CHAPTER-IV
Analysis and Interpretation of Data

4.0 Introduction

Analysis and Interpretation of data is the final step of any research which helps in finding out the result and drawing inferences that yield conclusions. This chapter discusses data analysis, data interpretation, and results discussion based on treatment effects. Both descriptive and inferential statistics were used in the data analysis and interpretation.

To evaluate and understand the data, descriptive statistics like Mean and Standard Deviation were used. On the other hand inferential statistics such as Independent sample t test, paired sample t test and ANCOVA was used to analyze and interpret the data.

4.1 Data analysis and interpretation

Following are the analysis and interpretation of the Data according to the study's hypothesis-

4.1.1 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.

Table 4.1: Table showing t test result on Academic Resilience at the pre-test and post-test level

Level of test	Groups	N	Mean	SD	SEM	Df	t value	p value	Level of Sig.
Pre-test level	**CG**	44	135.86	8.07	1.22	86	0.36	0.72	0.05
	EG	44	135.16	9.95	1.50				
Post-test level	**CG**	44	135.50	7.8	1.18				
	EG	44	150.91	9.43	1.42	86	8.35	.001	0.05

Abbreviations used

CG- Control group

EG- Experimental group

N- Number of participants

SD- Standard Deviation

SEM- Standard Error of Mean

Df- Degree of Freedom

Findings

From the table- 4.1 it is seen that at the pre-test level total number of participants for both Control and Experimental group is 44 and the Mean for both the groups are almost same that is 135.86 and 135.16. Standard Deviation for Control group is 8.07 and Experimental group is 9.95 and the Standard Error of Mean for both the groups are 1.22 and 1.50. The Degree of Freedom is 86. It is seen that the t value (0.36) is smaller than the table value (1.99) and the p value (0.72) is greater than 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant difference between the overall mean Academic Resilience score of Students of Experimental group and Control group at the pre-test level that is before the Intervention.

Again at the post-test level it is seen that the total number of participants for both Control group and Experimental and is 44. There is a vast difference in the Mean value for both Control group and Experimental group and that is 135.50 and 150.91. This reflects the effectiveness of the intervention program on the experimental group in the post-test level which is well depicted in figure 4.1. Standard Deviation for Control group is 7.81 and Experimental group is 9.43 and the Standard Error of Mean for both the groups are 1.18and 1.42. The Degree of Freedom is 86. It is seen that the t value (8.35) is greater than the table value (1.99) and the p value (.001) is smaller than 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the overall mean Academic Resilience score of Students of Control and Experimental group at the post-test level that is after the Intervention.

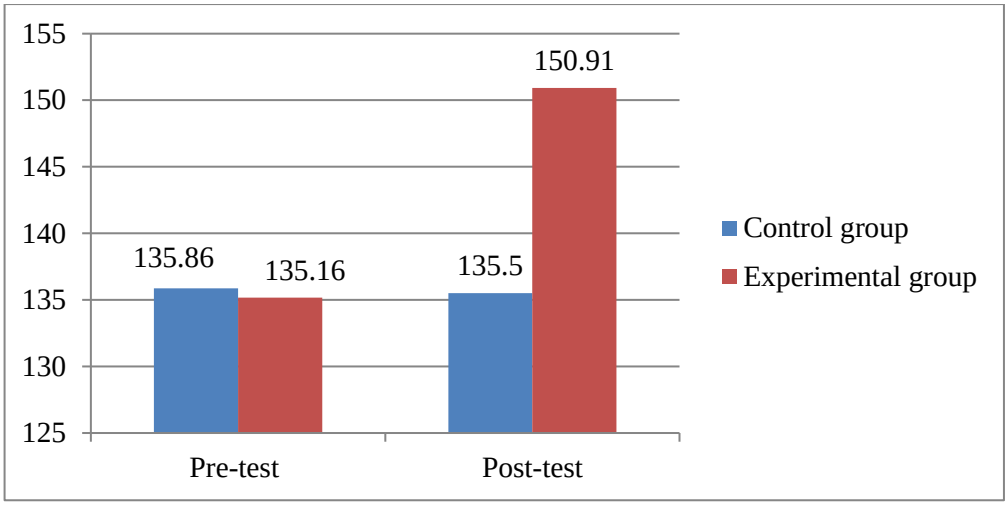

Figure 4.1: Academic Resilience level of Control and Experimental group at the pre-test and post-test level

From the above analysis it was found that there is no significant difference between the mean Academic Resilience score between the control and experimental group at the pre-test level but significant difference is found in the mean Academic Resilience score between the control and experimental group at the post-test level. Since, the control group and experimental group were not equated at the initial stage of their treatment, so, it cannot be safely concluded that there exists significant difference between control group results and experimental group results due to the experimental effects, even though there exists significant difference between control group results and experimental group results at the post-test level, and there exists no significant difference between control group results and experimental group results at the pre-test level. Therefore, the objective of using ANCOVA is to compare adjusted mean scores of Academic Resilience of students of control group and experimental group by considering their Pre-test as covariate so that the researcher could come at a proper conclusion. The ANCOVA test result has been shown as below-

Table- 4.2: Descriptive Statistics

Dependent Variable: Post-test Scores			
Groups	**Mean**	**SD**	**N**
CG	135.5	7.81	44
EG	150.91	9.43	44
Total	143.2	11.58	88

Table-4.3: Adjusted Mean Scores of Academic Resilience

Dependent Variable: Post-test Scores				
Groups	**Mean**	**SEM**	**95% Confidence Interval**	
			Lower Bound	**Upper Bound**
CG	135.2	.610	133.989	136.414
EG	151.21	.610	149.995	152.420

a. Covariates appearing in the model are evaluated at the following values: Pre-test 135.5114

Table- 4.4: Summary of one way ANCOVA on Academic Resilience by considering pre-test as covariate

Source of Variance	Df	SSy.x	MSSy.x	Fy.x	Sig.
Groups	1	5627.10	5627.10	344.14	.001
Error	85	1389.84	16.35		
Total	88	1816334.00			

Abbreviations used

SSy.x- Adjusted Sum of Squares

MSSy.x- Adjusted Mean Squares

Fy.x- Analysis of Co-variance

Findings

From the Table 4.2 it can be seen that the adjusted F value is 344.14 which is significant at 0.01 level with df = 1/85. It indicates that the adjusted mean scores of Academic Resilience of students of control group and experimental group differ significantly when their pre-test was taken as Covariate. Hence the null hypothesis that is there is no significant difference between adjusted mean scores of Academic Resilience of students of control group and experimental group by considering their pre-test as covariate is rejected. Further, the adjusted mean score of Academic Resilience of students of experimental group is 151.21 which are significantly higher than those of control group whose adjusted mean score of Academic Resilience is 135.2. Therefore, 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. And the effectiveness of the intervention program is clearly depicted from the result.

4.1.2 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.

Table- 4.5: t test result of the Control and experimental group before and after the Intervention with reference to the Socio-emotional skill Dimension

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Socio-emotional skill	Pre-test	CG	44	33.64	86	0.27	0.05
		EG	44	33.82			
	Post-test	CG	44	31.86	86	2.19	0.05
		EG	44	33.20			

Findings

For the first dimension that is Socio-emotional skill it is found that at the pre-test level the mean score of Control group is 33.64 and the mean score of Experimental group is 33.82 and the degrees of freedom is 86. The t value 0.27 is smaller than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant difference between the mean Academic Resilience score of Control and Experimental group with reference to Socio-emotional skill at the pre-test level that is before the intervention.

Again at the post-test level the mean score of Control group is 31.86 and the mean score of Experimental group is 33.20. The t value 2.19 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the mean Academic Resilience score of Control

and Experimental group with regard to Socio-emotional skill at the post-test level that is after the Intervention.

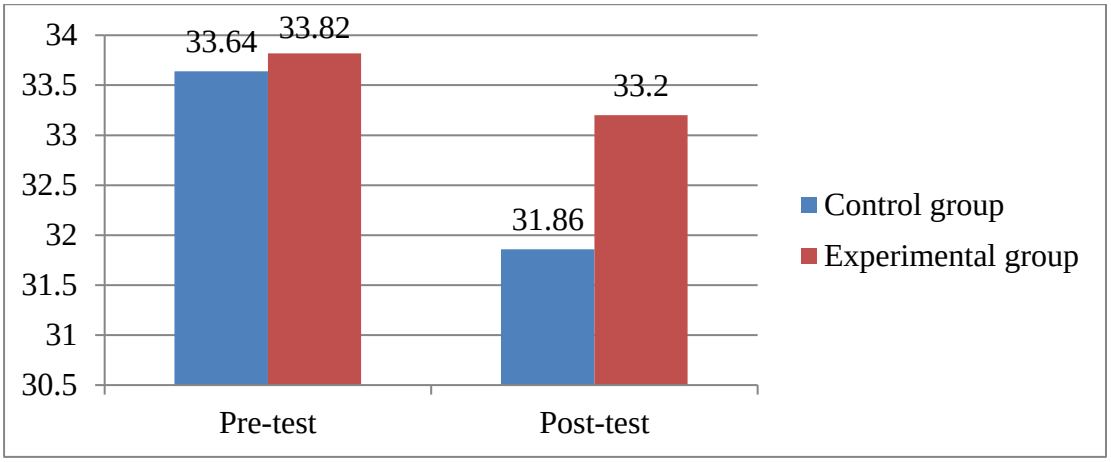

Figure 4.2: Academic Resilience level with reference to the Socio-emotional skill dimension of Control and Experimental group at the pre-test and post-test level

4.1.3 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.

Table- 4.6: **t test result of** the **Control and experimental group before and after the Intervention with reference to the Motivation Dimension**

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Motivation	Pre-test	CG	44	41.68	86	1.10	0.05
		EG	44	40.59			
	Post-test	CG	44	41.29	86	2.43	0.05
		EG	44	43.70			

Findings

For the second dimension that is Motivation it is found that at the pre-test level the mean score of Control group is 41.68 and the mean score of Experimental group is 40.59 and the degrees of freedom is 86. The t value 1.10 is smaller than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is

no significant difference between the mean Academic Resilience score of with reference to Motivation at the pre-test level that is before the intervention.

Again at the post-test level the mean score of Control group is 41.29 and the mean score of Experimental group is 43.70. The t value 2.43 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to Motivation at the post-test level that is after the intervention.

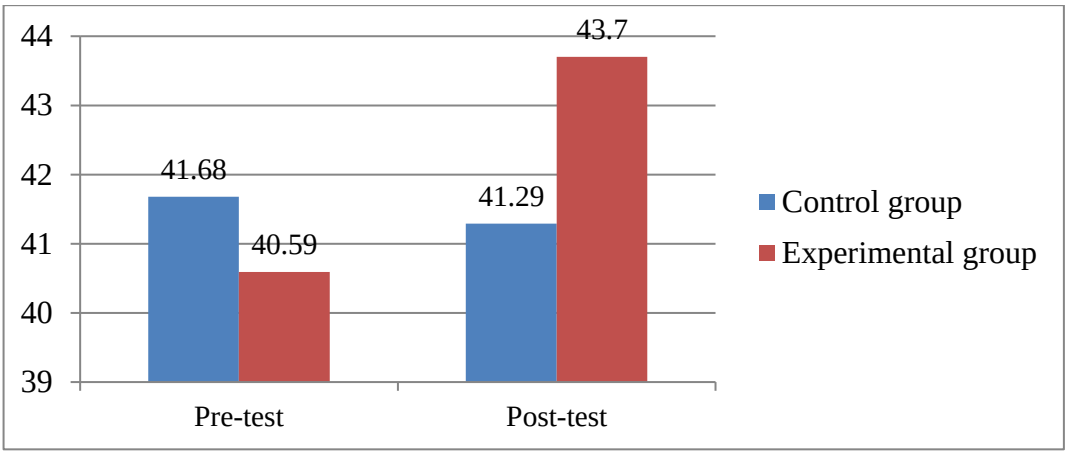

Figure 4.3: Academic Resilience level with reference to the Motivation dimension of Control and Experimental group at the pre-test and post-test level

4.1.4 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.

Table- 4.7: t test result of the Control and experimental group before and after the Intervention with reference to the Cognitive Dimension

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Cognitive	Pre-test	CG	44	21.25	86	1.36	0.05
		EG	44	20.32			
	Post-test	CG	44	20.98	86	1.81	0.05
		EG	44	22			

Findings

For the third dimension that is Cognitive level it is found that at the pre-test level the mean score of Control group is 21.25 and the mean score of Experimental group is 20.32 and the degrees of freedom is 86. The t value 1.36 is smaller than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is accepted. Therefore, it can be concluded that there is no significant difference between mean the Academic Resilience score of Control and Experimental group with reference to their Cognitive level at the pre-test level that is before the intervention.

Again at the post-test level the mean score of Control group is 20.98 and the mean score of Experimental group is 22. The t value 1.81 is smaller than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, 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. Even though no significant difference is found at the post-test level but the mean score of experimental group is found to be greater than that of the control group and also in comparison to pre-test level.

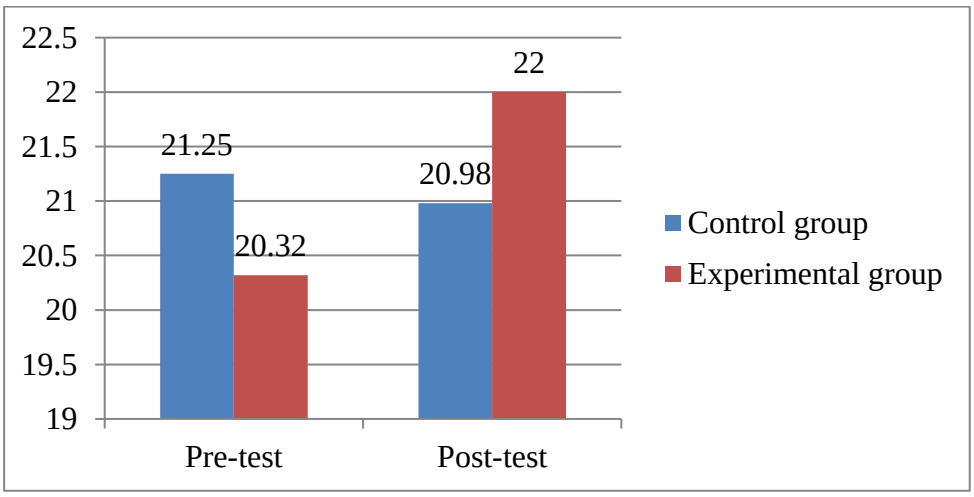

Figure 4.4: Academic Resilience level with reference to the Cognitive dimension of Control and Experimental group at the pre-test and post-test level

4.1.5 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.

Table- 4.8: **t test result of the Control and experimental group before and after the Intervention with reference to the Meta-Cognitive Dimension**

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Meta-cognitive	Pre-test	CG	44	24.29	86	0.13	0.05
		EG	44	24.36			
	Post-test	CG	44	23.91	86	2.01	0.05
		EG	44	25.18			

Findings

For the fourth dimension that is Meta-cognitive level it is found that at the pre-test level the mean score of Control group is 24.29 and the mean score of Experimental group is 24.36 and the degrees of freedom is 86. The t value 0.13 is smaller than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, 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.

Again at the post-test level the mean score of Control group is 23.91 and the mean score of Experimental group is 25.18. The t value 2.01 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, 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.

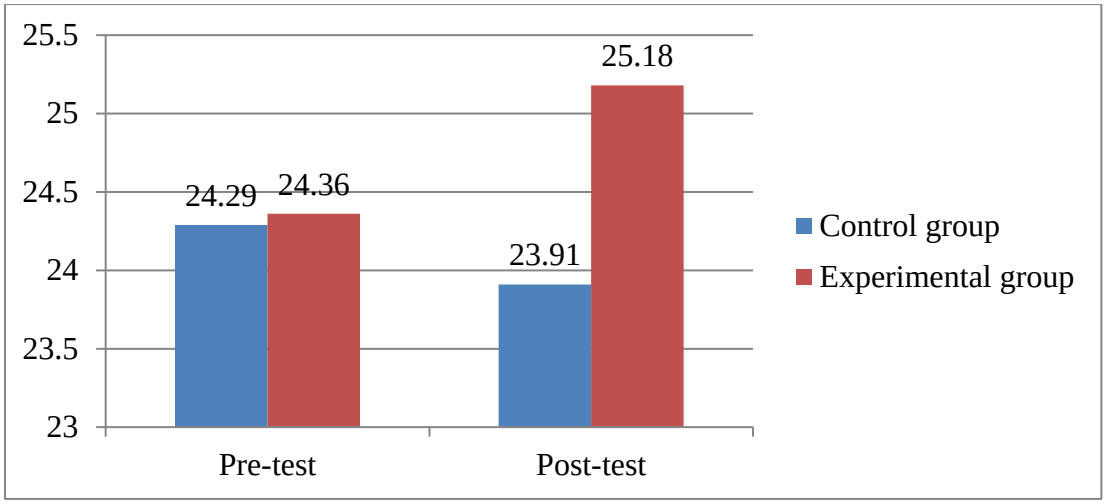

Figure 4.5: Academic Resilience level in reference to the Meta-cognitive dimension of Control and Experimental group at the pre-test and post-test level

4.1.6 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.

Table- 4.9: **t test result of the Control and experimental group before and after the Intervention with reference to the Self-belief Dimension**

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Self-belief	Pre-test	CG	44	26.98	86	0.48	0.05
		EG	44	26.68			
	Post-test	CG	44	24.57	86	2.04	0.05
		EG	44	26.14			

Findings

For the fifth dimension that is Self-belief it is found that at the pre-test level the mean score of Control group is 26.98 and the mean score of Experimental group is 26.68 and the degrees of freedom is 86. The t value 0.48 is smaller than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, there is no significant difference between the mean Academic Resilience score of Control and Experimental group with reference to Self-belief at the pre-test level that is before the intervention.

Again at the post-test level the mean score of Control group is 24.57 and the mean score of Experimental group is 26.13. The t value 2.04 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to Self-belief at the post-test level that is after the intervention.

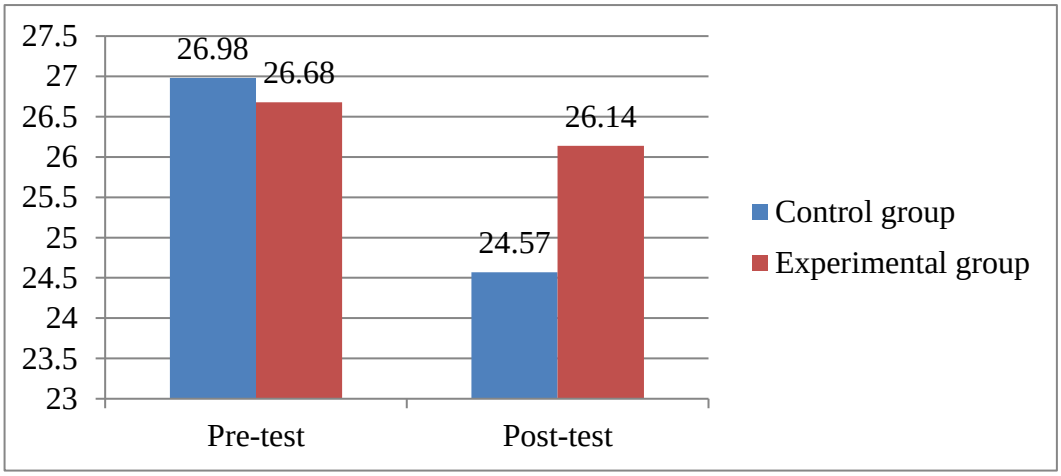

Figure 4.6: Academic Resilience level with reference to the Self-belief dimension of Control and Experimental group at the pre-test and post-test level

4.1.7 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.

Table- 4.10: Table showing t test result on Academic Resilience at the post-test and delayed post-test level

Level of test	Groups	N	Mean	SD	SEM	Df	t value	p value	Level of Sig.
Post-test level	**CG**	44	135.50	7.8	1.18	86	8.35	.001	0.05
	EG	44	150.91	9.43	1.42				
Delayed Post-test level	**CG**	44	135.66	8.23	1.24	86	10.26	.001	0.05
	EG	44	152.41	7.04	1.06				

Findings

From the table 4.10 it is seen that at the post-test level the total number of participants for both Control and Experimental group is 44. There is a vast difference in the Mean value for both Control group and Experimental group that is135.50 and 150.91. This reflects the effectiveness of the intervention program on the experimental group in the post-test level which is well depicted in figure 1. Standard Deviation for Control group is 7.81 and Experimental group is 9.43 and the Standard Error of Mean for both the groups are 1.18 and 1.42 and. The Degree of Freedom is 86. It is seen that the t value (8.35) is greater than the table value (1.99) and the p value (.001) is smaller than 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, 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.

Again at the Delayed post-test level the total number of participants for both Control and Experimental group is 44. There is a vast difference in the Mean value for both Control and Experimental group that is135.66 and 152.41. This reflects the effectiveness of the intervention program on the experimental group in the Delayed post-test level which is well depicted in figure 1. Standard Deviation for Control group is 8.23 and Experimental group is 7.04 and the Standard Error of Mean for both the groups are 1.24 and 1.06. The Degree of Freedom is 86. It is seen that the t value (10.26) is greater than the table value (1.99) and the p value (.001) is smaller than 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the mean Academic Resilience score of Students of Control and Experimental at the Delayed post-test level.

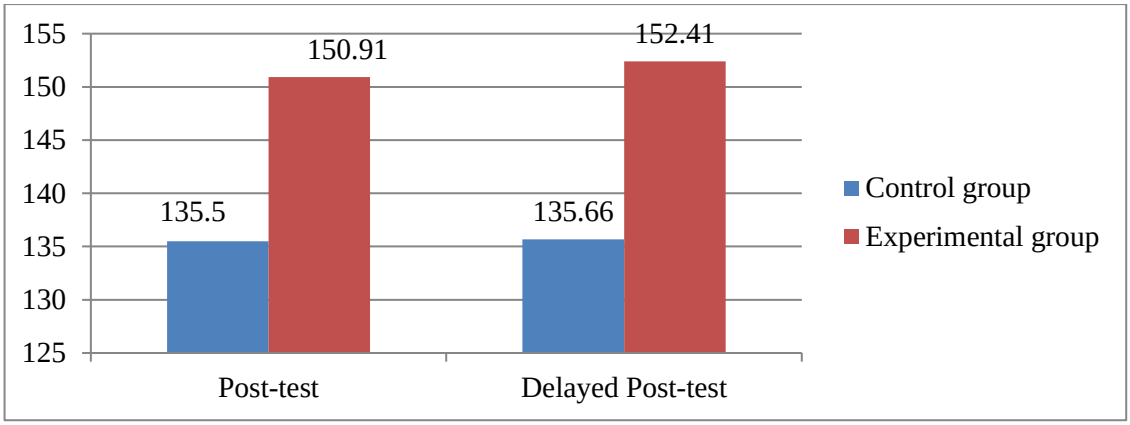

Figure 4.7: Academic Resilience level of Control and Experimental group at the post-test and delayed post-test level

4.1.8 Ho8. There is no significant difference between the 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.

Table- 4.11: t test result of the Control and experimental group before and after the Intervention with reference to the Socio-emotional skill Dimension

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Socio-emotional Skill	Post-test	CG	44	31.86	86	2.19	0.05
		EG	44	33.20			
	Delayed Post-test	CG	44	30.86	86	4.99	0.05
		EG	44	34.16			

Findings

From the table 4.11 it can be seen that at the post-test level the mean score of Control group is 31.86 and the mean score of Experimental group is 33.20. The t value 2.19 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the mean Academic

Resilience score of Control and Experimental group with reference to Socio-emotional skill at the post-test level that is after the Intervention.

At the delayed post-test level the mean score of Control group is 30.86 and the mean score of Experimental group is 34.15. The t value 4.99 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the mean Academic Resilience score of Control and Experimental group with reference to Socio-emotional skill at the delayed post-test level.

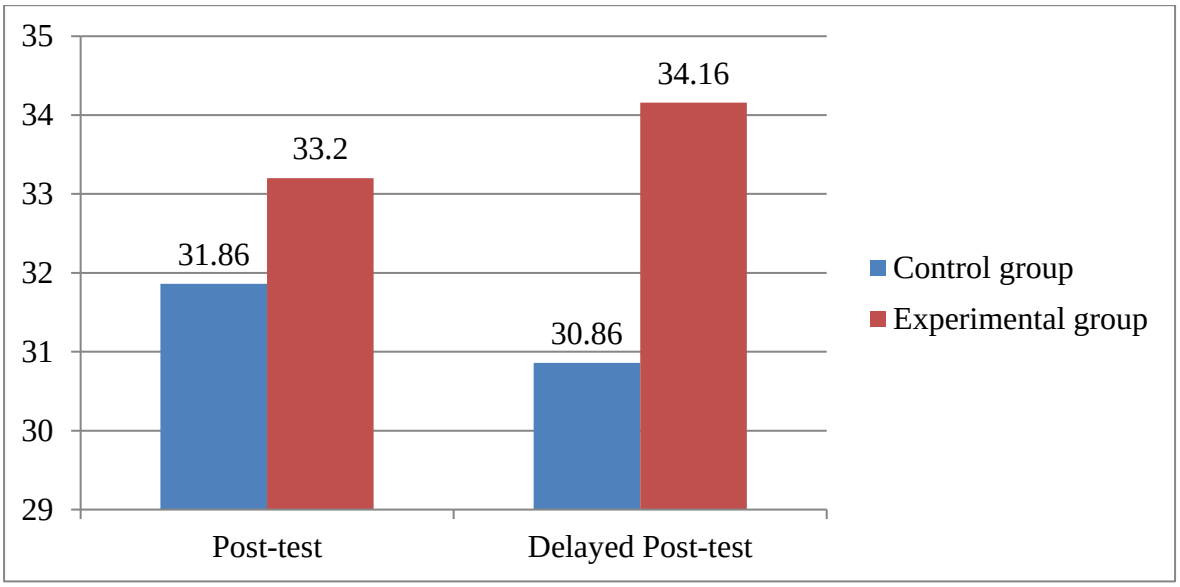

Figure 4.8: Academic Resilience level in reference to the Socio-emotional skill dimension of Control and Experimental group at the post-test and delayed post-test level

4.1.9 Ho9. There is no significant difference between the 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.

Table- 4.12: **t test result of the Control and experimental group before and after the Intervention with reference to the Motivation Dimension**

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Motivation	Post-test	CG	44	41.29	86	2.43	0.05
		EG	44	43.70			
	Delayed Post-test	CG	44	41.18	86	3.43	0.05
		EG	44	44.57			

Findings

From table 4.12 it can be seen that at the post-test level the mean score of Control group is 41.29 and the mean score of Experimental group is 43.70. The t value 2.43 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis can't be accepted. Therefore, it can be concluded that 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.

At the delayed post-test level the mean score of Control group is 41.18 and the mean score of Experimental group is 44.57. The t value 3.43 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the mean Academic Resilience mean score of Control and Experimental group with reference to their Motivation level at the delayed post-test level.

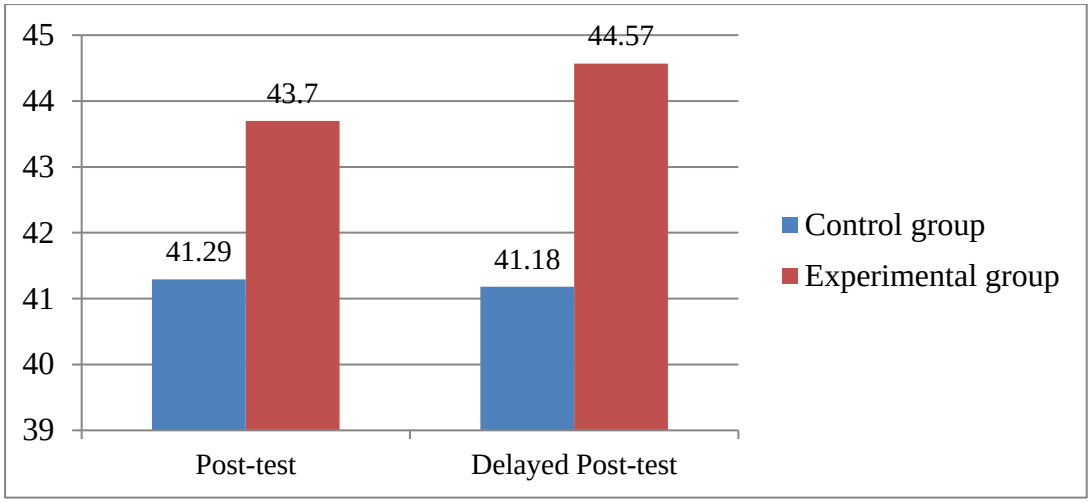

Figure 4.9: Academic Resilience level in reference to the Motivation dimension of Control and Experimental group at the post-test and delayed post-test level

4.1.10 Ho10. There is no significant difference between the 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.

Table- 4.13: t test result of the Control and experimental group before and after the Intervention with reference to the Cognitive Dimension

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Cognitive	Post-test	CG	44	20.98	86	1.81	0.05
		EG	44	22			
	Delayed Post-test	CG	44	21.16	86	3.30	0.05
		EG	44	22.77			

Findings

From table 4.13 it can be seen that at the post-test level the mean score of Control group is 20.98 and the mean score of Experimental group is 22. The t value 1.81 is smaller than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, 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.

Similarly at the delayed post-test level the mean score of Control group is 21.16 and the mean score of Experimental group is 22.77. The t value 3.30 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, 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.

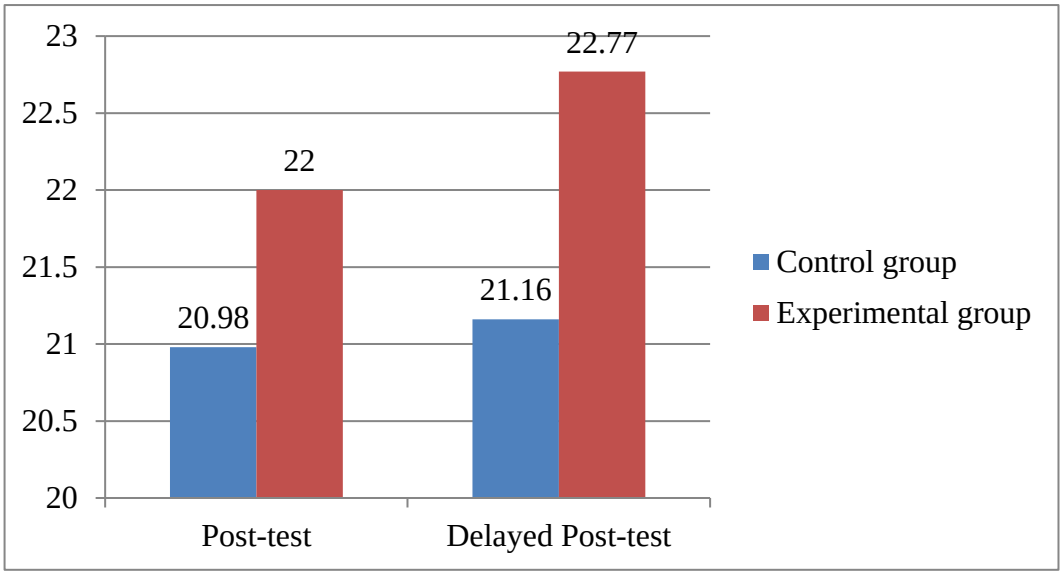

Figure 4.10: Academic Resilience level in reference to the Cognitive dimension of Control and Experimental group at the post-test and delayed post-test level

4.1.11 Ho11. There is no significant difference between the 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.

Table- 4.14: t test result of the Control and experimental group before and after the Intervention with reference to the Meta-Cognitive Dimension

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Meta-Cognitive	Post-test	CG	44	23.91	86	2.01	0.05
		EG	44	25.18			
	Delayed Post-test	CG	44	23.07	86	3.67	0.05
		EG	44	25.82			

Findings

From table 4.14 it can be seen that at the post-test level the mean score of Control group is 23.91 and the mean score of Experimental group is 25.18. The t value 2.01 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, 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.

Similarly at the delayed post-test level the mean score of Control group is 23.07 and the mean score of Experimental group is 25.82. The t value 3.67 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference between the mean Academic Resilience mean score of Control and Experimental group with reference to their Meta-cognitive level at the delayed post-test level.

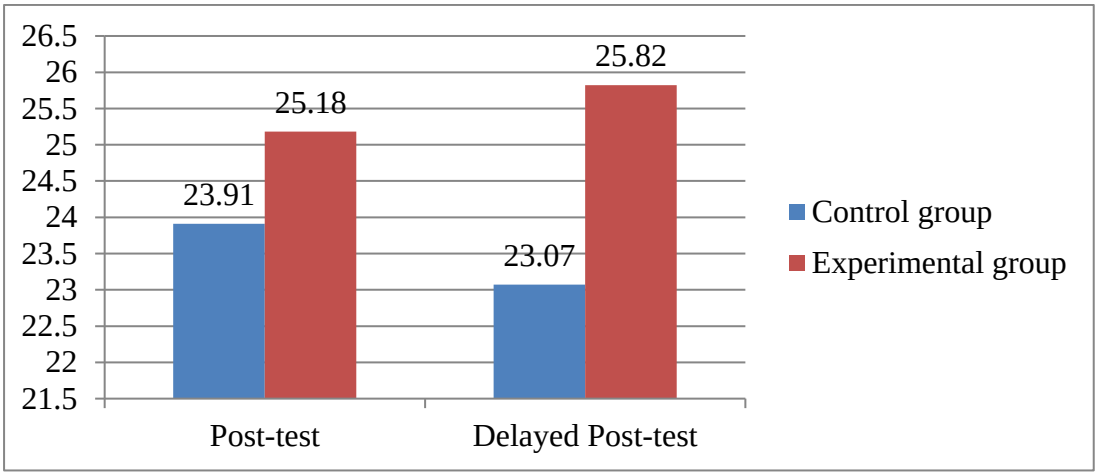

Figure 4.11: Academic Resilience level in reference to the Meta-cognitive dimension of Control and Experimental group at the post-test and delayed post-test level

4.1.12 Ho12. There is no significant difference between the 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.

Table- 4.15: **t test result of the Control and Experimental group before and after the Intervention with reference to the Self-belief Dimension**

Dimension	Level of test	Groups	N	Mean	Df	t value	Level of Sig.
Self -belief	Post-test	CG	44	24.57	86	2.04	0.05
		EG	44	26.14			
	Delayed Post-test	CG	44	25.32	86	2.08	0.05
		EG	44	26.84			

Findings

From table 4.15 it can be seen that at the post-test level the mean score of Control group is 24.57 and the mean score of Experimental group is 26.13. The t value 2.04 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Therefore, it can be concluded that 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.

Similarly at the delayed post-test level the mean score of Control group is 25.32 and the mean score of Experimental group is 26.84. The t value 2.08 is greater than the table value 1.99 at 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, 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.

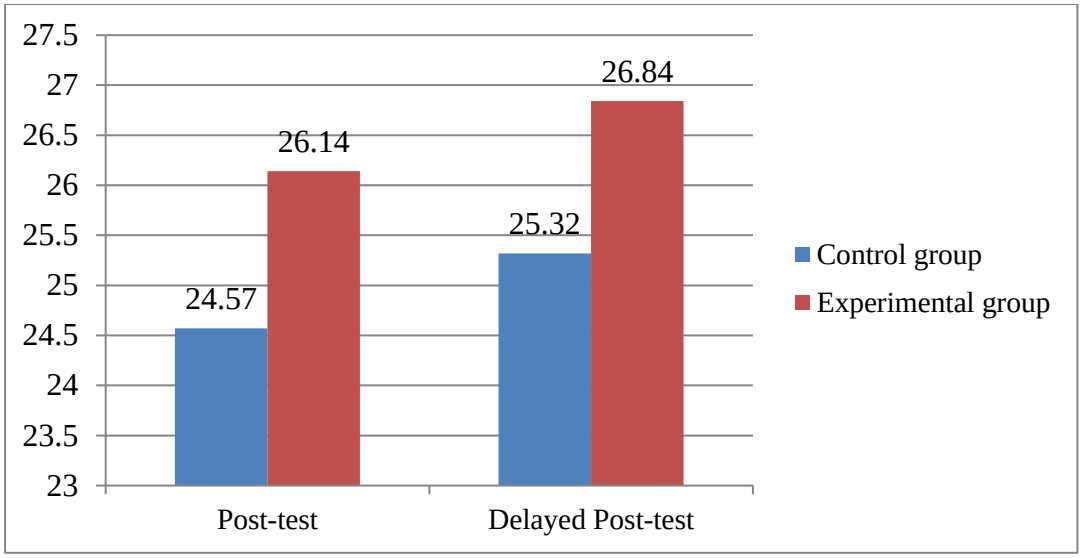

Figure 4.12: Academic Resilience level in reference to the Self-belief dimension of Control and Experimental group at the post-test and delayed post-test level

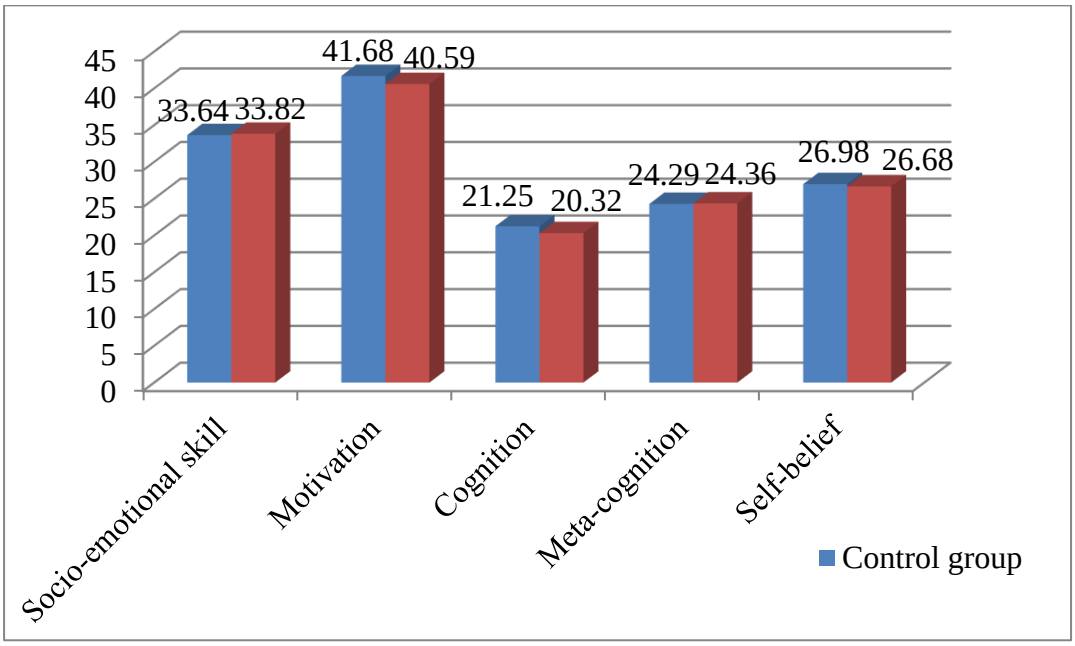

Figure 4.13: Academic Resilience level in reference to the five dimensions of Control and Experimental group at the pre-test level

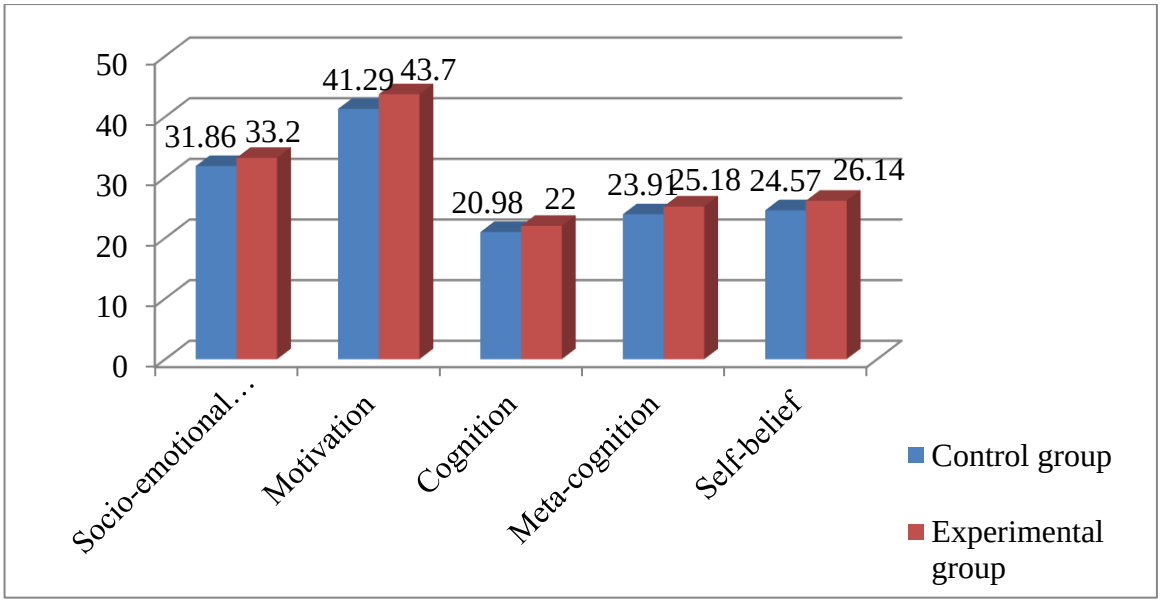

Figure 4.14: Academic Resilience level in reference to the five dimensions of Control and Experimental group at the post-test level

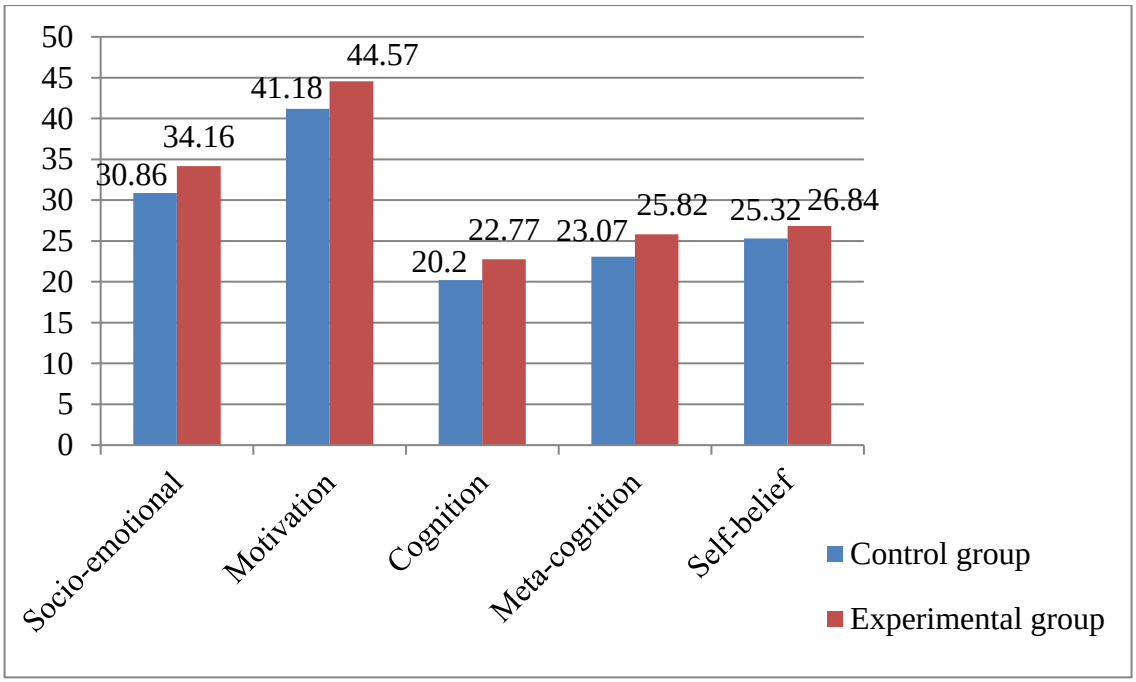

Figure 4.15: Academic Resilience level in reference to the five dimensions of Control and Experimental group at the delayed post-test level

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

Table 4.16: Paired sample t test result of the Control Group at the post-test and delayed post-test level

Level of test	N	Mean	SD	Df	t value	p value	Level of Sig.
Post-test	44	135.5	7.81	43	0.08	.93	0.05
Delayed post-test	44	135.66	8.23				

Findings

From the above table- 4.16 it can be seen that the total number of participants in the experimental group is 44. The mean value of the control group at both the post-test and delayed post-test level was not found much difference that is 135.5 and 135.66. Standard deviation of post-test is 7.81 and of delayed post-test is 8.23. The Degree of Freedom is 43. It is seen that the t value (0.08) is smaller than table value (1.99) and the p value (0.93) is greater than 0.05 level of significance. Hence, the null hypothesis is accepted. Thus, 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.

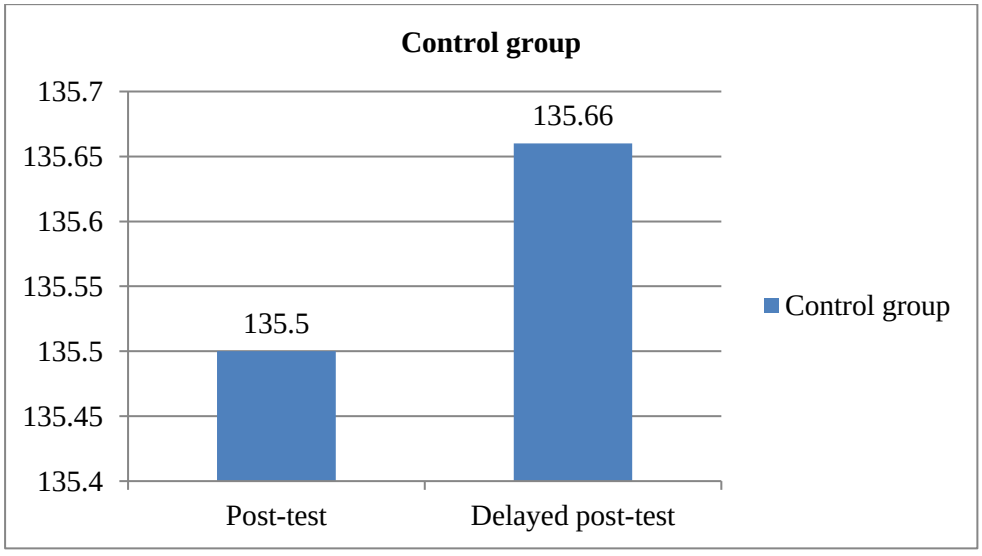

Figure 4.16: Academic Resilience level of Control group at the post-test and delayed post-test level

4.1.14 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.

Table 4.17: Paired sample t test result of the Experimental Group at the post-test and delayed post-test level

Level of test	N	Mean	SD	Df	t value	p value	Level of Sig.
Post-test	44	150.91	9.43	43	2.20	.03	0.05
Delayed post-test	44	152.41	7.04				

Findings

From the above table- 4.17 it can be seen that the total number of participants in the experimental group is 44. The mean value of the experimental group at the delayed post-test was found to be more that is 152.20 than that in the post-test that is 150.91. Standard deviation of post-test is 9.43 and of delayed post-test is 7.52. The Degree of Freedom is 43. It is seen that the t value (2.11) is greater than table value (1.99) and the p value (0.41) is smaller than 0.05 level of significance. Hence, the null hypothesis is rejected. Thus, 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.

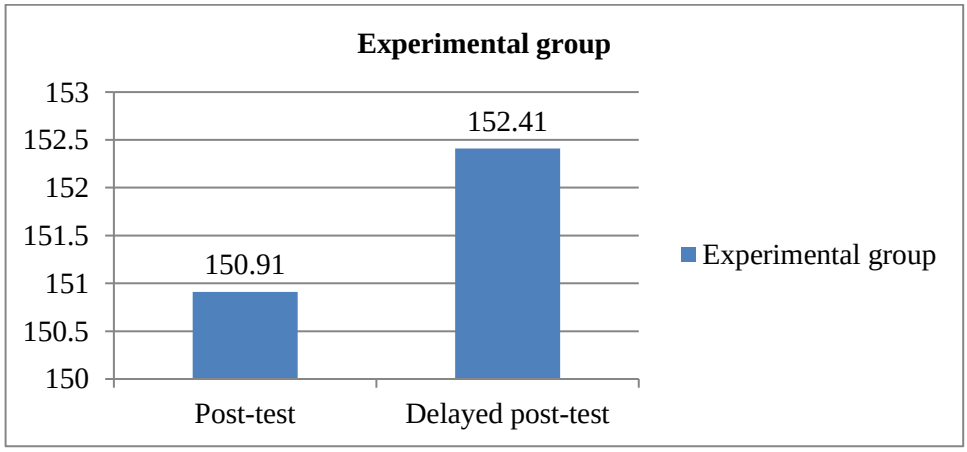

Figure 4.17: Academic Resilience level of Experimental group at the post-test and delayed post-test level