

# Promoting Resilience among Academically backward Children

Dr. Nasreen Banu

Principal Scientist, AICRP-HD (All India Coordinated Research Project – Human Development, PGRC, PJTSAU (Professor Jayashankar Telangana State Agricultural University), Rajendranagar, Hyderabad – 30

**Abstract:** Present study (XII Plan period) was taken up to enhance the Resilience skills of Academically backward children through Intervention & counseling programmes. The sample consisted of 150 children (6<sup>th</sup> – 10<sup>th</sup> class) from the operational villages (5) of Moinabad mandal, RR district. Rating scales developed by the unit (AICRP-CD, Hyderabad centre) were used to find out the Internal & External Resilience levels and Risk & Protective factors associated with Resilience. Based on the results, Intervention & Counselling sessions were conducted for a period of 10 months, using effective training methodologies for enhancing the resilience skills of the selected sample. The post test scores showed a positive impact, reflecting the effectiveness of the Intervention programme.

**Keywords:** resilience, risk & protective factors, intervention

## 1. Introduction & Background

The term ‘resilience’ has been widely adopted to signify the ability to ‘bounce back’, recover or rebound from adversity, or the ongoing and dynamic process of coping (Benard 1996; Luther 2001). In recent years, due to its potential influence on health, wellbeing and quality of life, resilience has become a major focus of interest for academic researchers, policymakers and practitioners working in the area of mental health and wellbeing.

At each stage of the life-cycle, there exists an interrelated set of factors which impact behaviors, choices, and outcomes of individuals. As regards youth, **risk factors** are those which increase the likelihood that a young person will experience negative outcomes, whereas **protective factors** counterbalance the risk factors, increasing the likelihood that he or she will make a positive transition to adulthood. Identifying which factors have the greatest impact on youth behavior and outcomes – and their subsequent adult outcomes – can provide policymakers with a useful framework to guide both policy and programmatic choices.

Protective factors alter responses to adverse events so that potential negative outcomes can be avoided. On the other hand, risk factors are circumstances that increase the probability of poor outcomes. Protective and risk factors are not stationary units; they change in relation to context leading to different outcomes (Bynner, J, 2001; Walsh, 2003).

### Why one should be resilient?

- Every one encounters challenges and every one has a degree of resilience, however some children and young people are more resilient than others. Being resilient helps to promote social and emotional well being.
- Those with higher resiliency are more likely to thrive in learning and less likely to suffer from social or psychological problems (Benard 2004)

**Note:** The present study is supported by ICAR under XII plan period

## Operational Definitions

- **Academically backward children:** As per the norms suggested by the Dept of education, Telangana state, children who obtained C+ grade and C grade were considered as Academically backward.
- **Resilience:** It is the capacity to cope, learn and thrive in the face of change, challenge or adversity.
- **Internal Resilience:** It refers to personal resilience traits, such as self-efficacy and problem-solving skills etc
- **External Resilience:** It refers to meaningful and pro-social bonding to community, school, family, and peers.
- **Risk and Protective Factors:** At each stage of the life-cycle, there exists an interrelated set of factors which impact behaviors, choices, and outcomes of individuals. Risk factors are those which increase the likelihood that a young person will experience negative outcomes, whereas protective factors counterbalance the risk factors, increasing the likelihood that he or she will make a positive transition to adulthood.
- **Intervention strategy** is a systematic plan of action which attempts to address and reduce the causes of risk.

## 2. Methodology

The total sample for the study constituted 768 school children from 5 ZPHS studying in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> standard. These children belong to the age group of 11-17 years. There were 768 children from class 6<sup>th</sup> – 10<sup>th</sup> (from 5 villages). Out of 768 children, 178 (23%) children were found to be academically backward. Out of 178, 150 were selected for the present study. Out of 150 children 80 (53%) were boys & 70 (47%) were girls. These findings were based on Teacher’s observations & Academic grades of children.

### Criteria for sample selection:

- Children who are academically backward (as reported by Class teachers)

**General objective:** Promoting Resilience among Academically backward children  
**Specific objectives:**

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- To find out the Internal & External Resilience levels of Academically backward children
- To find out the Risk & Protective factors associated with Resilience levels of Academically backward children
- To conduct intervention cum counseling sessions and capacity building programmes to enhance the Resilience skills of Academically backward children
- To study the impact of Intervention the Resilience levels of Academically backward children
- Developing Resource book (in vernacular language) for school teachers in ‘: Promoting Resilience among Children and Youth’

#### **Research strategy adopted:**

In order to achieve the framed objectives intervention cum counseling sessions and capacity building programmes were organized to empower the academically backward children with Resilience skills and also their parents and school teachers.

**Research tools used:** For the present study, rating scales developed by AICRP-CD, Hyderabad center on Counselling intake form to identify children in vulnerable situation/ environment; Resilience (Internal & External) and Risk & Protective factors associated with Resilience were used.

#### **Research tool details:**

1. **Counselling intake form** was developed by AICRP-CD, Hyd Unit (2015) to identify children in vulnerable situation/ environment and the focus was more on risk factors for Academic failure / or Academic backwardness such as poverty or racial and cultural minority status; Psycho-social Problems; Home environment; parenting styles; parental conflicts; family support etc.

#### **2. Resilience Rating Scale (2015) developed by AICRP-CD, Hyderabad center:**

The Resilience scale is a comprehensive self-report tool, which assesses **external and internal** assets associated with positive youth development and school success. External assets refer to meaningful and pro-social bonding to community, school, family, and peers. Internal assets are personal resilience traits, such as self-efficacy and problem-solving skills etc. the scale developed based on research review on Resilience.

#### **2.1 External resilience**

The rating scale was developed by AICRP-CD, Hyd Unit (2015). It measures 4 sub areas: School, Home, Community & peer.

- 1) **School level:** This deals with the child’s / individuals perceptions about caring relationships with adults, their expectations and their opportunities for meaningful participation at school.
- 2) **Home level:** This deals with the child’s / individuals perceptions about caring relationships with adults, their expectations and their opportunities for meaningful participation at home.
- 3) **Community level:** This deals with the child’s / individuals perceptions about caring relationships with adults, their expectations and their opportunities for meaningful participation in the community.

- 4) **Peer level:** This deals with the child’s / individuals perceptions about caring relationships with peers and their perceptions about Pro-social behaviour of peers.

Each sub area contains 9 statements each, except for peer asset which has only 6 statements. Altogether, External resilience consists of 33 statements, which are arranged on 5 point scale ie strongly agree is marked as 5; Agree as 4; Not sure as 3; Disagree as 2 and strongly disagree as 1. The total scores further grouped as Low, Average and high. Higher the score, higher is the external resilience. Based on which area the student has obtained low scores, intervention will be planned accordingly. **Test - retest reliability of External resilience scale was found to be 0.82**

#### **2.2 Internal resilience**

The rating scale was developed by AICRP-CD, Hyd Unit (2015). It measures 6 personal strengths of a resilient child—which include empathy, problem solving, self-efficacy, self-awareness, cooperation and communication, and goals and aspirations.

- 1) **Cooperation & Communication:** It is one of the most important aspects, because with greater cooperation better performance is achieved. Communication skills are essential for the successful future career of a student. Reading, writing and listening carefully are the three most important communication skills for students.
- 2) **Self efficacy:** Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. People who have a heightened sense of self-efficacy: See challenging problems as tasks to be mastered, rather than threats to be avoided; Develop greater intrinsic interest and focus in their activities; Set challenging goals and demonstrate a stronger sense of commitment to them.
- 3) **Empathy:** Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves.
- 4) **Problem solving skills:** This involves the process of finding solutions to difficult or complex issues. It is important to have the ability to solve problems efficiently and in a timely manner for success in life.
- 5) **Self awareness:** Self Awareness is having a clear perception of our personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows us to understand other people, how they perceive us, our attitude and our responses to others in a given situation.
- 6) **Goals & aspirations:** Goal setting is the first step toward successful goal achievement. It marks our first point toward success. It is what puts our life into real action mode. Goals reflect our inner aspirations & dreams which motivate us in life. It makes us accountable to our own self. It helps us to achieve our highest potential and ensures us to get the best out of life.

Each sub area contains 6 statements each. Altogether, Internal resilience consists of 30 statements, which are arranged on 5 point scale ie., strongly agree is marked as 5;

Agree as 4; Not sure as 3; Disagree as 2 and strongly disagree as 1. The total scores are further grouped as Low, Average and high. Higher the score, higher is the internal resilience. Based on which area the student has obtained low scores, intervention will be planned accordingly. **Test - retest reliability of internal resilience scale was found to be 0.71. Validity of the scale** has been tested by giving the scale to 10 experts.

### 2.3 Risk factors associated with resilience

The rating scale was developed by AICRP-CD, Hyd Unit (2015). The scale is designed to measure four areas: Individual, Family; School and Community.

- 1) **At Individual level:** Insecure attachments; Difficult temperament; Non compliance; Chronic illness; Low self esteem; Poor social skills; Impulsivity; Low locus of control
- 2) **At Family level:** Parental unemployment; Death of family member; Disabled family member; Family member with chronic illness; Divorce & family break up; Violence in the family; Physical / emotional abuse; conflicted family relationships; permissive or uninvolved parents
- 3) **At School level:** Bullying; Peer rejection; Peer pressure; School failure; staff discrimination; Unsupportive staff
- 4) **At Community level:** Socio-cultural discrimination; Lack of support services; Isolation; Neighbourhood violence; Lack of recreational facility

Individual area has 12 statements, Family area has 9 statements, School area has 6 statements and Community area has 6 statements.

Altogether, the **Risk factors** associated with resilience checklist consists of 33 statements, which are arranged on 5 point scale ie Very true is marked as 5; Some what true is marked as 4; True is marked as 3; Not true is marked as 2 and Not at all true is marked as 1. The total scores were further grouped as No risk; Mild level of risk; Moderate level of risk; Severe level of risk and Extreme level of risk. Based on the level & in which area the student has problem, intervention will be planned accordingly. **Test - retest reliability of internal resilience scale was found to be 0.70. Validity of the scale** has been tested by giving the scale to 10 experts.

### 2.4 Protective factors associated with resilience

The rating scale was developed by AICRP-CD, Hyd Unit (2015). The scale was designed to measure four areas: Individual, Family; School and Community.

- 1) **At Individual level:** Easy temperament; Adequate nutrition; Attachment to family; Above average intelligence; School achievement; Problem solving skills; Internal locus of control; Good social skills; Social competence; Effective coping skills; Moral beliefs & values; Optimism; High self esteem
- 2) **At Family level:** Supportive & caring parents; Family harmony; Secure & stable family; Strong family norms & moral values; Responsibility within the family
- 3) **At School level:** Positive / conducive school climate; Positive peer relationships; Recognition of achievement;

Positive teacher – student relationship; Collaborative teaching strategies; Sense of belongingness / connectedness; Opportunities for success; School norms against violence

- 4) **At Community level:** Networking within the community; Sense of connectedness; Access to support services; Strong cultural identity; Participation in cultural groups; Community norms against violence

Individual area has 12 statements, Family area has 5 statements, School area has 8 statements and Community area has 6 statements.

Altogether, the **Protective factors** associated with resilience checklist consists of 31 statements, which are arranged on 5 point scale ie., Very true is marked as 5; Some what true is marked as 4; True is marked as 3; Not true is marked as 2 and Not at all true is marked as 1. The total scores were further grouped as high level of protection; moderate level of protection; average level of protection; below average level of protection; and very low level of protection. Based on the level & in which area the student has problem, intervention will be planned accordingly. **Test - retest reliability of internal resilience scale was found to be 0.73. Validity of the scale** has been tested by giving the scale to 10 experts.

### Characterization of Academically backward children on selected parameters

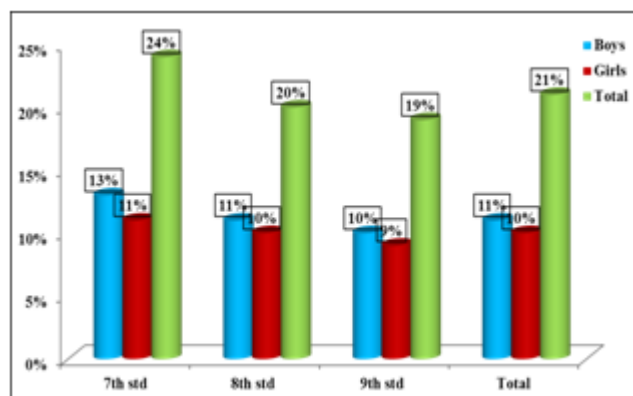
The academically backward children (N=150) were selected based on the following criteria:

- Teacher’s assessment/opinion
- Academic performance of children in the previous year on the basis of following table:

Generally the schools were following the grading pattern given by the Dept of Education:

Grade	Percentage	Remarks
A + grade	90-100%,	Excellent
A grade	76-89%	Very good
B+ grade	60-74%	Good
B grade	50-59%	Average
C+ grade	40-49%	Below Average
C grade	< 39	Poor Average

Children with C and C+ grade were considered as academically backward.



Gender	7th std (N=223)	8th std (N=240)	9th std (N=247)	Total (N=710)
Boys	29 (13%)	26 (11%)	25 (10%)	80 (11%)
Girls	24 (11%)	23 (10%)	23 (9%)	70 (10%)
Total	53 (24%)	49 (20%)	48 (19%)	150 (21%)

### 3. Intervention Programme

Based on the **external & internal resilience levels and risk & protective factors associated with resilience**, intervention cum counselling (Individual & Group) sessions (20) and Capacity building programmes(10) were organized for the Academically backward children, their parents and teachers.

We considered resilience as a *process* and included interventions that aim to impact on resilience-promoting competencies and resources within the individual. Informed by the literature on risk and protective factors, we included interventions that aim to promote competencies and resources at the individual, family and school levels.

Some of the **intervention strategies** used for promoting Resilience in children were group exercises, role plays, open ended stories, Brain storming, Group activities, Games & simulations, Situation analysis, Case studies, Responding to real life situations and Group discussions etc.

Following aspects were focused during Intervention for

#### 1) Promoting Resilience at Family level:

##### a) Caring relationships and sense of belonging – strategies

- Family members show affection and compassion, model caring relationships
- Use good communication styles and show how disputes are resolved
- Family members are actively involved in the community, and have regular contact with friends, neighbours, teachers, schools, church, sporting groups, etc

##### b) Positive and high expectations, with support

- Family members have clear, realistic and consistent guidelines for their behaviour; everyone in the family expects that others can and will adhere to these guidelines
- Family members acknowledge each other's strengths and achievements, and encourage people to build on these.
- Parents provide many different opportunities for young people to explore and succeed – egby encouraging a variety of tasks, hobbies, sports or subjects.

##### c) Opportunities to participate and contribute

- Young people have assigned responsibilities and are given the opportunity to participate in discussions and decision making.
- Family members listen to and respect each other's opinions even if they do not agree.
- All family members are included in planning for and participating in events, holidays and special occasions.
- Family members spend some time working and playing together, such as in daily activities, cooking, games, sports

#### 2) Promoting Resilience at Classroom level

##### a) Caring relationships and sense of belonging – strategies

- Teachers show an interest in students' academic performance and wellbeing.
- Teachers use and model positive and caring communication with students and colleagues.
- Teachers favour teaching styles which offer both praise and constructive feedback.
- Use a disciplinary style which focuses on behaviour change rather than blame.
- Teachers are actively involved in the school community beyond their own teaching area, and encourage others to be involved too.

##### b) Positive and high expectations, with support

- Teachers communicate a belief that young people can achieve their goals and offer support to help them do so.
- Teachers establish and enforce clear and consistent guidelines for students' behaviour.
- Teachers acknowledge the strengths and achievements of each young person.
- Teachers use a variety of approaches for learning and assessment, to engage students and create opportunities for success.

##### c) Opportunities to participate and contribute

- Teachers encourage young people to participate in the classroom and the school.
- Teachers listen to and respect others' opinions, and encourage young people and colleagues to do the same in the classroom.
- Teachers incorporate group work and cooperative activities into their students' tasks and encourage participation.
- Teachers encourage young people to develop broader interests in community activities or groups.

#### 3) Promoting Resilience at School level

##### a) Caring relationships and sense of belonging – strategies

- Schools publicly reward both academic and other forms of achievement.
- Schools provide support and professional development opportunities for staff members.
- Schools provide welfare and counselling services, and academic flexibility, for those who need extra support.
- Schools enforce policies which help to create a safe and supportive school environment.

##### b) Positive and high expectations, with support

- Schools support a culture of achievement among young people and staff, and offer support to help people reach their goals.
- Schools establish and enforce acceptable behaviour through policies about discipline, prevention of bullying and substance use.

- Schools provide varied opportunities for success by offering a variety of curriculum options and extra-curricular activities.
- Schools give recognition and support for both academic and nonacademic achievements.

**c) Opportunities to participate and contribute**

- Schools invite young people to contribute to decision-making processes and to run selected school events.
- Young people are given opportunities to foster links with community groups and agencies.
- Schools encourage staff to use teaching styles which promote classroom participation and links with the community.
- Schools maintain partnerships with relevant groups and agencies and celebrate diversity.

**4) Promoting Resilience at Community Level**

**a) Caring relationships and sense of belonging – strategies**

- Society invests time and resources in educational, social and recreational opportunities for young people.
- The community provides health, welfare and counselling services for young people.
- The community enforces child protection and public safety policies to ensure a safe environment for young people.
- The community invests time and resources in supporting the roles of families, teachers, schools, community groups and other structures that support resilience

**b) Positive and high expectations, with support**

- The community establishes and enforces social and legal guidelines for acceptable behaviour among young people and others.
- The community recognizes the achievements of young people, locally and nationally, through awards, the media, and other means.
- The community provides a range of opportunities for youth success, with flexible arrangements for young people regarding apprenticeships, employment, education and training, or work experience programs in a variety of industries.

**c) Opportunities to participate and contribute**

- The community opposes discrimination on the basis of ethnicity, age, religion, sexuality, gender, or disability.
- Young people have opportunities to become involved in community events and groups.
- The community invites young people to contribute to decision making processes, through youth forums and other means.

Besides the above, following Video clipping were also presented **for promoting resilience skills:**

- Managing stress; anxiety depression
- Inspirational videos on coping with crisis situations
- Importance of Communication skills
- Interpersonal relationships
- Effective parenting

Without intervention, youth facing significant adversities have a greater likelihood of encountering problems as they navigate their developmental paths (Luthar & Cicchetti, 2000). A key idea is that interventions need to focus on developing assets and resources for those exposed to risk rather than concentrating on risk amelioration (Fergus & Zimmerman, 2005).

**Counselling sessions** were also organized focusing on **Psycho-Social Counselling approach:**

This approach looks at the child with his / her risk factors in relation to his / her environment. **The Psycho** part is concerned with mental processes such as feelings, thoughts, behaviour, & motives and the **Social** part includes society, family, school, and peers The child's problem situation is analyzed and understood from his /her psychological, social, and cultural perspective.

**Focus of counseling children was to:**

- Bring about desired changes in the individual
- Help students to make satisfactory adjustments for improved academic pursuits
- Assist students to make right choice in academic and non-academic pursuits
- Help children to develop problem solving skills
- Build resilience and coping skills
- Develop positive relationships with others
- Develop Internal locus of control; Problem-solving & Communication skills
- Develop Achievement orientation

**Capacity building programmes** were organized for both parents and teachers to strengthen the **protective factors by:**

- Providing warmth, Secure and stable family
- Providing adequate and consistent role models;
- Maintaining Family harmony
- Spending quality time with children; getting involved in their academics
- promoting constructive use of leisure; consistent guidance;
- maintain family cohesion; care & nurture; close adult relationships
- Opportunity for children to contribute to the family goals
- Providing positive experiences for children in the community
- Teaching children effective and appropriate problem-solving skills
- Providing unconditional love and care
- Modelling behavior that you would like the child to display
- Praising the child for his or her accomplishments
- Encouraging the child to demonstrate empathy and caring,
- Helping the child begin to accept responsibility for his or her own behavior
- Accepting errors and failures while providing guidance toward improvement
- Providing opportunities for the child to practice dealing with problems and adversities

**Capacity building programmes for Effective Parenting (Rural Mothers)**

- Behaviour problems among School children & Youth
- Academic Problems in School Children
- Learning problems in School Children
- Interpersonal relationship problems
- Communication problems among the family members
- Managing academic problems in children
- Maintaining Healthy relationships
- Issues concerning youth
- Issues concerning Adolescents
- Coping with day to day stress
- Working out Conflicts in a productive way
- Managing behavior problems in children
- Referral Services for Problem behaviour

**The Psycho-Social Counselling:**  
 This approach looks at the child with his/ her problem in relation to his/ her environment.

The Psycho - (logical) part is concerned with mental processes such as feelings, thoughts, behaviour, and motives.

The Social environment includes society, family, school, and peers. The child's problem situation is analyzed and understood from his/ her psychological, social, and cultural perspective.

**Aims of counselling:**

- Bringing about desired changes in the individual
- Helping students to make satisfactory adjustments for improved academic pursuits
- Assisting students to make right choice in academic and non-academic pursuits
- Helping children to develop problem solving skills
- Building resilience and coping skills
- Developing good relationships with others

**Counseling sessions**

**Table 1:** Impact of Counselling on the External Resilience levels of Academically backward children at different phases (N=150)

External resilience	Category	Score	Pre (No & %)	Post 1 (No & %)	Post 2 (No & %)
1. School Assets	Low	< 15	45 (30%)	42 (28%)	39 (26%)
	Average	15 – 30	4(42%)	48 (32%)	43(29%)
	High	30 – 45	41 (28%)	60(40%)	68 (45%)
2. Home assets	Low	< 15	53 (35%)	48 (32%)	43 (29%)
	Average	15 – 30	63 (42%)	55 (37%)	48 (32%)
	High	30 – 45	34 (23%)	47 (31%)	59 (39%)
3. Community assets	Low	< 15	68 (45%)	59 (39%)	49 (33%)
	Average	15 – 30	45 (30%)	41 (28%)	37 (25%)
	High	30 – 45	37 (25%)	50 (33%)	64 (42%)
4. Peer assets	Low	< 10	45 (30%)	41(27%)	36(24%)
	Average	10 – 20	68 (45%)	60 (40%)	51 (34%)
	High	20 – 30	37 (25%)	49 (33%)	63 (42%)
Total	Low	< 55	46 (31%)	42 (28%)	37 (25%)
	Average	55 – 110	67 (44%)	59 (39%)	51 (34%)
	High	110 – 165	37 (25%)	49 (33%)	62 (41%)

The above table presents the **Impact of counselling on the External Resilience** levels of **academically backward children** at different phases.

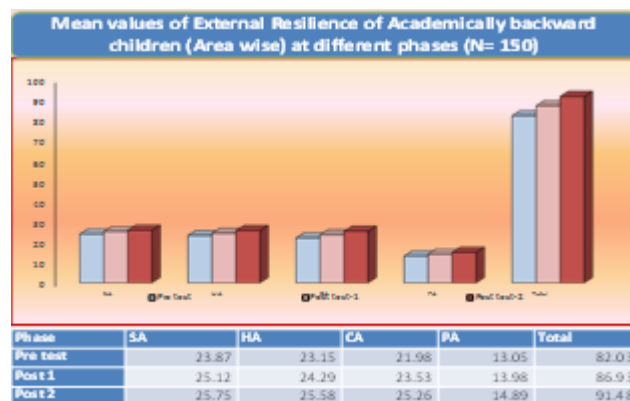
- 67 students (44%) who obtained average scores in External Resilience during pre test, their scores decreased to 39% (59) during post test-I and to 51% (34) during post test-II in the same category, as some of the subjects have moved on to Higher score category.

- 46 students (31%) who obtained low scores in External Resilience during pre test, their scores decreased to 28% (42) during post test-I and to 25% (37) during post test-II in the same category as some of the subjects have moved on to Higher score category.
- 37 students (25%) who obtained high scores in External Resilience during pre test, their scores increased to 33% (49) during post test-I and to 41% (62) during post test-II in the same category due to the impact of intervention.

Area	Mean differences			T values	
	A-B	A-C	B-C	A-B	A-C
SA	1.25	1.88	0.63	1.18**	1.18**
HA	1.14	2.43	1.29	7.62**	7.25**
CA	1.55	3.28	1.73	0.01NS	7.90**
PA	0.93	1.84	0.91	8.34**	4.72**
Total	4.9	9.45	4.55	2.22**	4.88**

**Note: \*\* at 1% level of significance**

The above table presents the **overall External Resilience scores of academically backward children's** total raw scores, means, SD & 'T' values at different phases (pre test and post test I & II). The table shows the progressive increase in the total scores across pre test to post test 1 & 2, along with the increase in the mean differences, which shows the impact of intervention programme. T values between the two means of pre test and post test I & II were found to be highly significant, as the calculated values were found to be greater than the tabulated value.



**Table 2:** Impact of Intervention on Internal resilience levels of academically backward children (N=150)

Internal resilience	Category	Score	Pre (No & %)	Post 1 (No & %)	Post 2 (No & %)
1. Cooperation & Communication	Low	< 5	75 (50%)	51 (34%)	45 (30%)
	Average	5 –10	48 (32%) 48(32%)	36(24%) 36(24%)	33 (22%) 33(22%)
	High	10 –15	27 (18%)	63(42%)	72(48%)
2. Self efficacy	Low	< 5	68 (45%)	42 (28%)	39 (26%)
	Average	5 –10	48 (32%)	51 (34%)	48 (32%)
	High	10 –15	34 (23%)	57 (38%)	63 (42%)
3. Empathy	Low	< 5	38 (25%)	48 (32%)	45 (30%)
	Average	5 –10	67 (45%)	45 (30%)	42 (28%)
	High	10 –15	45 (30%)	57(38%)	63 (42%)
4. Problem solving	Low	< 5	63(42%)	51(34%)	48(32%)
	Average	5 –10	49 (33%)	45(30%)	45(30%)
	High	10 –15	38 (25%)	54 (36%)	57 (38%)
5. Self awareness	Low	< 5	72 (48%)	51 (34%)	48 (32%)
	Average	5 –10	48 (32%)	39 (26%)	33 (22%)
	High	10 –15	30 (20%)	60 (40%)	69 (46%)
6. Goals & aspirations	Low	< 5	79 (53%)	60 (40%)	48 (32%)
	Average	5 –10	45 (30%)	42 (28%)	39 (26%)
	High	10 –15	26(17%)	48(32%)	63(42%)
Grand total	Low	< 30	63 (42%)	54 (36%)	45 (30%)
	Average	30 –60	53 (35%)	48 (32%)	42 (28%)
	High	60 –90	34(23%)	51(32%)	63(42%)

The above table presents the **Impact of counseling on the Internal Resilience** levels of **Academically backward children** at different phases.

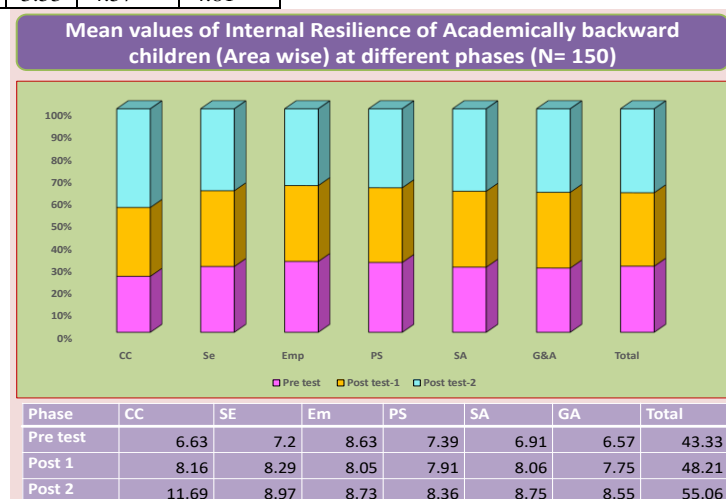
- 63 students (42%) who obtained low scores in Internal Resilience during pre test, their scores decreased to 36% (54) during post test-I and to 30% (40) during post test-II in the same category as some of the subjects have moved on to Higher score category.
- 53 students (35%) who obtained average scores in Internal Resilience during pre test, their scores decreased to 32% (48) during post test-I and to 28% (42) during post test-II in the same category as some of the subjects have moved on to Higher score category.
- 34 students (23%) who obtained high scores in Internal Resilience during pre test, their scores increased to 32% (51) during post test-I and to 42% (63) during post test-II in the same category due to the impact of intervention.

Se	1.09	1.77	0.68	3.0**	1.71**
Emp	0.58	0.68	0.1	0.00NS	0.52NS
PS	0.52	0.97	0.45	0.00NS	1.80**
SA	1.15	1.84	0.69	2.82**	4.32**
G&A	1.18	1.98	0.8	3.26**	3.82**
Total	4.88	11.73	6.85	4.02**	2.59**

**Note: \*\* at 1% level of significance**

The above table presents the **overall Internal Resilience scores of Academically backward children's** total raw scores, means, SD & 'T' values at different phases (pre test and post test I & II). The table shows the progressive increase in the total scores across pre test to post test 1 & 2, along with the increase in the mean differences, which shows the impact of intervention programme. T values between the two means of pre test and post test I & II were found to be highly significant, as the calculated values were found to be greater than the tabulated value.

Area	Mean differences			T values	
	A-B	A-C	B-C	A-B	A-C
CC	1.53	5.06	3.53	4.57**	4.81**



**Table 3:** Impact of Intervention on the Risk factors associated with resilience levels of academically backward children (N= 150)

Risk factors at	Category	Score	Pre (No & %)	Post 1 (No & %)	Post 2 (No & %)
Individual level (12)	No risk (1)	<12	94 (63%)	105 (70%)	123 (82%)
	Mild level of Risk (2)	12 – 24	37 (25%)	30 (20%)	19 (13%)
	Moderate level of Risk(3)	24 – 36	19 (12%)	15 (10%)	8 (5%)
	Severe level of Risk (4)	36 – 48	---	---	---
	Extreme level of Risk (5)	48 – 06	---	---	---
Family level (9)	No risk (1)	<9	83(55%)	97(65%)	114(76%)
	Mild level of Risk (2)	9 – 18	57 (38%)	44 (29%)	30 (20%)
	Moderate level of Risk(3)	18 – 27	10 (7%)	9 (6%)	6 (4%)
	Severe level of Risk (4)	27 – 36	---	---	---
	Extreme level of Risk (5)	36 – 45	---	---	---
School level (6)	No risk (1)	<6	108 (72%)	117 (78%)	126 (84%)
	Mild level of Risk (2)	6 – 12	42 (28%)	33 (22%)	24 (16%)
	Moderate level of Risk(3)	12 – 18	---	---	---
	Severe level of Risk (4)	18 – 24	---	---	---
	Extreme level of Risk (5)	24 – 30	---	---	---
Community level(6)	No risk (1)	<6	100 (67%)	117 (78%)	129 (86%)
	Mild level of Risk (2)	6 – 12	30 (20%)	22 (15%)	14 (9%)
	Moderate level of Risk(3)	12 – 18	20 (13%)	11 (7%)	7 (5%)
	Severe level of Risk (4)	18 – 24	---	---	---
	Extreme level of Risk (5)	24 – 30	---	---	---
Over all intensity of the risk factors (33)	No risk (1)	<33	90(60%)	108(72%)	117(78%)
	Mild level of Risk (2)	33 – 66	42 (28%)	30 (20%)	24 (16%)
	Moderate level of Risk(3)	66 – 99	18 (12%)	12 (8%)	9 (6%)
	Severe level of Risk (4)	99 – 132	---	---	---
	Extreme level of Risk (5)	132 – 165	---	---	---

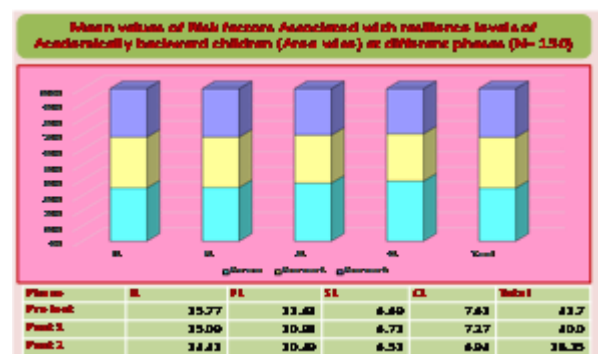
The above table presents the **Impact of counselling on the Risk factors** associated with **Resilience** levels of **Academically backward children** at different phases.

- 90 students (60%) who were found to be with No risk with regard to factors associated with Resilience during pre test, their no increased to 72% (108) during post test-I and to 78% (117) during post test-II in the same category.
- 42 students (28%) who were found to be in Mild level of risk category during pre test, their no decreased to 20% (30) during post test-I and to 16% (24) during post test-II in the same category.
- 18 students (12%) who were found to be in Moderate level of risk category during pre test, their number decreased to 8% (12) during post test-I and to 6% (9) during post test-II in the same category.

Area	Mean differences			T values	
	A-B	A-C	B-C	A-B	A-C
IL	0.68	1.36	0.68	1.67**	4.18**
FL	0.68	1.12	0.44	1.59**	2.64**
SL	0.02	0.18	0.2	4.07**	9.58**
CL	0.36	0.31	0.33	2.96**	4.24**
G.Tot	1.7	3.35	1.65	1.07**	4.22**

Note: \*\* at 1% level of significance

The above table presents the **overall Risk factors associated with the Psycho-Social Problems of Academically backward children's** total raw scores, means, SD & 'T' values at different phases (pre test and post test I & II). The table shows the progressive increase in the total scores across pre test to post test 1 & 2, along with the increase in the mean differences, which shows the impact of intervention programme. T values between the two means of pre test and post test I & II were found to be highly significant, as the calculated values were found to be greater than the tabulated value.



**Table 4:** Impact of Intervention on the Protective factors associated with resilience levels of Academically backward children (N= 150)

Protective factors at	Category	Score	Pre (No & %)	Post 1 (No & %)	Post 2 (No & %)
Individual level (12)	High level (5)	48 - 60	18 (12%)	15 (10%)	12 (8%)
	Moderate level (4)	36 – 48	38(25%)	41(27%)	45(30%)
	Average level (3)	24 – 36	48 (32%)	54 (36%)	63 (42%)
	Below average level (2)	12 – 24	25 (17%)	25 (17%)	21 (14%)
	Very low level (1)	< 12	21 (14%)	15 (10%)	9 (6%)



Family level (5)	High level (5)	20 - 25	25 (17%)	23 (15%)	18 (12%)
	Moderate level (4)	15 - 20	42 (28%)	45 (30%)	48 (32%)
	Average level (3)	10 - 15	45 (30%)	51 (34%)	60 (40%)
	Below average level (2)	5 - 10	23 (15%)	18 (12%)	13 (9%)
	Very low level (1)	< 5	15 (10%)	13 (9%)	11 (7%)
School level (8)	High level (5)	36 - 48	56 (37%)	60 (40%)	63 (42%)
	Moderate level (4)	24 - 36	40 (27%)	43 (29%)	47 (31%)
	Average level (3)	16 - 24	33 (22%)	29 (19%)	26 (17%)
	Below average level (2)	8 - 16	21 (14%)	18 (12%)	15 (10%)
	Very low level (1)	< 8	---	---	---
Community level(6)	High level (5)	24 - 30	18 (12%)	15 (10%)	17 (11%)
	Moderate level (4)	18 - 24	33 (22%)	38 (25%)	39 (26%)
	Average level (3)	12 - 18	48 (32%)	55(37%)	63 (42%)
	Below average level (2)	6 - 12	30 (20%)	24 (16%)	19 (13%)
	Very low level (1)	< 6	21 (14%)	18 (12%)	12 (8%)
Over all intensity of the Protective factors (31)	High level (5)	124 - 155	30 (20%)	35 (23%)	37(25%)
	Moderate level (4)	93 - 124	38 (25%)	44(29%)	48 (32%)
	Average level (3)	62 - 93	45 (30%)	52 (35%)	54 (36%)
	Below average level (2)	31 - 62	22 (15%)	10 (7%)	6 (4%)
	Very low level (1)	< 31	15 (10%)	9 (6%)	5 (3%)

The above table presents the **Impact of counselling on the Protective factors** associated with **Resilience** levels of **Academically backward children** at different phases.

- 30 students (20%) who were found to be having High level of protective factors associated with Resilience during pre test, their no increased to 23% (35) during post test-I and to 25% (37) during post test-II in the same category.
- 38 students (25%) who were found to be having Moderate level of protective factors associated with Resilience during pre test, their no increased to 29% (44) during post test-I and to 32% (48) during post test-II in the same category.

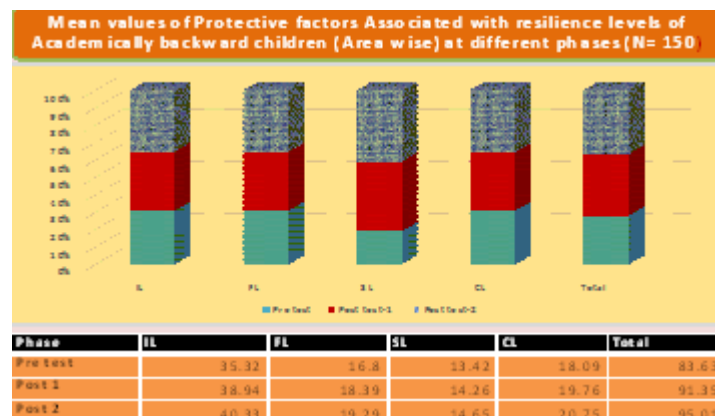
Area	Mean differences			T values	
	A-B	A-C	B-C	A-B	A-C
IL	3.62	5.01	1.39	1.29**	7.12**
FL	1.59	2.49	2.49	2.55**	1.98**
SL	0.84	2.66	0.39	3.69**	6.63**
CL	1.67	2.66	0.99	1.81**	1.11**
G.Tot	7.72	11.38	3.66	7.77**	5.60**

- 45 students (30%) who were found to be having Average level of protective factors associated with Resilience during pre test, their no increased to 35% (52) during post

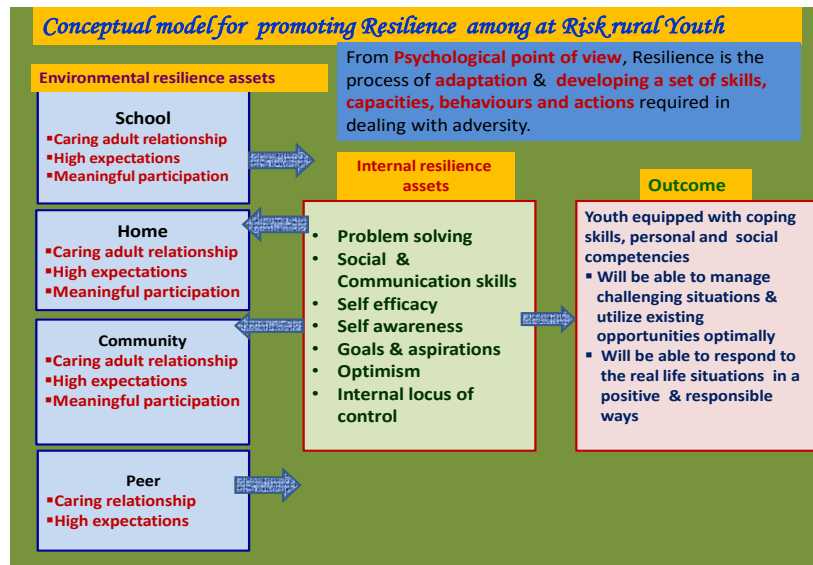
test-I and to 36% (54) during post test-II in the same category.

- 22 students (15%) who were found to be having below Average level of protective factors associated with Resilience during pre test, their no decreased to 7% (10) during post test-I and to 6% (4) during post test-II in the same category, as the student's no moved up to higher category.
- 15 students (10%) who were found to be having very low level of protective factors associated with Resilience during pre test, their no decreased to 6% (9) during post test-I and to 3% (5) during post test-II in the same category, as the student's no moved up to higher category.

The above table presents the **overall Protective factors associated with the Psycho-Social Problems of Academically backward children's** total raw scores, means, SD & 'T' values at different phases (pre test and post test I & II). The table shows the progressive increase in the total scores across pre test to post test 1 & 2, along with the increase in the mean differences, which shows the impact of intervention programme. T values between the two means of pre test and post test I & II were found to be highly significant, as the calculated values were found to be greater than the tabulated value.



Based on the effectiveness of the Intervention programme, following Conceptual model was developed for Promoting Resilience in Rural children



While everyone encounters difficult times in life, resilient young people have skills and coping strategies to which others may not have access. Under difficult circumstances, resilient people can draw upon their social networks, their flexibility in finding solutions and their strong sense of self, to support them until times improve.

Because of their skills and resources, as well as friendship and support networks, these people are more likely to be able to positively resolve personal problems and difficult events. As a result they will feel more positive and be able to effectively manage the social and emotional areas of their life, much of the time.

#### 4. Conclusion

Assets and resources that assist children and youth overcome adverse effects of risks differ according to the population studied, context, and outcome (Fergus & Zimmerman, 2005). However, several common themes appear. Parental factors such as support, monitoring, and communication skills are crucial resources for youth.

For all young people the development of problem solving abilities, valued competencies, and the opportunity to experience social responsibilities will have a resilience promoting effect.

For children whose stability is threatened by disruption due to illness, parental separation or family mobility, the maintenance and strengthening of familiar rituals and relationships will have a protective impact.

For children with few secure assets, such as children in or leaving care, an intense investment in educational programmes, ongoing social support from trusted and reliable sources, access to the job market, or to networks that increase the likelihood of training or employment will enhance young people's capacity to resist adversities.

A caring and supportive environment promotes a sense of connection and belonging, aiding the development of resilience. Studies have shown that a caring relationship with just one adult (such as a parent, grandparent or teacher) can enhance resilience significantly.

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