risk. The total sample of the study is 208 adolescents who scored high on internalizing/externalizing problems. Self-regulation was found to be the single predictor of both resilience and academic achievement.

Baskaran and Kadhiravan (2019) conducted a study to find out the association between academic stress and resilience of school students. The sample is 471 9th and 11th standard students in and around Salem city of Tamil Nadu state selected through

stratified random sampling. Student resilience was found to be significantly correlated with academic stress. Individuals with high resilience are healthier, well-adjusted and consequently more resilient.

Kavathekar and S (2019) conducted a qualitative study on educational resilience among students. The data was collected under three phase. Phase I is the non-participant slum phase. Phase II is the macro phase and Phase III is the micro phase. In phase I, greater numbers of students were found who attended private schools. In phase II, students were found to be educationally resilient and demonstrated the following characteristics- valuing education, achievement orientation, understanding oneself, high level of motivation, task commitment, and commitment towards education, goal identification, communication skills and an attitude for hard work. In phase III, it was found that inspite of various challenges students faced it with self-confidence and prepared strategies to deal with it. Family and school were found to be a big support for these students.

Agasisti, Avisati, Borgonovi and Longobardi (2018) has undertaken a study on Academic resilience to find out what schools and countries in Pisa do to help underprivileged pupils in succeeding. The study defines resilience as the ability of 15 year old students from disadvantaged backgrounds to perform at a certain level in the programme for international student assessment (PISA) in three domains- reading, mathematics and science. And from thorough review on PISA cycles over time (2006-2015) it was found that several countries were able to increase the share of resilient students over time, reflecting improvements in the average performance of students, or a weaker relationship between socio-economic status and performance. Academic resilience is found to be low among disadvantaged students in school where they report negative climate.

Bala (2018) carried a study on 500 International students to find their level of Academic Resilience in relation to Educational aspiration, social adjustment and mental health. Descriptive survey method was employed and significant relationship was found between Academic resilience and educational aspiration, social adjustment, mental health.

Kaur (2018) studied Acculturation strategies and personality traits as predictors of Academic Resilience and Psycho Social Adaptation among migrant students of North

East India and South India who have shifted to North India in order to attain higher education. The sample is 200 migrant students chosen through stratified random sampling. From the result it was stated that if integration strategy is being employed along with enhancement of their healthy personality trait, it can enable migrant students to attain higher Academic Resilience and better Psycho Social Adaptation.

Mwangi, Muriithireri, Mwaniki and Wambugu (2018) performed research on the relationship between academic achievement and the type of school resilience among secondary school students in Kiambu County, Kenya with a sample of 390 students selected randomly. Correlational design was used and found that the mean academic resilience and achievement for boys' boarding was found to be significantly lower than that of girls' boarding.

Rao and Krishnamurthy (2018) conducted a study to see the nature of relationship between academic resilient traits and actual performance in scholastic tests of high school students of 12-17 years in Public school from low socio-economic background. A strong link was discovered between pupils' academic achievement and resilience level. But no significant difference was found on the basis of gender. And early adolescents were found to be less resilient in comparison to late adolescents.

Siddiq and Jahan (2018) carried a study to find the effect of self-efficacy, Resilience and parenting style on Academic Achievement of Senior secondary students. The sample is 380 government and private senior secondary school students chosen through simple random sampling. Average level of resilience and self-efficacy was found among senior secondary school students.

Kaur and Kaur (2017) did a study on adolescents' optimism in relation to their sense of self-worth, resiliency, and happiness in life. Descriptive survey research method was used and data was collected from 600 students of Mohali, Amritsar and Barnali districts of Punjab. Majority of adolescents were found to be highly resilient. Significant gender and stream differences in the resilience of adolescents were found. Optimism and self-esteem is significantly and positively related with resilience of adolescents. And a positive relationship between resilience and life satisfaction of adolescents were also found.

Kaur and Kumar (2017) carried a study to examine the effects of the learning environment, self-efficacy, and metacognition on the academic resilience of 1200 senior secondary students. The study followed descriptive survey method and it was found that the students have average academic resilience and significant relationship was discovered between Academic resilience and meta-cognition, self-efficacy, learning environment.

Mwangi and Ileri (2017) conducted a study on secondary school pupils in Kiambu County, Kenya, looking at gender disparities in academic resilience and achievement with a sample of 390 students selected randomly and descriptive correlational design was used and a demographic form and the California Healthy Kids Survey Module B Version was used in data collection and it was found that girls are more academically resilient compared to the boys.

Mwangi, Ileri and Mwaniki (2017) conducted a descriptive correlational study to explore how external and internal protective factors combined helps in predicting academic resilience among 390 secondary school students in Kiambu, Kenya. Positive relationship was found between the external and internal protective factors. And both the internal and external protective factors jointly explained a significant amount of variance in student's academic resilience. Thus both internal and external protective factors together have a better impact in promoting student's academic resilience.

Rajan, Harifa and Pienyu (2017) conducted a study to see the influence of locus of control, academic engagement and self-efficacy on the academic resilience among the school children. The sample is 155 high school students from Malabar, Kerala, India. From correlation analysis, correlation was found between Academic Resilience and self-efficacy. Students' academic resilience varied significantly depending on their gender. And no discernible change was discovered in self-efficacy, academic engagement and locus of control in relation to Gender.

Mallick and Kaur (2016) carried a study on Academic resilience to find out the learning environment of the senior secondary school students both at home and school. It is a Descriptive survey research method. Stratified random sampling was used and with the help of Self constructed and standardized Learning Environment Scale and Academic Resilience Scale data collection was done from 600 senior

secondary school students. Senior secondary school pupils' learning environments varied significantly depending on their gender and locality and both boys and girls possess high level of academic resilience but in accordance to locality, urban students showed high level of academic resilience in comparison to rural senior secondary students.

Novotny and Kremenkova (2016) conducted research to identify the connection between resilience and academic achievement among at-risk kids. The total sample of the study is 467 adolescents of Czech Republic. From regression analysis relationship was found between resilience and academic performance. It also highlighted the need for an individualized approach to promote resilience at different group of youth.

Sharma and Mathur (2016) conducted a study to see the relation of optimism, resilience, self-efficacy and attachment in relation to Academic stress in adolescents with a sample of 300 school students and found that Academic stress had a significant negative correlation with optimism, resilience and attachment and negative but insignificant correlation with self-efficacy.

Young (2016) conducted a study on Access, Achievement and Academic Resilience: The relationship between AVID and black student participation in Advanced Placement courses. A 2267-student sample of Black students was employed in a quasi-experimental approach, and it was discovered that there is a statistically significant correlation between Black student AP course participation and involvement in AVID.

Zuill (2016) conducted research on Bermuda foster youth to determine the link between resilience and academic achievement to see the relationship of resiliency with Academic performance and in accordance to age and Gender. Non-experimental Correlational design was used with a sample of 51 adolescents and no significant relationship was found between Grade Point Average and Resilience, Age and Resilience and Gender and Resilience.

Kirmani, Sharma, Anas and Sanan (2015) undertook a study to look at a group of college-going adolescent females' subjective wellbeing, resilience, and hope. 98 adolescent girls who were college students provided the data. Also, a strong positive

link between hope and resilience, hope and subjective well-being, and resilience and subjective well-being was discovered after applying descriptive statistics.

McMohan (2015) conducted a qualitative study to see strengths in a rural school from educator's conceptions of individual and environmental Resilience factors. It mainly examines educator's belief about and attitude towards rural students who are at risk and factors that impact rural success. The findings provide evidence of initiatives by individual educators in one rural school who sought to increase engagement, general resilience and empower students in their own learning.

Narayan (2015) has undertaken a study to find out the predictors of resilience among adolescents of poor socio-economic status in India. It is a cross-sectional study. The sample is 1451 adolescent students of 14-19 years age group in rural public schools. Through regression analysis it was found that sattvic, rajasic and tamasic self-concepts are significant predictors of resilience. And resilience was negatively predicted by both rejection experienced in the school environment and extrinsic aspirations.

Sharma and J (2015) conducted a study of the psychological predictors of Resilience and fostering Resilience in Adolescents. The sample of the study is 588 boys and girls of 13-18 years of three public schools of north Indian towns. And it was found that Resilience is significantly correlated to social problem solving, self-efficacy, adjustment, optimism, perceived stress and academic achievement in adolescents in this study. Social problem solving, self-efficacy, adjustment and academic achievement are found to be significant predictors of resilience in adolescents and Optimism and perceived stress didn't emerge as significant predictors of resilience.

Lessard, Fortin, Butler-Kisber, and Marcotte (2014) conducted a study on high school students to analyze the discussion of dropouts and resilient students. The total samples of the study were 140 from which 60 were resilient students and 80 were dropouts. Four types of abilities were found from resilient students- inreach, outreach, establishing and maintaining positive relationships and planning, making choices and following it.

Mampane (2014) conducted a study to find the variables influencing to the resilience of middle-aged South African township adolescent through item and factor analysis of a resilience questionnaire. The sample of the study was 291 middle adolescent learners of Grade 9 from two black only township secondary school. The capacity to detect and utilise social support, confidence, internal locus of control, being tough, devoted, and achievement-oriented are some of the traits that make middle-aged students from township schools resilient.

Sharma (2014) conducted a study on 300 adolescents to find their resilience in relation to Emotional intelligence, Negative life events, coping styles, parental bonding dimensions, Eysenckian dimensions of personality and interpersonal reactivity. Positive relation was discovered between resilience and emotional intelligence and also in reference to gender. Positive correlation was found between resilience and fantasy scale, empathic concern and perspective taking in total adolescent sample and male adolescents. Positive correlation found among resilience and empathic concern and perspective taking in female adolescents. Negative correlation found between resilience and personal distress in total adolescent sample and female adolescents. Positive correlation was found among resilience and proactive coping, reflective coping, strategic planning, preventive coping, emotional support seeking for total sample and also in reference to Gender. Positive correlation was found between resilience and two dimensions of parental bonding- perceived maternal and paternal care in total sample and in relation to male adolescents. Negative correlation was found between resilience and perceived paternal overprotection in total sample and male adolescents. Positive correlation was found between resilience and extraversion for total adolescents and female adolescents. Positive correlation was found between resilience and social desirability in total adolescent's sample. Negative correlation was found between resilience and psychoticism in total sample and male adolescents. Personal competence correlated positively with three subscales of interpersonal reactivity index-fantasy scale, empathic concern and perspective taking and correlated negatively with personal distress for total adolescent's sample. Personal competence correlated negatively with Psychoticism in total adolescents sample and male adolescent's sample.

Singh and Vidhu (2013) conducted a study to enhance Academic Resilience in Adolescents with a sample of 200 boys and girls. Pre-post experimental control group

design was used along with a reattribution training and three tools- The Student life stress inventory, Academic Attributional style Questionnaire and Motivation and Engagement Scale High School was used for data collection and found that Reattribution training is effective in enhancing academic resilience among adolescents with low academic resilience showed dysfunctional attributional style as compared to their counterparts.

Alka (2012) undertook a study to determine the relationship between specific psychological and performance aspects and secondary school students' response to adversity. It is a comparative and correlation type study and 832 samples were selected through stratified random sampling. For the purpose of gathering data, a variety of tools, including the Student Proforma created by the researcher, the Adversity Response profile, the Academic Motivation Scale, the Perceived Stress Scale, and Rosenberg's Self Esteem Scale, were used. It was discovered that there are significant differences between male and female secondary school students in terms of academic motivation, self-esteem, and academic achievement, but not in terms of the academic achievement of secondary school students from different boards. The degree of stress experienced by male and female secondary school students did not differ significantly. The academic motivation and self-esteem of secondary school students from the three different boards, CBSE, ICSE, and SSC, were shown to be significantly different.

Williams (2011) conducted a study on the factors at home, at school, and in the community that support urban, African American high school graduates from low-income single parent homes in maintaining their educational resilience. It is a qualitative study with the use of multiple case studies research design and criterion sampling was used to identify, review and study information rich cases at the college and 8 students were selected and found that protective factors across multiple contexts of students' lives contributed to their academic success despite adversity.

Fallon (2010) did a quantitative ex post investigation into the schools' role in fostering academic resilience in urban Latino high school pupils to examine the relationship between school related protective factors and academic resilience. The sample was 150 students and found that academic optimism is a significant indicator

of academic resilience in low SES despite the absence of personal and family related factors.

Downey (2008) has carried out research to find elements that can help The development of educational resilience is a goal for pupils who are at danger of failing academically. Also, emphasis is placed on offering suggestions for the programmes and curricula that should be used at the district and school levels. There were found to be 12 specific recommendations for teaching methods, which were grouped into four categories: teacher-student relationship, classroom culture, instructional tactics, and student skills. This will encourage academic resilience and promote the academic success of pupils who are at risk of underachieving.

Martin and Marsh (2006) examine the relationship between academic resilience and psychology utilising within-network and inter-network validity methodologies. The sample is 402 Australian high school students. A newly created uni-dimensional academic resilience construct was discovered within the network. And in the between network validity five factors predicting Academic Resilience was found which was later proposed into 5C model of Academic Resilience. That is confidence, coordination, control, composure and commitment.

Waxman, Gray and Padron (2003) undertook an evaluation of literature on Educational Resilience to bring improvement in the education of students at risk of failing academically. It was concluded that risk associated with students failure in school is because of a particular school environment which is unacceptable. Therefore it was concluded that change in attitude is necessary to reflect understanding of the seriousness of the issue faced by students at risk. Along with this commitment to reverse the cycle of educational failure is must.

McMillan and Reed (1994) conducted a study on At-Risk students and Resiliency and the factors supporting to Academic Success. The factors that enable the students resilience at the time of risk are- internal locus of control, healthy internal attributions, taking personal responsibility for one's success and failure, self-efficacy, positive expectations, optimistic, realistic, positive choices and psychological support system.

McMillan and Reed (1993) conducted a qualitative in-depth interview of resilient at-risk students to identify factors that the students believe have contributed to their success in school. 62 resilient students were identified and interviewed by 8 interviewers. The findings indicated that the students were optimistic, responsible, have clear long term goals, confidence, and internal locus of control and have high expectations.

c) Studies on Adults and Academic Resilience

Eva, Parameitha, Farah and Nurfitriana (2021) undertook a study to investigate the relationship between college students' subjective wellbeing and academic resilience during the Covid-19 outbreak. Resilience was revealed to be essential for maintaining and enhancing students' subjective wellbeing during online learning. Subjective well-being is typically higher in people with high resilience and are able to control their emotions as a result, despite the strain that online learning places on them.

Chaudhary (2020) carried a study to find out the correlation and predictors of resilience among farmers in Punjab. The sample of the study is 230 male farmers. The significant predictors of resilience in relation to Farmer's profession are self-efficacy, social support and religiosity. And the significant predictors of resilience in relation to Farmers' life are- social support, generalized self-efficacy, religiosity, stress and satisfaction with life.

Bhat (2019) conducted a study on emotional competence and psychological resilience as predictors of mental health among Kashmiri youth. Data collected from a sample of 300 Kashmiri youth. It was found that psychological resilience and its dimensions- self-perception; single mindedness, task orientation, organized and self-reliant were positively and significantly related with mental health and its dimensions. The result indicated that emotional competence and psychological resilience have linear relationship with mental health.

Anasuri, and Karo Anthony (2018) conducted a study on resilience level among college students from two southern states in the USA. The study's objective is to look at how young adults utilize their resources and examine factors that enhance their level of resilience as opposed to those that hinder. The sample is 100 students of 18-

26 years age group. Significant relationship was found between gender and resilience levels. And concluded that young adults in Alabama and Tennessee were highly resilient and have individual caregiver and contextual components that support their lives.

Robbins, Kaye and Catling (2018) carried a study on Predictors of student resilience in higher education. The investigators have done a thorough review to confirm the known predictors and to find out the novel predictors of resilience in female students within a Higher education context. And it was found that self-esteem, exposure to stressful events, levels of avoidance in maternal relationships and levels of anxiety in paternal relationship were significant predictors of resilience.

Oliva and Lazzeretti (2017) analysed the restoration of Kobe, a city wrecked by the Great Hanshin-Awaji Earthquake in 1995, as part of a qualitative investigation into resilience in response to natural catastrophes. Due to its quick urban rebuilding and economic recovery, this city is regarded as an exemplary case. As a result, it is referred to as a resilient city that can adapt to changing conditions and promote local growth, offering a refreshed perception of a creative metropolis. This was made feasible by a combination of short-term initiatives and a long-term vision—the Kobe City Recovery Plan—to create change-related pathways.

Turner, Scott-Young and Holdsworth (2017) carried a study to determine the causes of high or low levels of student resilience and to determine the relationship between resilience and wellbeing, to assess the resilience of students pursuing courses in the built environment. 410 Melbourne, Australia, undergraduate students made up the sample. Resilience was found to be a precursor to student welfare and that it was influenced by experience, university policy, and interactions between the institution, workplace, and family environment.

Cassidy (2016) gives a description of how a new multidimensional construct measure of academic resilience was created. Based on individuals' unique adaptive cognitive, affective, and behavioural responses to academic hardship, the 30 item Academic Resilience Scale was developed. The scale is demonstrated on 532 undergraduate students and found to have high internal consistency and construct validity. This scale is found to be appropriate for university student populations.

Gautam (2016) conducted a narrative inquiry on Youth's Educational Resilience in RurbanJamla. This study mainly explores rural/urban disparities among young people who face various obstacles to continue their higher education in RurbanJamla. And from their experience it can be said that they feel more privilege living in urban than in rural areas to continue their higher education. But they are still intact to rural values and tradition.

Holbrook (2016) conducted a qualitative study on the lived experiences of ten community college student from rural Appalachia. The objective was to understand how some students despite of various risk factors were academically successful against seemingly insurmountable odds. This study tells their stories of success as how despite being rural, developmental and first generation college students they found within themselves the ability to become resilient and obtain academic success. This was possible as they possessed the following characteristics- internal locus of control, self-efficacy, self-regulation and support system.

Kutlu, Yavuz and Bulut (2016) conducted a study on factors that play a role in the Academics resilience of Academicians and semi structured interview was performed to gather the data from 11 academicians from the educational sciences faculty who were selected by snowball sampling technique. It was found that poverty and negative environmental conditions were the risk factors that are faced by the academically resilient academicians and to overcome these risk factors some internal factors and external factors helped them like self-esteem, decisiveness, curiosity and family support, qualified teachers and relations.

Suchan (2016) in his study looked at how academic suspension affected college students and how resilient they were once they were let back into the classroom: a rational analysis of the phenomenon. This is a qualitative study with a population of 13 undergraduate, degree seeking college students who were academically suspended later reinstated, and subsequently in good academic standing at the same institution was selected for collection of data and found that being placed on academic suspension rose to the level of the disorienting dilemma; students built competence, self-confidence and persistence as they moved through the experience and that experience led to perspective transformation.

Ahmed and Julius (2015) conducted a study to find out the connection between academic performance, resilience, depression, anxiety and stress along the predictors of academic performance and resilience among women college students. Expost facto research design is used and total sample of the study is 446 college going women of second year in graduation. From Pearson product moment method positive correlation was found between academic performance, resilience, depression, anxiety and stress among college students.

Cassidy (2015) conducted a study to find out the connection between self-efficacy and academic resilience. The sample of the study was 435 undergraduate students. And it was found that academic self-efficacy was correlated with and a significant predictor of academic resilience.

Dickinson and Dickinson (2015) conducted a study to see can reframing high achieving undergraduates impact academic resilience. And it was found that reframing perfectionism within a discourse of academic resilience can lead to modification in behaviour that contributes positively to the overall student experience.

McGillivray and Pidgeon (2015) conducted a study to examine the attributes of resilient university students by comparing the difference between high and low resilient students on levels of reported psychological distress, sleep disturbances and mindfulness. The total sample of the study is 89 university students of 18-57 years age group. And it was found that university students with high levels of resilience reported significantly lower level of psychological distress and significantly higher level of mindfulness compared to university students reporting low levels of resilience. No significant differences were reported with regard to sleep disturbances.

Moon, Kwon and Chung (2015) carried a study on Influence of Academic Resilience, self-efficacy and depression on college life Adjustment in Korea's Nursing college students. This is a causal research undertaken with a sample of 185 students and found that there is a strong positive correlation of college life adjustment with academic resilience and self-efficacy and depression is a more difficult factor on college life adjustments.

Son, Lee, and Kim (2015) conducted a study on factors affecting Academic resilience of nursing students according to MBTI personality types. The total sample of the study was 188 nursing students in G city. The factors that most influenced Academic resilience of nursing students were- satisfaction, academic records, judging type preference and ways of coping.

Lowe (2014) conducted a study on understanding resilience and happiness among college students. The sample is 299 undergraduate college students. Positive correlation was found between happiness and resilience. Happiness and spirituality were found to be the best predictors of resilience. And adverse childhood experiences were found to be positively correlated with both happiness and resilience.

Paul, Subalukshmi and Mala (2014) carried a survey to find the association between Resilience, Academic motivation and social support among college students of 17-22 years age group pursuing their undergraduate education in various fields of study from different cities in India. From Karl Pearson Product Moment method the Academic Motivation Scale's multiple aspects and resilience were found to be significantly correlated.

Ghimbulut and Opre (2013) conducted a study to assess youth resilience through Youth resilience measure scale with 41 items. Mixed Method approach was used and the Youth resilience measure scale was found to have good construct validity and reliability. And according to the results integrative image of perceived competencies was found to be used by individuals to overcome problematic situations.

Soloman and Rowley (2013) have tried to explore the association between resilience, perceived stress and academic achievement. The sample of the study is 162 Manchester Metropolitan University Psychology students. Negative correlation was found between perceived stress and resilience. And positive relation was discovered between resilience and academic achievement. From Multiple regressions it was found that these two variables together predict academic achievement more accurately other than individually.

Cleote and Ballard (2011) conducted a study to find out the personal and training contextual factors, perceived by entrepreneurial development programme trainees to influence their academic resilience in the new Venture creation training programme.

For which a case study approach is adopted to establish the extent of the influence of these factors on trainee's academic resilience. It was found that personal and training contextual factors do influence the academic resilience of trainees in an NVC training programme.

Cavazos, Johnson, Fielding, Cavazos and Castro (2010) conducted a qualitative study on resilient Latino college students. This was done through review of literature and personal interviews with 11 Latino college students. And the resiliency factors that were identified are- participants having academic goals, support from family, high level of intrinsic motivation, internal locus of control and self-efficacy.

Lee (2009) conducted a study in Georgia to determine the effect of resilience on at-risk students' academic achievement. It was a quantitative study with 91 samples and a Healthy Kid survey (Module B) instrument was used for the data collection purpose. It was found that the students were highly resilient, females were more resilient than the males and urban students were more resilient than their rural counterparts.

Stein (2008) did research on young people's health care to examine the resiliency of young people from disadvantaged familial circumstances. It was believed that helping individuals in building resilience will provide more encompassing services throughout their lives. These include the potential for more gradual transitions out of care, transitions that are less hurried and compressed, more comparable to normative transitions, more stability, more holistic readiness, a strong sense of identity, and help with education.

Wang, Haertel and Walberg (1993) conducted a study on Educational Resilience in Inner cities of America. The aim of the study is on conditions amenable to change within communities, homes, students, peer groups, schools and classroom. It was found that active role of an individual is an important factor to survive adversity. Factors fostering Academic Resilience are sense of purpose, student's involvement and belonging along with parents, teacher's involvement and peer support.

On the basis of the review above, it can be concluded that resilience is a highly significant factor in a person's life. Apart from this enhancing academic resilience among the students is very important for well management of their academics.

2.2 Studies related to designing Intervention Program on Academic Resilience

a) Studies on Children and Academic Resilience Intervention Program

Sajedi and Farsi (2023) conducted a study to determine how social problem solving lessons effects fifth graders academic resilience and self-control. It is a quasi experimental research. The total sample of the study is 44 students 22 each in experimental and control group of a primary school in Shiraz City. According to the results, problem solving skills training significantly improved the academic resilience of fifth grade children as measured by the post-test scores on the resilience variable. Additionally, the post-test findings of the fifth grade kids' self-control variable show a significant impact of problem solving skills instruction on students' self-control. A student with good social skills develops ties with teachers and classmates and fosters an environment that is conducive to learning.

Loannidou and Michael (2022) stressed on the importance of creating prevention and intervention programmes to boost and support children's mental well-being and resilience. Thus, stated that the implementation of resilient programmes in education helps pupils avoid challenges they confront in the classroom by lowering stress and pressure.

Green, Ferrante, Boaz, Kutash and Wheeldon-Reece (2021) conducted a study to find the effectiveness of Socio-emotional learning program for middle school students. The sample of the study was 357 students from two schools who participated in the Speaking to the Potential, Ability, and Resilience Inside Every Kid (SPARK) Pre-Teen Mentoring Curriculum. Results showed that students who received the curriculum demonstrated significantly better knowledge of the curriculum's principles and content as well as better communication, decision-making, and problem-solving abilities as that of others.

Matsopoulos, Gavogiannaki and Criva (2020) have started a study to look into how parents feel about the deployment of a curriculum that focuses on resilience in Europe (RESCUR) in a sample of Greek schools. It was put into practise in 28 first-grade classrooms on the Greek island of Crete's southern coast. RESCUR was determined to be generally beneficial in improving communication skills, self-determination skills, and healthy relationships for both the kid and the parent from a

sample of 100 participant students and parents. The study noted the significance of parents' perspectives and opinions for resilience-based school interventions.

Kaur (2018) conducted a study to see the Effect of Resilience Building Intervention Program on Achievement Motivation, Self-efficacy and Science achievement of elementary school children. It is a quasi-experimental study and pre-test post-test control group design has been followed and purposive sampling technique was used but students (class 8) were randomly assigned to both the CG and EG with a total sample size of 72 by assigning 36 each. Four tools were used for data collection- Resilience scale and Achievement test developed by the researcher, Achievement Motivation inventory (Muthee & Thomas, 2009) and Self-efficacy (Mathur & Bhatnagar, 2012). Lastly, it was found that the intervention program had a favourable effect on the resilience, achievement motivation, self-efficacy and achievement in Science.

LeMoine and Labelle (2014) carried a study to find out the effective intervention for building resilience among at risk youth through literature review and practice guide. Certain factors under the three levels common to intervention and resilience were found. Factors at individual level are- social, emotional or personal competence, self-esteem and self-efficacy. Stable emotional ties, a dependable relationship with an adult carer, effective parental preparation, family management, and parent-child communication are all factors that affect a family. Building social capital, service learning, and coordinated community youth activities are factors at the common.

Ungar, Russell and Connelly (2014) conducted a thematical study on school-based programmes to increase resiliency of students and 36 interventions were identified that showed mixed results in terms of effectiveness.

Lamb and Rice (2008) conducted a study to find out various interventions that schools can use to raise the outcomes of the at risk students of early leaving which was done with the help of review of literature and interviews were also conducted in 25 countries.

b) Studies on Adolescents and Academic Resilience Intervention Program

Darabi, Hosseinzadeh, Kahkesh and Nayodi (2023) conducted a study to determine whether self-regulation training can increase high school students' academic resilience and engagement. It was a quasi-experimental study. All male students in Ahvaz, Iran's tenth grade in 2021 were included in the statistics population. 40 students in the tenth grade were selected through multistage cluster sampling procedure and randomly divided into intervention and control groups; 20 each. While the control group got no psychological training, the intervention group participated in seven 90-minute self-regulation training sessions. Both groups were given the Academic Resilience Scale and the Utrecht Work Engagement Scale for Students prior to and during the training sessions. And it was found that self-regulation training helped senior high school male students increase their academic resilience and student involvement.

Nemati, Badri, Vahedi and Bardel (2023) conducted a study to ascertain the impact of social anxiety and academic resilience training in the acceptance and commitment programme on students with stuttering disorders. It was a quasi experimental type of research with two experimental and control group. The sample of the study was 32 High school students with stuttering disorders in Khoy city; 16 in each group and participated in the life based experience programme of acceptance and commitment. For the experimental group, an acceptance and commitment training programme was administered over the course of 8 intervention sessions. The results of the covariance analysis revealed that the training programme had a substantial positive impact on the students and could be adopted in future.

Fenwick, Kinsella and Harford (2022) reported the progress of the senior cycle students from DEIS schools on academic resilience in terms of school retention, career ambition, and utilising additional support in their schools through the 'Power2Progress' intervention programme. The sample of the study was 405 students who participated in a voluntary after-school tuition initiative at 16 DEIS (Delivering Equality of Opportunity in Schools). Students reported having a generally low degree of self-efficacy but a good sense of belonging in their schools, with no gender differences being noted.

Leventhal, Cooper, DeMaria, Priyam, Shanker, Andrew and Leventhal (2022) conducted a study to examine early adolescent's psychosocial resilience through

Youth First intervention programme. The curriculum is discussion and activity based. The sample of the study was 322 teenagers of Darbhanga and Patna district of Bihar. Students from four similar, non-intervention schools (control) and eight intervention schools participated in focus groups. Students shared their opinions about vignettes that illustrated problems that young people in their communities frequently encounter, such as early marriage and financial difficulties. When compared to the control group, young people who had received Youth First exhibited higher levels of problem awareness, perspective-taking, problem-solving techniques, and future awareness.

Morote et al. (2022) focus on Universal Preventive Resilience Intervention, or UPRIGHT A research and intervention programme has been launched in the Basque Country (Spain), Trentino (Italy), Low Silesia (Poland), Denmark, and Reykjavik (Iceland) to improve and promote mental health for teenagers. The main goal was to develop a regional adaption strategy for the UPRIGHT intervention paradigm that was reliable and workable. Mixed-method participatory research design is used in the study which included teenagers, families, teachers, and school personnel. 217 Participants attended 16 group meetings and 794 completed surveys. The findings provide a regional adaptation plan that gives priority to adolescent concerns, resilience abilities, and preferred implementation strategies for use across nations and in each school community. It was also reported that the whole-school resilience programme needs to be innovative, integrate many actors, services, and communities, and embrace cutting-edge technologies and extracurricular activities.

Luthar, Ebbert and Kumar (2021) conducted a study on adolescent risk and resiliency in COVID-19. Mixed Method approach was used with a sample of 2000 students from five high schools. The findings are in line with modern scientific and policy viewpoints on resilience. According to the study, treatments must not just focus on the mental health of the kids, but also on the adults who are the kids' primary carers at home and at school, if major discomfort is to be avoided among youngsters who are under a lot of stress.

Wangchuk (2021) investigated the effects of resilience development on academic achievement and the development of personality traits in the young minds of Khasdrapchu MSS, Thimphu based on a five factor model of personality. The sample of the study was 37 pupils from grades VII to X selected purposefully. It was an

experimental study. The results showed a positive link between personality traits and the academic achievement. Thus the intervention was effective.

Yuan (2021) conducted a study on Mindfulness training on the resilience of adolescents under the covid-19 epidemic. It mainly aims in exploring the impact of mindfulness training on the developmental trajectories of resilience. It was an experimental study consisting of both experimental and control group with a total of 180 participants. From the findings it was found that mindfulness training increased student's resilience and emotional intelligence in experimental group.

Fahriza, Pribadi, Aini, Rayaginansih and Adiputra (2020) conducted a study to evaluate how well group exercise strategies foster adolescent resilience. It is an experimental study. The sample of the study is 15 adolescents from Cimahi Public Middle School 3, West Java. The findings demonstrated that using group exercise strategies to foster adolescent resilience was successful.

Jalala, Latifoglu and Uzunboylu (2020) undertook a study to create a proactive, strength-based method for fostering resilience in Gaza school children. Mixed Method approach was used which included review, interview, focus group discussion and questionnaires for data collection from 619 students. And it was found that both qualitative and quantitative methods highlighted similar strength factors that support building resilience among school children in Gaza. They are- positive thinking, care, supportive school environment, resilience topics in the curriculum, resilience workshops, relationship between school and family, relatives, neighbours.

Lanuza, Rizal, Aligam and Uy (2020) conducted a study to contextualize a program for enhancing secondary education students' academic resilience level. Descriptive comparison method was used for contextualization process. Emphasis was given on Bachelor of Secondary Education (BSE) degree program in two colleges of calabarzon. It was found that there is a need of contextualized curriculum for BSE students keeping in mind the specific areas of specialization and their age group.

Mailanchi and Kumar (2019) carried a study on resilience and general welfare of dyslexic teenagers, as well as the efficiency of therapeutic approaches in fostering these traits. For the first part the total sample of the study is 565 adolescents with 100 dyslexics and 465 non-dyslexics. After analysis the predictors of wellbeing among

adolescents having dyslexia were found to be self-efficacy, assertiveness and social competence. The predictors for wellbeing among adolescents without dyslexia are self-efficacy, assertiveness, self-esteem, perseverance and emotional competence. For the experimental part of the study 22 participants that is total 44 were selected through simple random sampling technique in both experimental and control group. The pre and post comparison of the control group shows low resilience and well-being by the adolescents and was further reduced after a period of 3 months. In case of experimental group a visible difference was depicted by the pre-test and post-test scores indicating the effectiveness of the positive psychological intervention (PPI). And the three month follow up scores of resilience and well-being were found higher compared to pre-test scores.

Ungar, Connelly, Liebenberg and Theron (2019) did a study based on seven materials to determine how schools might improve the development of young people's resilience. The formation of a desired personal identity, a sense of power and control, adherence to cultural traditions, experiences with social justice, and a sense of social cohesion with others are among them. Access to material resources and sustaining connections is another. A sort of psychosocial intervention that can increase children's resilience has been discovered to be educational institutions working with families and communities.

Mirza and Arif (2018) conducted a study to foster academic resilience in non-resilient at-risk students through an intervention programme. The intervention programme is based on an activity-based module aimed at fostering protective factors—creativity, internal locus of control, self-concept, self-esteem, self-efficacy, autonomy, sense of purpose in life, optimism, a good sense of humour, and teacher student relationship. The sample consists of 64 pupils of a public secondary school who were at risk of failing. It was a true experimental study with pre-test post-test control group design where treatment was given for 3 months. The examination of the pre and post test results showed that the intervention significantly improved students' academic resilience overall and for each chosen protective factor.

Arif and Mirza (2017) did a study on the efficiency of an intervention programme in promoting academic resilience in secondary school pupils at danger of failing. The study was a survey research proceeded by a true experimental research with a sample

of 64 non resilient students and the impact of the intervention on pupils' academic resilience was notable.

Raj and Vijayalaxmi (2017) conducted a study to see the influence of Intervention Program in fostering Academic Resilience among 50 adolescents. It was an experimental study and Self-structured Academic Resilience Scale was used to collect data and found that the intervention program was successful in improving Academic Resilience skills among adolescents.

Kottalil and Gafoor (2012) carried a study on fostering Academic Resilience in At-Risk secondary School Students through a collaborative Intervention program. The study was conducted under two phases- explorative survey was used with a sample of 478 to find out the protective factors among secondary level students and later phase was done through quasi-experimental design with 30 students each to see the effectiveness of intervention program for inculcating academic resilience via fostering the protective factors. It was found that protective factors contribute significantly to the healthy development of the students especially those at-risk.

Baca (2010) conducted a review of literature on resilience and Academic performance from which strong connection between resilience and academic success has been found out. It concluded that programs aimed at teaching Academic Resilience have proven highly effective in improving academic performance.

c) Studies on Adults and Academic Resilience Intervention Program

Liu, Bruner and Ammigan (2023) evaluated how the advising intervention programme- Success Training for Academic Resiliency (STAR) Lite helped undergraduate students get over academic probation and into good standing. The sample of the study was 194 undergraduate students on academic probation at a major public university in the Midwest of the United States. It was a descriptive quantitative study. It was found that 153 students who took part in the STAR Lite programme returned to good academic standing following one semester of intervention in contrast to 41 undergraduate students who chose not to participate and did not advance academically. The results revealed that the students' academic standing can change from probation to good standing if they participate in all or more of the intervention program's components.

Sullivan, Carter, Houle, Ding, Hautmann and Yang (2023) conducted a study to see if a resilience training programme increased college student athletes' awareness of and intention to employ adaptive coping methods, as well as to investigate their experiences with and satisfaction with programme elements. The sample of the study was 65 Division I college student-athletes. It was an experimental study with Pretest-posttest design and immediately following programme questionnaires. No statistically. And it was found that Resilience training may boost college student-athletes' propensity to use adaptive coping mechanisms to handle stressors connected to their studies and sports.

Giordano, Cipolla and Ungar (2021) undertook a study to develop a model "resilience tutor" for educating service providers to offer interventions that foster resilience in people who have faced hardship. The Tutor of Resilience concept emphasises two distinct training facets: (1) transformation, which involves enhancing care providers' perceptions of intervention beneficiaries by highlighting their strengths and capacity for recovery. (2) Utilising a five-phase approach of programme development and execution to nimbly create treatments that are context

Robinson, Sebah, McNay, Field, Wragg, Stevenson and Newton (2021) did mixed-methods evaluation of the Resilience Enhancement Programme for Students (REP-S), a transportable biopsychosocial resilience intervention for students. Study 1 revealed that taking part in the intervention was related over the course of one month with considerably lower levels of perceived stress, lower levels of trait neuroticism, and higher levels of self-esteem. In Study 2, written and focus-group qualitative data from students showed that the intervention resulted in reported positive changes, including better sleep, handling examinations and interpersonal problems more skillfully.

Karpagavalli (2019) did a study in Chennai to determine the effect of psychological intervention on working women in the information technology and information technology enabled services industry. 320 female employees information technology enabled services industry were chosen as the study's sample utilising the stratified random sampling. After analysis 147 women employees were found to have low level resilience. Resilience intervention program was provided to 55 women employees low in resilience level. A significant advancement between pre-test and

post-test results on resilience among experimental group was found as a result of the intervention.

Chmitorz et al. (2017) has done an in-depth review on intervention studies to foster resilience for framing intervention in future. 43 randomised controlled trials published between 1979 and 2014 were included in the review, along with their principles, methods, and designs. And it was discovered that the intervention studies' concepts, methodologies, and designs weren't effective enough to promote resilience. In order to better prepare for future intervention studies, we have proposed an outcome-oriented definition of resilience, an outcome-oriented assessment of resilience, and methodological requirements for appropriate study designs.

Zarina and Julius (2017) conducted a study on Resilience building through intervention module to enhance academic performance among 446 female college students selected through simple random sampling. The study was conducted under two phase based on the research design. First phase was done through Expost facto design and the second phase was done through Quasi Experimental design. Significant negative relationship was found between academic resilience and depression, anxiety, stress among the female college students.

Based on the above studies it can be said that development of intervention program on resilience is becoming much significant with time in order to enhance resilience among the students.

2.3 Studies related to Academic Resilience and Flood affected students

Philip (2022) carried a study to examine the results of repeated flooding on the mental health of adolescents' general well-being and resiliency in Malappuram district, Kerala, India. Convergent mixed-method methodology was used. 100 adolescents between the ages of 12 and 18 were included in the study, with 50 coming from flood-stricken areas and the other 50 from areas that had not been damaged. Concurrently, both quantitative and qualitative methodologies were employed. The quantitative measurements showed that while non-flood-affected adolescents had stronger resilience; adolescents from flood-affected areas had higher scores on the impact of event scale, sadness, anxiety, and stress.

Akhir, Aun, Selamat and Amin (2021) conducted a study to investigate the factors effecting flood victims' resilience in Kelantan, Malaysia. This study was conducted using a case study approach with a qualitative research design. 28 flood victims in all were chosen for in-depth interview sessions. Purposive sampling was used to choose the respondents. Thematic analysis was carried out. According to the results, four factors- self-efficiency, coping mechanisms, traits of community spirit, and social support emerged as themes that affected respondents' resiliency.

PV and Subudhi (2020) undertook a study to evaluate the psychological, social, and academic effects of flooding on school-age children in Kerala in light of the 2018 flood. Children at rehabilitation camps for flood victims in the Aluva Subdistrict were given semi-structured quantitative questionnaires and the CRIES 13 Scale using random sampling with a sample size of 100. The data was also validated using the results of concentrated group discussions between the class's instructors and the students. 60% of participants had PTSD symptoms six months after the event, with 41% of female participants and 19% of male participants showing these symptoms. In a setting where they had lost belongings, notebooks, uniforms, family members, close friends, pets, damaged school buildings, and their family background where the majority of parents are working in the informal sectors and are battling to rebuild their homes, children have reported poor concentration and other psychological disorder symptoms. As the schools reopened, absenteeism increased as a result of the lack of psychological first aid and counselling. According to the study, girls were more negatively impacted by floods than boys.

Chaudhary and Timsina (2017) conducted research to find the effects of flood on student's performance for which 100 students were selected and mixed method approach was used for data collection and it was concluded that flood directly impacts on student's performance mainly students of secondary level.

Habib and Ansari (2017) conducted a study to find out Resilience, Emotional competence and self-esteem among the 289 flood victims of Kashmir valley selected purposefully. No significant difference was found in the resilience in reference to gender and family type. A notable difference was discovered in the resilience on the basis of business and service sector, different age group, socio-economic status, levels of

education. Lastly, positive correlation was found between resilience and self-esteem, emotional competence.

Syukrowardi, Wichaikull and Bormann (2017) conducted a study on Spirituality as an internal protective factor of resilience in children after exposing flood with a sample of 162 children and cross sectional design was used and found that spirituality showed as a predictor of resilience in children after exposing the flood.

Akello (2014) carried a study to see the effects of floods on 800 students' access to secondary education in Nyando district, Kismu country, Kenya and found that flood has a hazardous effect on the life of the students as it destroys everything.

Bera (2014) conducted a qualitative study entitled- Living with Floods: A study of rural communities in Sundarban with an objective to understand the efforts taken by the irrigation and waterways department, the gram panchayat and their stakeholders and people to reduce the impact of flood. Through purposive sampling the samples was selected for indepth study keeping in mind the validity of the data. Through this the researcher has described the nature and perception of floods in Sundarban, losses and damages suffered by the people, its impact on their livelihood and Income Generating activities, social impact, efforts of local Government and people efforts in reducing the impact of flood disaster.

Rahman (2014) carried a case study to see the impact of flood on the lives and livelihoods of people in Bangladesh and cross sectional narrative study was carried out for collection of data and sample was selected purposefully and found that flood has adverse impact on socio-economic status of livelihoods and has established that flood sustainability and depth have a vital role on livelihood patterns.

Efobi andAnierobi (2013) carried a study to see the impact of flood on Riverine Communities of Nigeria from where 400 household head was selected through systematic sampling technique and found that flood has both positive and negative impact on the riverine communities. Positive like- abundant harvest of fishes, consumable delicacies, and sea and wild animals traded for financial gains and negative like- various losses.

Basit, Rahman, Ibrahim and Jumani (2011) conducted a study to see the level of distress among flood affected students for which 150 students were selected and the

study was based on mixed method approach. Data was collected through Child's Reaction to Traumatic Events Scale by Jones, Fletch & Ribbe. And it was found that students under 11-18 years, the level of distress was high and they had to face a lot of problem in order to continue future education.

Mwape (2009) conducted a case study to see the impact of floods on the Socio-economic livelihoods of Sikaunzue community in Kazungula district of Zambia where households were selected randomly and mixed method approach was used to collect the data and found that the impact of flood was in almost every aspect such as agriculture, health, education, housing, water, sanitation and property.

Based on the above review it can be said that Flood has affected severely in the life of the students from the flood affected areas.

2.4 Critical Appraisal of the Literature Review

Based on the above reviews it can be analysed that building resilience among individuals is becoming very significant to deal with the challenges that comes throughout. Turner, M., Scott-Young and Holdsworth (2017) determined that student wellbeing is a direct result of resilience. Kaur and Kaur (2017) found a significant and positive relationship between resilience and life satisfaction of adolescents.

Based on a review of relevant literature, the researcher has found maximum International studies in the area of Academic resilience in comparison to National level. Methodology that is used in the studies in highest to the lowest order is as follows- Descriptive survey studies, Qualitative studies based on interview and review of literature, Correlational studies, Experimental studies, Expost facto research design and Case studies. Most of the studies were conducted with Adolescents students, College students, Secondary level students, Senior secondary level students, High school students, Adult, Young children, Middle school students, Higher education, Working women, Academicians and Scientist.

The disadvantaged situation or the risk factor that are focused in the studies are- Covid-19 Pandemic, Farmer's life, Scheduled caste students, Rural adolescents, Academic stress, Low income households children, Challenging family environment, Negative School climate, Migrant students, Home environmental factors, Socio-economic status, Poverty, Natural disasters, Rural/urban disparities, Rural school,

Homeless and highly mobile children, Disaster or crisis, Low income single parent families, Maltreated children, Disadvantages family background, Flood, Dyslexia, etc.

Many studies on Academic resilience have focused on finding out the factors that helps an individual to be resilient. For the enhancement of resilience the various protective factors that are being identified since years are- Better care, more stability, holistic preparation, a good sense of self and support for schooling, prospects for less hurried and compressed transitions out of care, more in line with normative transitions, academic goals, support from family, high level of intrinsic motivation, internal locus of control and self-efficacy, inreach, outreach, establishing and maintaining positive relationships and planning, making choices and following it, happiness and spirituality, confidence, internal locus of control, social support, being tough, committed and achievement oriented, proactive coping, reflective coping, strategic planning, preventive coping, emotional support seeking, hope, positive self-perception, optimism, self-esteem, experience, work and home environment, emotional competence, social support, satisfaction with life, positive thinking, care, supportive school environment, resilience topics in the curriculum, resilience workshops, relationship between school and family, relatives, neighbours, mindfulness training, responsible, have clear long term goals, have high expectations, sense of purpose, student's involvement and belonging along with parents, teacher's involvement and peer support, healthy internal attributions, taking personal responsibility for one's success and failure, self-efficacy, positive expectations, realistic, positive choices and psychological support system, coordination, control, composure, teacher-student relationships, the classroom's atmosphere, teaching methods, and students' abilities, good schooling, building and enhancing the intellectual functioning, positive attitude, clear goals and aspiration, belief, problem solver, supportive parents, motivation, active, well organised, responsible and positive relationship with teachers, social problem solving, adjustment and academic achievement, self-regulation, intrinsic academic motivation and also with extrinsic academic motivation, decisiveness, curiosity, qualified teachers and relations, meta-cognition, learning environment, educational aspiration, social adjustment, mental health, socio-emotional skill, self-regulation, healthier, well adjusted, valuing education, achievement orientation, understanding oneself, goal identification, communication skills and an attitude for hard work, assertiveness, perseverance, etc. All these factors have been found to be a significant predictor of resilience from the reviews. Stein (2008)

stated that offering young people from disadvantaged families more comprehensive assistance throughout their lives will help them build resilience. Wang, Hu and Yin (2017) revealed that an adolescent who migrate from the countryside to cities and have higher levels of psychological resilience exhibit more optimistic academic feelings.

The different interventions that are focused in the studies are- A model tutor of resilience, Psychological intervention, Mindfulness training, Strength based pro-active approach, Contextualized curriculum, European Resilience focused curriculum (RESCUR), Psychosocial intervention where educational institution come in collaboration with families and communities, Resilience building intervention program, Outcome oriented assessment of resilience for intervention, Collaborative intervention program, etc. From the review, a very few intervention program on resilience has been found for its enhancement. Many studies have also addressed the need of designing intervention program on resilience based on the factors because of its effectiveness (Arif& Mirza, 2017; Baca, 2010; Giordano, Cipolla, & Ungar, 2021; Kaur, 2018; Matsopoulos, Gavogiannaki, & Criva, 2020; Raj & Vijayalaxmi, 2017; Yeung, & Li, 2019).

From the reviews in relation to flood it was observed that flood has hazardous effect on the life of the students directly impacting on their performance mainly students of secondary level (Akello, 2014; Chaudhary, & Timsina, 2017). Students under the age group of 11-18 years go through high level of distress and had to face a lot of problem in order to continue future education (Basit, Rahman, Ibrahim, & Jumani, 2011). Waxman, Gray, and Padron (2003) came to the conclusion that attitude modification is required to reflect knowledge of the seriousness of the issues faced by students who are at risk. Along with this serious dedication, it is essential to break the pattern of academic failure. From this the need of enhancing academic resilience through various intervention programs for these flood affected students could be understood.

From the review of literature the researcher have observed that much focus is given on finding out the protective factors of resilience but a very few intervention programs has been designed in Indian setting in comparison to abroad based on the above mentioned protective factors for the enhancement of Academic resilience among secondary level students. Along with this a very few studies in relation to Flood and Academic resilience has been found. Apart from this it is identified that in Assam, India

not much studies has been found in connection to the development of intervention program on academic resilience in reference to the flood affected Areas. Therefore, the researcher was inspired to take the research work on developing an intervention program on Academic resilience for the secondary level students of the flood affected areas of Majuli district of Assam.