

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 REVIEW OF RELATED LITERATURE

A review of the literature related to one's area of study is an integral part of any research process. Review of related literature is not just a summary of research done. It goes beyond that and looks for some patterns in previously done research. It also reveals trends in research and helps to compare findings in various settings. Reviews add credibility to one's research.

Reviewing related literature helps to:

- Gain a thorough understanding of work done on the topic of research.
- Compare the findings of different studies done in the topic being investigated.
- Identify gaps or inconsistencies in research done.
- Avoid pitfalls of previous researches.
- Determine which areas are not explored and, if needed, pursue them.
- Develop solid research questions that can be translated into the study's goals and objectives.
- Identify tools used by other researchers.
- Identify research patterns in the subject under investigation.
- Trace intellectual progression in the topic of study.
- Clarify concepts related to the field of study.
- Understand the intervention programmes if the reviewed researches include experimental work.
- Peruse through the suggestions made by other researchers.
- Compare research findings at national and global levels.
- Prevent duplication of work.

An analysis of relevant literature thus contributes to a rationale for one's research and justifies the need for the research. One can say with authority how one's research will

contribute to the existing repertoire of knowledge in the selected field. Thus, reviewing past work adds credibility to the study being pursued.

Sources for review of related literature could be theses, articles in journals, edited academic books, conference papers and peer reviewed articles. It is necessary to ensure the authenticity of the source of related literature. Reviews must be organised around the research question. One must try and glean relevant information and look for trends, similarities and disagreements in the reviewed studies so as to have a great foundation for one's own research.

The current study deals with the Effectiveness of the Resilience Intervention Programme on Emotional Intelligence and Academic Achievement of students. The literature reviewed is hence classified as follows.

2.1 Studies related to Resilience

2.2 Studies related to Emotional Intelligence

2.3 Studies related to Relationship between Resilience and Emotional Intelligence

2.4 Studies pertaining to Academic Achievement

2.5 Studies related to Resilience and Academic Achievement

In each of the above areas, studies conducted in India and studies conducted abroad have been reviewed.

2.1 REVIEW OF STUDIES RELATED TO RESILIENCE

Research shows that resilience is characterised by many contributory factors such as optimism, self-efficacy, humour, mental flexibility, and social support. Parental support, school ambience, and peer relationships may all have some impact on resilience. Several studies have been done in this field. The following paragraphs delve into studies related to resilience among adolescents and young adults. The studies shed light on various correlates of resilience.

2.1.1 REVIEW OF STUDIES RELATED TO RESILIENCE CONDUCTED IN INDIA

Asha Raj, Pallawi Kumar and N. Tripathi (2023) conducted a study to analyse the interaction between resilience, psychological well-being and stress among the undergraduate management students in India during the online mode of education. The research reports that resilience is positively correlated with psychological well-being but negatively correlated with stress. Also, similar levels of stress are experienced by students of different educational institutions. Stress is dependent on variables like gender and age groups. Resilience and psychological well-being experienced by the participants was also observed to be related to various demographic variables such as type of educational institution, gender and age group.

Vijayalakshmi P. et.al (2022) carried out research to find out resilience as a protective factor on quality of life of Indian nursing students during the Covid 19 pandemic. The researchers collected data from 268 students from three universities of South India. They uncovered that resilience had a moderate impact on the quality of life of the nursing students and suggest that it is necessary to promote resilience to help the quality of life during stressful situations.

Herbert H. and Manjula M. (2022) conducted a resilience-based intervention programme to promote the mental health of college students. 81 students of an architectural engineering college formed the sample. The programme was viewed as acceptable by the participants. Preliminary evaluation of the outcome measures indicated significant improvements in variables such as resilience, problem solving and coping. The intervention had resulted in a medium magnitude of change on these variables.

Gurneet Kalra et.al (2022) conducted a five-year longitudinal study on 121 children without parental care living in group residential homes. Over 66% of these children had faced potential traumatic experiences before they came to these homes. The study revealed that despite their traumatic past experiences, the children developed resilience that helped them to mitigate on-going mental health risks. The children also showed above average ego-resilience and average self-concept, signifying sources of mental health strength. The study concluded that the Living In Family Environment (L.I.F.E

Environment) Model practised in these homes contributed to these outcomes, where ‘Group Care’ ensures that children are shown emotional warmth and are cared for by voluntary, long-term committed mentor parents, social workers and caregivers, who are trained regularly in attachment theory and trauma informed care (TIC). The care model adopted provides these children with a stability and structure in these homes, positive relationships, sense of purpose, self-esteem, optimistic beliefs and values, open communication, participatory approach in decision making, support in development of belief to attain goals. This model also aims to identify each child’s unique set of protective and risk factors including children’s strengths in order to promote protective factors. These post traumatic life experiences are used as sources of resilience by the care team to provide support structures to children and make them self-reliant.

Chilwarwar V. (2022) conducted research based on Promoting Resilience Among at Risk Adolescents. This six-month intervention programme, comprising of 40 bi-weekly sessions, was carried out on 16 adolescent children of Chembur area in Mumbai. participatory action research strategy to address the resilience needs of the at-risk adolescents. The programme focused on three domains viz social competence, emotional competence and self-worth. Arts based approaches such as drama, music, body-based games, story-telling and visual arts were used as tools of knowing. Enhanced participation was observed during drama-based activities among boys and visual arts activities among girls. Girls were largely observed to engage excitedly with colours, papers and storytelling. Boys were predominantly observed to be less engaged with visual arts-based activities (e.g., origami). All of them reportedly preferred drama and role play based activities. Letter writing and verbal sharing seemed a challenging task for all the male participants except for one. Gender differences were visible in verbal expression, self-reward strategies and emotional regulation skills.

Biswas Abhijit (2021) studied resilience among students of Higher Education in West Bengal. 400 students (183 males and 217 females) from Murshidabad, Hooghly, Nadia, North and South 24 Parganas districts formed the sample. The major findings of this study are the mean score of students’ resilience at higher education level was 72.20, and the effect of gender on resilience was statistically significant in favour of female students. This shows that female students demonstrate higher resilience in case of difficulties and adverse situations when compared with male students.

Gupta Acira (2021) investigated stress, resilience & aspirations among 75 aspirants preparing for civil services and armed force exams and 75 non-aspirants. The sample was between the ages of 18 to 27 years. Findings of the study reveal that there is a negative correlation between resilience and perceived stress. Resilient individuals showed stronger coping mechanisms and thus their stress levels are substantially low. Aspirants were higher on resilience compared to non -aspirants.

Banerjee and Dasgupta (2018) studied the resilience levels of 151 students studying in Class VII-IX in a Kolkata based school. The study revealed that 37.7% of students were resilient and factors such as class, family type, time with parents, physical activities, school performance were associated with high resilience. The research concludes that quality parental time for children and engagement in physical activity will help to increase resilience level and build up the coping capacity.

Narayanan Annalakshmi (2015) examined the predictors of resilience among adolescents of low socio-economic status. The sample consisted of 1451 adolescent students (718 girls and 733 boys) of low SES aged 14 to 19 years in rural public schools. Data on temperament was collected on the basis of the *trigunas* (*sattvik*, *rajasik* and *tamasic*), intrinsic and extrinsic aspirations, academic aspiration, and perceived school environment. Regression analysis revealed that self-concepts on basis of the *trigunas* were significant predictors of resilience. Resilience was negatively predicted by both rejections experienced in the school environment and extrinsic aspirations.

Bhawna Sharma (2015) studied resilience and social problem solving among urban Indian adolescents. The objective of the research was to find the level of correlation between resilience and social problem-solving skills. According to the study, adolescents with high resilience were significantly better in their social problem-solving skills. They also showed superior positive orientation towards problems in general and a rational approach towards solving the problems.

Azam Sayed (2012) investigated resilience among adolescent girls in India to study the role of home and school protective factors. The sample consisted of 130 adolescent school going girls. Correlation and regression analysis revealed that there is significant and positive relationship between resilience and school and home factors.

2.1.2 REVIEW OF STUDIES RELATED TO RESILIENCE CONDUCTED ABROAD

Omar Al Omari et.al (2023) collected data with respect to physical health status, self-esteem, wellbeing and resilience from 676 university students of Sultan Qaboos University, Oman. 45.3% of students showed low resilience, 5.5 % showed high resilience and nearly 50% showed average resilience. The research reported significant positive relationship between resilience, hours of sleep every night, Well-Being Index, general physical health and self-esteem. However, a moderately significant negative relationship was detected between resilience and perceived stress. The research also found that higher self-esteem level among university students was significantly associated with high levels of resilience. The researchers recommended integrating resilience skills into the existing curricula at the national and University levels.

Barbie Jhane Sy et.al (2023) examined the relationship between Self-Efficacy and Resilience among 150 grade 12 students at a senior high school in the Philippines. The researchers found a moderate positive correlation between self-efficacy and resilience. The research reports that the student's belief in one's ability is linked to their capacity to overcome obstacles. The study suggests that schools must be encouraged to implement programmes that will promote the self-efficacy and resilience of their students.

Yamamoto T. et.al (2023) delved into the relationship between resilience, anxiety and social support sources among Japanese elementary school students. The potential resilience of 625 third and fourth grade students was analysed. The research states that support systems may play an integral role in building student resilience and that factors such as family and community play a part in developing child resilience. Resilience optimism and resilience challenge was significantly higher for third graders than fourth graders. There was a strong relationship between resilience and support resources, with children with more support resources being more resilient. Resilience reflection and cooperativeness among girls were more highly significant than among boys.

Kuperminc Gabriel et.al (2019) examined how a mentoring programme named Project Arrive helped to increase resilience of students considered as high risk for turning dropouts. 114 such ninth-grade students were assigned to one of the 32 Project Arrive groups wherein they were guided to make a successful transition to high school.

The students were helped to develop a sense of safety and belonging to the community, build positive connections with peers and adults and avail themselves of consistent support to address barriers to academic and life success. It was seen that at the time of exit from Project Arrive, participants had higher adjusted means than comparisons on six external resources, including school support, school belonging, school meaningful participation, peer caring relationships, prosocial peers, and home meaningful participation. The participants also had higher adjusted means on one internal asset, problem solving. Results indicate that group mentoring is a promising approach for increasing resilience among academically vulnerable adolescents.

Robbins, Kaye and Catling (2018) conducted a quantitative study to measure self-esteem levels; attachment avoidance/anxiety scores; exposure to stress; exposure to childhood adverse life experiences, and resilience of 214 female University of Birmingham students

aged between 16 to 24 years. The findings show that resilience can be predicted by four protective characteristics: levels of self-esteem, exposure to stressful events, attachment avoidance and anxiety in parental relationships. The results specifically indicate that higher self-esteem predicts higher resilience. An increased experience of stressful events also predicted higher resilience.

Giavana and Lafreniere (2014) investigated how school involvement predicts resilience in young Bahamians. According to the study, the existence of parental relationships, youths perceived self-efficacy, the presence of nonparental relationships, involvement in extracurricular activity, and school engagement were all significantly positively correlated with resilience. All of the afore-mentioned factors, except school engagement, were significant predictors of resilience. Furthermore, the study found that students who are more socially competent are probably more active in school. But when school engagement is combined with other variables, particularly the presence of positive adult relationships and perceived self-efficacy, then school engagement is not as powerful indicator of resilience.

Ungar, Russell and Connelly (2014) studied School-Based Interventions to Enhance the Resilience of Students. They investigated 36 intervention programmes and found that many of the programmes that target higher risk-exposed children emphasize both non-academic and academic goals. These programmes promote cultural activities,

community-based initiatives to enhance self-esteem, connections with adults, prosocial behaviour, lower drug use, decreased conduct disorder, and the prevention of delinquent behaviour. These programmes support the building of children's social capital, at home with supportive adults, at school with educators and with peers who behave in socially acceptable ways. The researchers found that these programmes displayed potential to influence school engagement, academic performance, individual qualities like self-esteem, and improve children's interactions with their families and communities. However, they were generally less effective in addressing psychological problems like depression.

Arastaman G and Balci A. (2013) analyzed the resilience of 509 Turkish school children in Ankara. The study aimed at determining the connections between students' resilience and some protective elements such as school climate, teacher attitudes and behaviours, family and peer support. According to the study, there are noteworthy correlations between students' resiliency perceptions and gender, grade level, fathers' educational level, family income, grade point average and absenteeism of those students. Average grade point and absenteeism were determined to be the most crucial demographic variables that predicted student resiliency. Resilience was also positively correlated to perceived support from peers and family members.

Brunwasser Gillham and Kim (2009) conducted a meta-analytic review of the Penn Resilience Programme (PRP) on depressive symptoms. They found that students who were part of the programme showed less depression even one year after intervention. PRP was effective in reducing symptoms of depression in students who had elevated baseline symptoms. PRP was not intended to be a short-term treatment programme rather it was meant to impart skills that would help to reduce the risk of depression when the youth entered adulthood.

Stewart and Sun (2004) examined the relationship between student resiliency and their perception of social support. The sample consisted of 2580 students spread across 20 primary schools in Queensland, Australia. It was seen that students who perceived greater support from their peers, parents/caregivers, teachers and prosocial groups were likely to have higher resiliency behaviour in communication and cooperation, self-esteem, empathy, help-seeking, goals and aspirations. They also felt healthier.

2.2 REVIEW OF STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Research on emotional intelligence has gained much importance over the past few decades. These researches can be seen in education and mental health programmes as well as in employment as emotional health pervades all fields. Studies have been done to investigate the aspects and mechanisms of emotional intelligence. Some researchers have focused on correlations of emotional intelligence, In the educational field, one comes across studies that look at how emotional intelligence influences academic achievement. Exploring the relationship between gender and emotional intelligence forms the basis of some studies. There are some studies related to intervention programmes to nurture emotional intelligence. The review of researches presented in the following paragraphs mainly focuses on studies conducted on adolescents and young adults.

2.2.1 REVIEW OF STUDIES RELATED TO EMOTIONAL INTELLIGENCE CONDUCTED IN INDIA

Geetha B and Sharath Kumar (2023) investigated the emotional intelligence of 90 secondary school students from rural and urban areas of Mysuru district. The research found that 92.13% of the sample had high Emotional Intelligence, 7.86% had average emotional intelligence. No one from the sample showed low emotional intelligence. Though the mean emotional intelligence of urban students was slightly higher than that of rural students, the difference was not statistically significant. Girls showed higher emotional intelligence compared to boys, but the difference was not statistically significant. However, the emotional intelligence of urban girls was significantly higher than that of urban boys.

Souza Tony (2021) investigated the influence of socio environmental factors on the emotional intelligence of higher secondary students. A descriptive survey was conducted to identify how socio-environmental factors influence the emotional intelligence of higher secondary students. 500 higher secondary of Thanjavur district elected through cluster random sampling method formed the sample of the study. The findings reveal that socio environmental factors like gender, age, place of stay, nature of school and the parent education significantly influence emotional intelligence. Socio environmental factors could predict 10% of the emotional intelligence of the students.

Singhai and Agarwal (2021) conducted a study of emotional intelligence in management students. The sample consisted of 201 management students from Indore region of Madhya Pradesh. The results indicate that students with high emotional intelligence have more perseverance, greater self-reliance, greater stress handling ability and self-management ability. The study identified seven factors seen in students with high Emotional Intelligence and these included perseverance, self-reliance, emotional stability, sociability, empathy, self-management and composed nature.

Kothari et.al (2020) developed a Socio Emotional Learning Intervention Module and tried the same on 80 students aged between 13 to 14 years of age in a CBSE school in Chennai. The module covered dimensions of EI such as self-awareness, social awareness, responsibility, empathy and decision-making. The intervention programme was tried out thrice a week for 60 to 90 minutes. The activities tapped different domains of Socio emotional learning. There was a significant increase in Emotional Intelligence scores (t value 4.66) after the module was completed. The participants experienced an increase in confidence with respect to their abilities in handling emotions, regulating emotions, building social awareness through empathy, and being self-aware. Gender-wise intervention was equally effective for both girls and boys.

Kant Ravi (2019) carried out research on college students' emotional intelligence. Data was collected from 200 students at Central University of South Bihar, Gaya. The research also showed that all students at School of Education have superior levels of emotional Intelligence except in comparison of students of School of Law & Governance. Female students were found to have significantly higher emotional intelligence as compared to male students. The emotional intelligence of undergraduate and graduate students did not significantly differ from one another. The mean emotional intelligence of rural students was higher than the mean emotional intelligence of urban students, but it was statistically not significant.

Godi E.S(2017) investigated the impact of life skills training on the emotional intelligence of high school students. 447 Class VIII and IX students at schools in Vishakhapatnam district formed the sample. Life Skills Training for students was conducted for five months as per the NIMHANS model. The study showed that girls has significantly higher Emotional Intelligence as compared to boys. Fourteen-year-olds showed significantly higher emotional intelligence as compared to thirteen-year-old students. However, fourteen-year-old and fifteen-year-old students did not such any

significant difference in their emotional intelligence. Parents' literacy status did not have any effect on the students' emotional intelligence. The birth order of the child also did not have any effect on their emotional intelligence. English medium students scored significantly higher life skills core as compared to those from Telegu medium.

Jaisinghani Bhakti (2015) conducted research to study academic achievement in relation to the mental health and emotional intelligence of secondary school students. 540 Class 9 students from English and Marathi medium schools of Thane district formed the sample. A positive significant correlation was found between academic achievement and emotional intelligence. This is held true in the case of both boys and girls. Students from rural as well as urban schools showed significant positive correlation between academic achievement and emotional intelligence. Students from both Marathi and English medium schools had significant positive correlation between academic achievement and emotional intelligence. Mental health was also significantly and positively correlated with the emotional intelligence of students irrespective of their gender, medium and area of school.

Dharanendrappa (2012) examined the connection between secondary school students' academic success and emotional intelligence. The sample consisted of 735 girls and 540 males from public and private schools. The study uncovered that majority of the students possess moderate levels of mental health, emotional intelligence and academic achievement. Compared to boys, girls' mental health was significantly better. Academic success was favorably connected with emotional intelligence and mental health.

Dua Ankur (2012) studied emotional maturity, emotional intelligence and mental health of adolescents in relation to area, gender and type of school. 250 girls and 250 boys of Class 9 from schools in Faridkot district of Punjab were the sample. The results reveal that area (urban or rural), gender and type of school (government or private) had no significant effect on the emotional intelligence, mental health and emotional maturity of the students. The low skewness and low kurtosis reported in the study indicates that the sample reflected normal distribution.

Sharma Manojkumar (2011) studied the relationship of emotional Intelligence with adjustment stress and achievement among senior secondary students. The study found that there is significant and negative correlation between emotional intelligence and

academic stress. Family stress also affects emotional intelligence. There is a significant and negative correlation between emotional intelligence and adjustment. Emotional intelligence and academic achievement have positive and significant correlations. The academic achievement of rural students with high emotional intelligence was significantly higher than the academic achievement of urban students with high emotional intelligence. Female students with high Emotional intelligence had significantly higher academic achievement scores as compared to their male counterparts.

Pimenta Mabel (2009) conducted a study to find the effect of education for emotional development on emotional intelligence of secondary school students. The research was based around the Emotional Smart Programme designed and deployed on 226 adolescent students. The programme consisted of 35 activities designed to help students in four areas (i) expressing their emotions, (ii) utilising emotions positively, (iii) understanding emotions of self and others and (iv) regulating emotions of self and others. Students who participated in the Emotional Smart Programme showed significant difference in the pre test and post test scores for emotional intelligence. This shows that the Emotional Smart Programme was effective in helping the development of emotional intelligence.

2.2.2 REVIEW OF STUDIES RELATED TO EMOTIONAL INTELLIGENCE CONDUCTED ABROAD

Chang and Tsai (2022) investigated the effect of emotional intelligence, learning motivation and self-efficacy on the academic achievement of 450 university students from Shanghai. The results showed that emotional intelligence did not directly affect academic achievement. However, emotional intelligence had a positive effect on learning motivation and self-efficacy of students. Learning motivation and self-efficacy acted as sequential mediators in the link between academic achievement and emotional intelligence.

Iqbal, Asghar, Ashraf and Yi (2022) examined the Emotional intelligence's effects on students' study habits in blended environment. Data on emotional intelligence, cognitive engagement and study habits was collected from 338 health science students of Hunan province, China enrolled in various courses running in blended learning

mode. It was seen that all aspects of emotional intelligence (self-awareness, emotion regulation, social skills and self-motivation) have a significant, positive relationship with study habits. Using cognitive engagement as a mediator variable. The researchers state that in highly challenging environments like Covid 19 pandemic, Emotional intelligence was essential for developing effective study habits. The relationship between study habits and emotional intelligence was reinforced by cognitive engagement.

Baragan Martin et.al (2021) studied the mediating role of self-esteem in emotional intelligence and academic engagement of adolescent students. 1287 high school students (606 boys and 681 girls) from public high schools in Almeria, Spain formed the sample. There were three groups of students on the basis of self-esteem viz low, medium and high self-esteem. Statistically significant differences in academic engagement were seen between the three groups. Students with high levels of self-esteem had the highest scores in the three academic engagement dimensions viz vigour, dedication and absorption of engagement. Thus, the effect of emotional intelligence on each component of academic engagement, as well as the ability of self-esteem to mediate in this relationship, was confirmed.

Zhoc, King, Chung and Chen (2020) examined the role of emotional intelligence in higher education by collecting data from 560 first year students of 10 faculties of a university in Hongkong. The data was collected at the time of joining and during exit from the first year of university. The results demonstrated that emotional intelligence supports important learning outcomes like grade point average, general learning outcomes, and students' happiness with the university and is a good predictor of all aspects of student involvement.

Coskun Kerem (2019) investigated the impact of emotional literacy training on students' emotional intelligence performance in primary schools. The Emotional Literacy Training lasted for two months. Data in pre-test and post-test were collected through the Ten Years Emotional Intelligence Scale (TYEIS) developed by the researchers. Data analysis indicated that the training significantly increased the emotional intelligence of the experimental group, and this increase remained permanent.

Ingles Candido et.al (2016) surveyed 1026 students from secondary schools in Spain to analyse the relationship among emotional intelligence (EI) and learning strategies and identify their emotional intelligence profiles. The participants profiles for EI were analysed on basis of three factors – Emotional attention, Emotional Clarity and Emotional Repair. They found that students with high general EI and those with predominance of low attention and high repair use more learning strategies than the other groups. They also found that when students pay more attention to feelings but do not have the ability to regulate their feelings, it affects their learning strategies. Emotions may condition the thoughts, motivation and actions of the students.

Moradi Sheykhjan et.al (2014) investigated emotional intelligence and social responsibility of boys. Data was collected from 100 boy students of Miandoab city of Iran using Bar-On's E.I Questionnaire. The findings show that Emotional Intelligence and social responsibility are positively correlated. Interpersonal relationships and Emotional Intelligence also bear a positive correlation. The researchers suggest that integrity of the emotional mind and the cognitive mind is essential for effective behaviour. Emotional Intelligence helps to balance the emotional mind and cognitive mind for the achievement of academic success, career and social responsibility, interpersonal relationships and well-being.

Malik and Shujja (2013) investigated the correlation between emotional intelligence and academic achievement among 104 high achievers and 97 low achievers from eight private and public schools in two cities of Pakistan. The results indicated a positive correlation between academic achievement and emotional intelligence. There was a statistically significant difference in the emotional intelligence between high achievers and low achievers. There was no detectable difference in the total emotional intelligence scores of female and male students, either high or low achievers. There were significant gender differences within groups, though, in interpersonal and stress management scores. Academic achievement was considerably greater for students at private schools, but emotional intelligence was considerably greater in children at public schools.

Knowler and Fredrickson (2013) looked at how a literacy intervention impacted children who had been identified as being involved in bullying behavior.

The intervention was for 12 weeks and included 50 primary students. Participants in the intervention program showed less victimization and bullying, the research indicated. Increases in trait emotional intelligence and emotional literacy in the intervention group were associated with non-significant but moderate decreases in victimization. In children who were given the Emotional Literacy Intervention, gains in emotional intelligence are associated with decreases in bullying behavior and adjustment problems. Students with low initial emotional literacy scores showed significant reductions in bullying behavior only after being given the targeted emotional intelligence intervention.

Joibari and Mohammadtaheri (2011) investigated the relationship between academic achievement of Teheran high school students and emotional intelligence. 200 boys and 180 girls were surveyed. The results indicated a close relationship between academic achievement of students and the main factors of emotional intelligence—self-motivation, self-awareness, self-regulation, and social skills.

2.3 REVIEW OF STUDIES RELATED TO RELATIONSHIP RESILIENCE AND EMOTIONAL INTELLIGENCE

Many researches have been conducted to see the kind of relationship between resilience and emotional intelligence. Regulation of emotions helps to manage emotions effectively and thus contributes to resilience. Emotional intelligence is considered to play a mediating role between resilience and personal growth. Dealing effectively with emotions helps to bounce back to one's precrisis stage thus helping one to be resilient in the face of adversity. The following studies mainly focus on the relationship between resilience and emotional intelligence.

2.3.1 REVIEW OF STUDIES RELATED TO RELATIONSHIP BETWEEN RESILIENCE AND EMOTIONAL INTELLIGENCE CONDUCTED IN INDIA

Pushpa and Khan (2024) Investigated the relationship between college students' psychological well-being, emotional intelligence, and resilience. 110 male and 110 female students aged between 18 and 26 formed the sample. The findings indicate that psychological well-being and emotional intelligence have a positive relationship with

resilience. Male and female students' resilience was not significantly different, meaning that gender and resilience are unrelated.

Jaan Sanna et.al (2023) conducted a study entitled 'Comparative Analysis Of Emotional Intelligence And Resilience Between Authoritative And Authoritarian Parenting Styles.' 117 students were surveyed out of which 69 were reared with authoritative style and 48 with authoritarian style. Emotional Intelligence scale and Resilience scale were used to collect data. The outcomes of the study revealed that children raised with authoritative style had higher scores for children on emotional intelligence viz., Managing their own emotions as compared to those raised with authoritarian style. Resilience also was higher in case of children who experienced authoritative style of parenting.

Kaushal and Singh (2023) investigated resilience, emotional regulation and emotional well-being among students of music education. 152 participants were surveyed to study the strategies they employed to regulate their emotions, distinguishing between cognitive reappraisal and expressive suppression. The results of the study revealed that resilience helped the students to control their emotions but did not affect their happiness levels. Resilience had a significant impact on their emotional regulation, but resilience did not have a significant impact on their emotional well-being.

Jyoti and Dalal (2023) conducted a correlational study on resilience and emotional intelligence. The sample consisted of 100 adults aged between 25 to 30 years from the Delhi NCR region. Data was analysed using bivariate correlation. There was a positive and high correlation between resilience and emotional intelligence.

Singh and Singh (2021) College students' resilience, body image, peer relationships, emotional control, and sense of humor were all examined. In the survey, which consisted of 1000 students, they responded to questions regarding body-esteem, peer relationships, sense of humor, emotion regulation for children and adolescents, and sustainability. Between male and female students, the latter exhibited significantly higher resilience. Male students also had significantly higher levels of sense of humor, body-esteem, and peer relationships compared to female students. Resilience, humor, body esteem, peer relationships, and emotion management were all statistically significantly related.

Kumar and Varma (2021) examined 200 Class 10 adolescents from multiple Chandigarh schools' resilience and emotional intelligence. Emotional intelligence and resilience share a positive correlation, as is evident from the study. As compared to the boys, females in the study sample showed relatively more resilience.

Sehrawat and Simon (2021) studied emotional intelligence and resilience among young adults. 50 males and 50 females formed the sample. It was seen that there is positive correlation between resilience and emotional intelligence. Males and females did not show any significant difference with respect to both emotional intelligence and resilience.

Shalini R. et.al (2021) investigated the interrelationship of athletes' and non-athletes' psychological health, emotional growth, and resilience. The participants comprised 56 Coimbatore residents who were athletes and 72 who were not. Psychological health and resilience were directly correlated for athletes and non-athletes, based on the findings. The resilience of athletes and non-athletes was not significantly different.

Narender and Joshi (2016) studied Emotional Intelligence, Resilience and Temperament as Forecasters of Mental Health among Adolescents. Mental Health Battery (MHB), Multidimensional Measure of Emotional Intelligence (MMEI), Resilience Scale (RS) and The Formal Characteristics of Behaviour-Temperament Inventory (FCB-TI) were employed on 400 adolescents within the age range of 15 to 19 years. The study indicated a positive correlation between Emotional Intelligence and Mental Health. Resilience and Temperament also correlated positively with Mental Health.

Garg and Rastogi (2009) examined the connection between student's stress resilience and emotional intelligence. The sample consisted of 140 students with technical background. The research revealed that when self-motivation, emotional stability, managing relations, self-development, value orientation, commitment, and altruistic behaviour was high, the perception of deficiency focusing was lower. The results also show that being emotionally intelligent leads students to be resilient to stress. This determines their success on the personal and professional front. Students with high emotional intelligence were better able to handle the pressures of competitiveness. Such students were determined to fulfil their academic aims and also took ownership for their actions.

2.3.2 REVIEW OF STUDIES RELATED TO RELATIONSHIP RESILIENCE AND EMOTIONAL INTELLIGENCE CONDUCTED ABROAD

Maharaj and Ramsaroop (2023) conducted a study ‘Fostering resilience through emotional intelligence in an academic environment’. Stratified Simple random sampling was used to select a sample of 360 university students from 5 campuses in South Africa. The researchers report on a positive and significant relationship between emotional intelligence and resilience. The students reported that self-care and meditation are skills that are needed to build resilience for thriving during adversity. The study was conducted during the pandemic, and it sought to study how the students were dealing with the adverse conditions. Adaptability, self-efficacy, relationship management and spirituality helped in adjusting to change and recovering from adversity thus fostering resilience in academic situations.

Sojer Patricia et.al (2023) investigated gender differences in trait emotional intelligence and resilience of 277 university students. The research revealed that females scored significantly higher in the total score for interpersonal emotional skills and in the subscale Perception of the emotions of others as compared to males. Males showed significantly higher scores on intrapersonal emotion related abilities as compared to females. Significantly higher scores were reported for males in the subscales regulation of one’s own emotions and control over expression of own emotions. In case of resilience, in terms of spiritual influence and control, as well as personal competence and tenacity, women reported substantially better results.

Cerit and Simsek (2021) investigated the effects of a seven week long social skills development programme to improve adolescents’ psychological resilience and emotional intelligence. The study involved 70 students in a school in Yozgat city of Turkey where 36 students formed the intervention group and 34 were the control group. Improvement was seen in the case of both emotional intelligence and psychological resilience but the increase in scores was not significant. During the follow up programme, it was seen that there was a significant increase in optimism and communication subdimensions of the Resilience scale as compared to the post test scores.

Chen Shitao (2019) examined the relationships among emotional intelligence, perceived social support received from friends and family and resilience for 493 Chinese adolescents. The research also looked at how school type differences impacted these relationships. The research showed that social support from family was non-significant, whereas support from friends was significant in moderating the connection between emotional intelligence and resilience. Further it was seen that moderation by social support from friends was influenced by the school type. In case of students who received receiving lower friend support, boarding school experiences provided a stronger positive relationship for emotional intelligence as compared to those in day schools.

Adibsereshki Narges et.al (2019) investigated the impact of a Resilience Intervention Program on the emotional intelligence of deaf adolescents. With 61 students in the intervention group and 61 in the control group, the study employed a pre-test, post-test, follow-up control group design. Activities which dealt with emotions, positive and negative thinking, outcomes of negative thinking, coping strategies, strengths and weaknesses, problem-solving, communication and social skills, bargaining, hatred and jeering, and intra- and interpersonal skills formed the intervention. Students were trained in small groups of three to five for six weeks. Prior to the intervention, six weeks after the onset of the program, and during follow-up at fourteen weeks, the students were administered the Connor-Davidson Resilience Scale and Schutte Emotional Intelligence Scale. Compared to the control group, the emotional intelligence of the intervention group increased measurably. Even at follow-up, which was administered eight weeks after the intervention program concluded, the disparity existed.

Anwer G et.al (2019) examined what rearing practices by parents predict young adults' resilience and emotional intelligence. The sample of 465 youth (227 females and 238 males) ranged in age from 18 to 26 years and attended public and private universities in Rawalpindi and Islamabad. The results of the study indicated that perceived emotional warmth has a positive relationship with emotional intelligence and resilience. In addition, resilience and emotional intelligence were predicted strongly by perceived parental emotional warmth. Women are more emotionally warm than men, as per the research, which reported large gender differences on this measure. Overprotection and emotional intelligence were shown to be not significantly related. There has been

evidence of a negative correlation between parental rejection and emotional intelligence.

Sarrionandia, Ramos-Diaz and Fernandez-Lasarte (2018) conducted a cross-country study involving 696 undergraduate students from two universities in USA and Spain. The study aimed at investigating resilience as a mediator of emotional intelligence and perceived stress. The results of the study reported that emotional intelligence functions as a negative predictor of perceived stress through the mediating variable resilience for the American and Spanish students. The study also suggested that university students with better emotional intelligence and resilience present lower perceived stress. The researchers concluded that improving emotional intelligence and resilience may prevent students from suffering perceived stress when pursuing higher education.

Alvarado, Spatariu and Woodbury (2017) Resilience & Emotional Intelligence in First Generation College Students and Non-First Generation College Students was the title of the research that was conducted. The sample included 26 females and 74 males. First-generation college students, based on the findings, showed higher resilience compared to their non-first-generation counterparts. Also, first-generation students had lower emotional intelligence compared to non-first-generation college students. Resilience and emotional intelligence scores were not affected by students' academic year or academic success as revealed by GPA. The study further found that there may not exist a correlation between academic success and emotional intelligence or resilience. Maybe students do not associate their emotions with their academic success.

Jaladdin R and Masli I. (2017) conducted a study entitled Resilience and Emotional Intelligence Among Students in Two Schools at Klang Valley Area of Malaysia. The quantitative study included 100 students as a sample. The research results showed that mean resilience for students at urban schools was higher than that of students at suburban schools. There was significant correlation between resilience and emotional intelligence. Female students showed significantly higher means for resilience as compared to male students. In case of emotional intelligence, female students showed higher means compared to male students, but the difference was not statistically significant.

Abbas and Khormaiee (2015) conducted a study to predict the mediating role of resilience between psychological wellbeing and emotional intelligence in students. The sample comprised of 405 students (193 males and 212 females) from four schools in the Shiraz region of Iran. Emotional intelligence scales, resilience scale, and psychological well-being scales were administered to gather data. Emotional intelligence, resilience, and psychological well-being all exhibited favorable relationships with one another. Both psychological well-being and resilience were found to be significantly predicted by emotional intelligence. Results also showed that resilience plays a mediating role between emotional intelligence and psychological well-being. Thus, the study confirmed the role of emotional intelligence in predicting the psychological well-being of students. Also, the mediating role of resilience between emotional intelligence and psychological well-being of high school students was confirmed by the study.

2.4 REVIEW OF STUDIES RELATED TO ACADEMIC ACHIEVEMENT

One of the aims of formal education is academic achievement. Though this is not the end goal of education, it is an important aim because even today academic scores are considered important for securing admission or choosing candidates for employment. When students perform well academically, they get a sense of self satisfaction and self-worth and are intrinsically motivated to pursue learning. Failure in academics often causes frustration and can affect mental well-being. Many researchers have been done to find what contributes to academic achievement. The findings of some of these researches are discussed below.

2.4.1 REVIEW OF STUDIES RELATED TO ACADEMIC ACHIEVEMENT CONDUCTED IN INDIA

Dixit Vedna (2022) conducted research entitled ‘A study of academic achievement in relation to study habits and academic achievement motivation’. The sample consisted of 540 students (270 boys, 270 girls) from Class XII from 15 Secondary Schools of Kanpur city affiliated to CBSE, ISC board and UP Board. According to the study, academic motivation and academic achievement for CBSE students are significantly correlated. In the case of students from ISC and UP Boards no significant relationship

was found between academic achievement and academic motivation. In case of CBSE students, study dimensions like comprehension and recording had a relationship with academic achievement but no relationship was found between academic achievement and study dimensions like concentration, task orientation, study sets, interaction, drilling, support and language. In case of ISC Board students, study dimensions like support and recording had a relationship with academic achievement but no relationship was found between academic achievement and study dimensions like concentration, task orientation, study sets, interaction, drilling, comprehension and language. In case of UP Board students, study dimensions like task orientation and recording had a relationship with academic achievement but no relationship was found between academic achievement and study dimensions like concentration, support, study sets, interaction, drilling, comprehension and language.

Leena (2022) examined senior secondary school students' academic performance in connection to concept acquisition, social competence, and self-efficacy. The sample consisted of 600 kids enrolled in particular Haryana districts. The study reported that students with high self-efficacy had significantly higher academic achievement compared to those with low self-efficacy. Students with high concept attainment had significantly higher academic achievement as compared to those with low concept attainment. Female students had significantly higher academic achievement as compared to male students. Mean Concept attainment score for male students was significantly higher than the mean concept attainment score of female students. Academic achievement was positively correlated to self-efficacy as well as to social competence.

Suvarna and Bhata (2016) conducted a study on academic achievement and personality of 300 school students of Mandya City in Karnataka. Raven's Progressive Matrices were used as a tool for academic scores. According to the study, male and female students' mean academic results varied significantly, with female students outperforming males. Variables like language of students and religion did not have any bearing on their academic scores. The data analysis revealed a negligible relationship between personality and academic scores.

Sherafat and Murthy (2016) conducted a study to investigate the Study Habits and Academic Achievement among Secondary and Senior Secondary School Students of Mysore City. The sample consisted of 625 students of Mysore City chosen by stratified

sampling. It was found that the students who were high on study habits were also high on academic achievement, and those who were poor in study habits were also low on their academic achievement. Thus, study habits were an important correlate of academic achievement. Additionally, it was observed that secondary school students' study habits are superior to those of senior secondary school students.

Ganguly, Kulkarni and Gupta (2016) investigated predictors of academic performance among Indian students pursuing their engineering studies. There were two age groups taken into consideration – 372 students from first year and 232 students pursuing 3rd, 4th and 5th year. For the older students, self-efficacy emerged as the most powerful predictor of academic performance. Time management was another predictor of academic performance. Perceived stress also helped to predict grade goals of students. This could be in form of eustress or positive stress where students set higher goals to motivate themselves. The negative relationship was seen between past performance and perceived stress.

Illahi and Khandai (2015) studied Academic Achievements and Study Habits of College Students of Pulwama District, Jammu and Kashmir. The sample of 410 students comprised of 193 male and 217 female students aged between 18 to 21 years. The tools used were Palsane and Sharma Study Habits Inventory (PSSHI) and for academic achievement the aggregate marks of first and second year were considered. The results reveal that female students had significantly higher mean academic achievement as compared to male students. Urban students had significantly higher academic achievement scores compared to rural students. The study habits of male and female students did not show any significant difference.

Talwar and Das (2014) investigated the relationship Academic Achievement and Mental Health of Secondary School Tribal Students of Assam. Scores obtained in Class 8 and 9 were considered to decide the academic achievement. Mental Health was ascertained through a standardised tool. The study revealed that there is a significant and positive correlation between mental health and academic achievement. Boys showed significantly higher scores for mental health as compared to girls. Urban students had significantly higher mental health scores compared to rural students.

Franky and Chamundeshwari (2014) studied the psychosocial correlates of academic achievement. 96 students from state board schools of Tamil Nadu were surveyed. The

data analysis revealed that adjustment pattern was positively correlated with socio economic status. Also, socio economic status and academic achievement were positively correlated. But academic achievement and adjustment pattern did not show any significant correlation. The academic performance of students in co-educational schools was found to be significantly higher than their counterparts in single gender schools.

Shakir M (2014) investigated academic anxiety as a correlation of academic achievement. The research sample included 352 secondary school students of Aligarh district selected via random sampling. Negative correlation was found between academic anxiety and academic achievement. The high academic anxiety group had significantly less mean academic achievement than the low academic anxiety group. This pattern for seen for males as well as female students. When compared gender wise, it was seen that mean academic achievement score of females with high anxiety was significantly higher than the mean academic achievement score of males with high anxiety. Academic achievement of females with low anxiety was significantly higher than the academic achievement of males with low anxiety.

Padhy, Rana and Mishra (2011) conducted a survey on 120 students to explore the interrelation between self-esteem, subjective wellbeing and academic achievement. It was seen that there is a significantly positive relation between self-esteem, subjective wellbeing and academic achievement. Also, female students had significantly higher self-esteem as compared to male students. This was also true for the subjective wellbeing where female students had significantly higher mean scores as compared to male students. The research looked at eleven domains of subjective wellbeing. It was seen that female students had significantly higher mean scores as compared to male students in case of domains such as transcendence, subjective well-being, social support and deficiency in social contact. There was no significant difference in scores of male and female students in the domains such as general well-being, expectation-achievement congruence, confidence in coping, family group support, primary group concern and mental mastery.

Roy Indra Kumar (1988) investigated Academic Achievement as a function of curiosity. The sample comprised of 800 school students of Darbhanga district. The study revealed that there is a high and positive corelation between academic achievement and curiosity. This was true in the case of students in early adolescence as

well as in later adolescence. Both male and female students showed positive and significant correlation between academic achievement and curiosity.

2.4.2 REVIEW OF STUDIES RELATED TO ACADEMIC ACHIEVEMENT CONDUCTED ABROAD

Klapp, Klapp and Gustafsson (2023) explored the relationship between students' well-being and academic achievement. This was a longitudinal study carried on two cohorts in Sweden viz students born in 1998 and students born in 2004. The cognitive ability of students, parental education and gender were also considered. Students born in 2004 had significantly lower means for psychological, cognitive and social wellbeing compared to the students born in 1998. As compared to boys, girls showed significantly lower means for psychological and social well-being. Psychological wellbeing was negatively correlated to academic achievement as it was seen that students experiencing more academic stress performed better than those experiencing lesser academic stress. Cognitive well-being was positively related to academic achievement.

Md. Nurul Islam (2021) studied the Study Habits, Self-Esteem, and Academic Achievement Among Public and Private Secondary School Students in Bangladesh. 200 boys and 200 girls from eight private and public institutions formed the sample. The study revealed that Academic achievement was significantly positively correlated with both study habits and self-esteem. Public and private school students did not vary significantly in studying habits and academic achievement, but the self-esteem of students at public schools was significantly higher than that of students of private schools. The study habits and self-esteem jointly explained 12.3% for public school students' academic achievement while it explained 7.5% variance for the private school students. Girls showed significantly higher means for self-esteem, study habits and academic achievement as compared to the boys.

Supervia and Bordas (2020) studied burnout, goal orientation and academic performance of adolescent students. 2652 students between the ages of 12 to 19 years from 14 secondary schools in Spain formed the sample. The study showed that there is a significant relationship between task orientation (and, to a lesser extent, ego orientation), efficacy and academic performance in line with adaptive behaviours. The results also showed that task orientation, efficacy and cynicism (burnout) can be used

to predict academic performance in adolescents. The research concluded that goal orientation plays a key role in promoting adaptive behaviours in an academic context and in the personal and academic development of adolescent students.

Emmanuel A. et.al (2014) conducted a study on high school students' academic achievement, academic motivation, and academic self-concept. 120 students (78 males and 42 females) from four schools in Western region of Ghana were the sample. The results showed that only 10% of students had low academic motivation and the rest 90% had high academic motivation. The study found that there exists significant correlation between self-concept and academic achievement. The study also found a positive relationship between achievement motivation and academic achievement, but the correlation was not significant.

Prince and Nurius (2014) studied the role of positive academic self-concept in promoting academic success. A sample of 9658 students was drawn from twelve high schools in Washington from 2000 to 2005. Results showed that academic self-concept played an important role in academic success. Strong academic self-concept helped to increase academic aspirations. Contributors such as students' demographics, appraisals of their school environments (quality and safety), and parental support in addition to academic self-concept played an important role in determining academic success.

Amrai et.al (2011) studied the connection between academic achievement and academic motivation of 252 students at Tehran University. The research has reported a positive and significant connection between academic achievement and academic motivation. Out of the eight subscales of academic motivation, four subscales viz. task, effort, competition, social concern were found to have significant relationship with academic achievement. Academic achievement had the highest correlation with competitiveness and the lowest correlation with praise. The study also reported that competition and effort were the predictors of academic achievement.

Leeson, Clarrochi and Heaven (2008) explored cognitive ability, personality and academic performance in adolescents. It was a three-year longitudinal study on 639 high school students of five schools from New South Wales, Australia in which cognitive ability and three positive thinking variables – self-esteem, hope, and attributional style were used to predict the grades. It was found that self-esteem, hope and attributional style predicted high grades. Self-esteem was a lesser predictor of

performance. Significant difference in academic performance was seen with girls outperforming the boys.

Duckworth and Seligman (2005) conducted a longitudinal study of 140 eighth grade students. Self-discipline of students was found by self-report, parent report, teacher report. This data was used to predict the school attendance, standardised achievement test scores and selection into competitive high school programme. Similar data was collected from 164 eighth graders but in this case data on behavioural delays of gratification tasks, study habits data and IQ was also collected. The study showed that self-discipline was a contributory factor to school grades, attendance, Failure to exercise their self-discipline was a major reason for students to not perform according to their intellectual potential.

Foen Ng. et.al (1994) conducted a study to investigate the contribution of time use among students in relation to their academic achievement. A stratified sample of secondary school students in Malaysia was chosen so as to have balance of gender, school type and grade level. Correlation analyses were conducted to see if there was any corelation among the variables of the study. Participants completed a daily record of their use of time for seven consecutive days. The academic transcripts of each participant were used to establish the overall secondary school academic achievement of each participant. A bivariate comparison of means showed a negative correlation between time spent watching television and the academic achievement. Overall, non-school related activities had a statistically significant negative relationship with the Grade Point Average.

2.5 REVIEW OF STUDIES RELATED TO RELATIONSHIP BETWEEN RESILIENCE AND ACADEMIC ACHIEVEMENT

The paragraphs above looked at factors contributing to academic achievement. Mental health is an important factor that boosts academic achievement. The entire scholastic life of a student is bound to be a period of ups and downs with success and setbacks being part of the journey. Hence resilience will be a major deciding factor for academic achievement. The following research delves into the relationship between resilience and academic achievement.

2.5.1 REVIEW OF STUDIES RELATED TO RELATIONSHIP BETWEEN RESILIENCE AND ACADEMIC ACHIEVEMENT CONDUCTED IN INDIA

Rahman Samsur (2023) examined the influence of academic resilience and emotional regulation on secondary school students of social studies' achievement. Academic achievement was restricted to Geography subject. 928 secondary school students from Aligarh district comprised the sample. It is revealed by the result that there is a significant relationship between academic resilience and Geography achievement among secondary school students. Emotional regulation also relates positively to achievement in Geography for secondary school students. Academic resilience proved to be a strong indicator of Geography achievement and accounted for 16.60 % of variance in scores on academic achievement.

Sarbjit (2022) investigated the correlation between secondary school students' self-reported educational stress, parental involvement, and resilience and academic performance. 900 Class X secondary school students from District Ludhiana's public and private schools formed the sample. Secondary school students' resilience and academic performance were positively and significantly related, as per the study. Resilience accounted for 26% of the variance in academic performance. In comparison to students in private institutions, female pupils in government schools were clearly more resilient. Female students' academic achievement was much better compared to male pupils. In comparison with male pupils, the resilience of female pupils was significantly higher.

Priyanka Rani (2022) investigated Influence of meta cognitive ability, educational resilience and parent encouragement on academic performance of secondary school students. The sample was 300 students of Grade 9 of schools of Rohtak and Jind divisions of Haryana state. The findings based on academic resilience and academic performance are as follows. The government and private school students with greater educational resilience had no difference in the level of academic achievement. The students from both government and private schools with low level of educational resilience had no significant variation in academic attainment. The government school students with high educational resilience possessed better academic attainment than the private school students. Private school students with high and low educational resilience showed a significant difference in their academic attainment. There was a

positive and significant relationship between academic achievement and educational resilience.

Khan T. H. (2021) carried out a research study entitled ‘A correlative study of academic resilience and academic achievement in English medium secondary students of Aurangabad.’ 500 students of Std IX of a school in Aurangabad formed the sample. Positive correlation was seen between academic resilience and academic motivation and it was significant at 0,01 level. The overall academic resilience of the students fell in the moderate range and the mean academic achievement for the sample was 78.06 % which was considered as good grade performance.

Rao and Krishnamurthy (2018) investigated the Impact of Academic Resilience on the Scholastic Performance of High School Students. The sample consisted of 125 students (62 males and 63 females) belonging to low socio-economic background studying in a public school in Bangalore. The results showed that resilience and gender do not have any correlation. Age had a significant influence on resilience. The mean resilience of the students between 15 to 17 years of age was significantly higher compared to mean resilience of students between 12 to 14 years. There were outliers wherein it was seen that three students performed high on scholastic performance test while having very poor resilience scores. It was seen that these students had good scholastic aptitude which enabled them to perform well in academics but their response to distress was fragile. On further investigation it was seen that they were brought up in a protective environment.

Siddiq Aisha (2018) investigated how parenting style, self-efficacy, and resilience influenced the academic performance of senior secondary students in relation to some demographic variables. The sample size was 380 senior secondary school students from the public and private schools of Aligarh. There was no visible relationship between the level of resilience of senior secondary students and the type of school they were attending. It was established that there was a statistically significant correlation between the resilience of the senior secondary school students and the gender and type of school. The most resilient were girls from private schools, then females from public schools and males from public schools. The least resilient were males from private schools. All four factors of self-efficacy—self-confidence, efficacy expectation, positive attitude, and outcome expectation—played an important part in explaining the variance of academic achievement, as revealed by multiple regression analysis.

Academic achievement was positively affected by resilience, which accounted for 30.8% of the variance. The research concluded that students' academic performance and attainment can be improved through resilience.

Openderjeet Kaur (2018) investigated the impact of a resilience-building intervention program on elementary school students' motivation, self-efficacy, and scientific accomplishment. Based on the five elements of resilience—problem solving, self-regulation, adaptability/flexibility, interpersonal connection, and faith—the researcher created an intervention program aimed at enhancing resilience. Seventy-two eighth-grade pupils from a Chandigarh government school were split equally between the experimental and control groups in this two-group study. The control group received the same chosen science curriculum using the conventional teaching approach, whereas the experimental group participated in the resilience-building intervention program. When compared to the children in the control group, the experimental group's mean gain scores in science achievement were noticeably higher after completing the resilience intervention program.

Baldev (2015) investigated the relationship between secondary school students' academic achievement and self-efficacy changes and locus of control. The sample consisted of 600 Class XI students studying in Haryana's senior secondary schools. It was found that the average academic achievement of female secondary school students was greater than that of male secondary school students. Academic success and self-efficacy of secondary school students were positively and significantly related, and the same applies to both male and female students. It was noted that adjustment and academic success are not correlated for both male and female students. Academic success and locus of control are positively and significantly related for male students but not for female students. Students' intellectual achievement and emotional adaptation in secondary school do not have a major correlation.

2.5.2 REVIEW OF STUDIES RELATED TO RELATIONSHIP BETWEEN RESILIENCE AND ACADEMIC ACHIEVEMENT CONDUCTED ABROAD

Akenji Clifford Fru-Ngongban (2023) carried out a study to find the impact of resilience on students' academic achievement. 80 secondary school students in Minawao refugee camp, Cameroon formed the sample. Findings revealed that there is

a highly significant relationship between resilience and academic achievement. 71.42% of the respondents accepted that self-efficacy significantly influences students' academic achievement and 28.58% disagreed that self-efficacy significantly influences students' academic achievement. 74.52% of the respondents accepted that self-management significantly influences students' academic achievement. Adaptive skills had a significant influence on the academic achievement of secondary school students.

Brett Burton (2020) examined academic success and resiliency in high school students residing in the city. The sample of 377 students across Chicago was multiracial in composition. Resiliency and academic success were weakly related. Resiliency for Academic Success indicators had some influence on academic success in student racial groups. White students in the sample differed meaningfully on reading scores, and Resiliency for Academic Success indicators of Ability to Use Multiple Personal Identities, and Willingness to Learn a New Language and Culture relative to Hispanic students. Spiritual strength of white students was lower than that of black students at a significant level. Multiracial students were not highly variable in the dimensions of academic achievement and resilience attributes compared with other racial student groups.

Mirza and Arif (2018) conducted a study entitled 'Fostering Academic Resilience of students at risk of failure at secondary school level.' The study included an intervention programme using 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. 64 students of Grades 9 and 10 from a public school in Lahore who were at risk of failure were identified and randomly assigned to control and experimental groups. A three-month resilience intervention programme was carried out for the experimental group. Results showed a significant difference between the mean gain scores of controls and experimental group students on overall resilience as well as on each subscale of resilience.

Zakaria (2018) explored The Effects of Learning Resilience and Stress on Student Learning Achievement. Data on resilience, stress and learning achievement was collected from 32 students of Indonesia. The findings show that resilience has a positive direct effect on learning achievement whereas learning stress has a negative direct

effect on learning achievement. Multiple Regression analysis showed that resilience contributed 11.7% towards the learning achievement of the students.

Kumi-Yebaoh A. (2016) studied educational resilience and academic achievement of immigrant students of Ghana in an urban school environment in Atlanta, Georgia, USA. The research revealed that 49 out of 60 participants identified self-regulation as a factor that helped them in achieving academic success. Religious faith and parental support were also contributory factors. The sample were migrants from Ghana and they felt that as their parents had migrated for education it was part of the students' responsibility to perform well in academics. Due to their cultural backgrounds, they were often the target of bullying, but this became a pushing factor for the immigrant students to overcome their challenges and do well in school. Despite facing many impediments like racism, change in curricula, adapting to new culture and school /community violence, the participants revealed that they had developed inner attributes such as problem-solving skills, social competence, self-determination and critical consciousness that helped them overcome their challenges and achieve academic success.

Novotny and Vachova (2016) investigated the connection between resilience and academic performance of youth at risk. The sample of 467 adolescents was divided into three groups – youth from families, Caucasian youth and Romany youth in residential care. The findings indicate that academic performance (AP) and resilience are related, with 10–24% of the variance explained. In the case of youths from families, academic performance was associated with psychological care provided by care givers. In case of Caucasian youth in residential care, individual resilience and sense of mastery were associated with academic performance. In case of youth in Romany residential care, education, psychological and physical care provided by care givers, emotional reactivity and the length of stay of youth in the residential care influenced their academic performance.

Mwangi et.al (2015) investigated the relationship between academic resilience and academic achievement among secondary school students in Kiambu County, Kenya. 390 students between the ages of 15 to 24 years from 10 schools were the sample. Academic achievement was got from the school records and academic resilience was collected through a standardised tool. The research showed a positive and significant relationship between academic resilience and academic achievement. The findings of

the study indicated that majority of the participants had moderate levels of academic resilience (55.10%) and academic achievement (64.36%). Multiple regression analysis was performed to see which of the six subscales of academic resilience would be the best predictor of academic achievement. It was found that sense of meaning, and purpose, high expectations and autonomy and sense of self were the three subscales which could best predict the academic achievement.

Fallon Christine (2010) studied school factors that promote academic resilience in urban Latino High School students. The sample consisted of 160 low socio-economic status high school Latino students and 47 teachers at three campuses of a school in Chicago. Significant relationships were found between academic optimism of schools and academic resilience of students, even when family-related and personal protective factors were controlled for. The research findings emphasised that school could serve as protective factors for low socio-economic status students.

Sarwar et.al (2010) studied the resilience and academic achievement of secondary students in Pakistan. The sample included 52 boys and 75 girls. The results reported that overall, there is no correlation between resilience and academic achievement. For high achievers the correlation between academic achievement and resilience was found to be negative, for medium achievers it was positive and for low achievers there was no correlation. Male students were significantly more resilient as compared to the female students.

Lee Deborah (2009) explored the impact of Resilience on the Academic Achievement of At - Risk Students in the Upward Bound Programme in Georgia. All participants of the study were at-risk students who either came from first generation learners or were from low-income families. 91 students of Georgia who participated in the Upward Bound Programme were the sample. It was seen that the at-risk students were highly resilient, and resilience was positively related to their Grade Point Averages (GPA). Female students were more resilient as compared to males and also had higher Grade Point Averages. Urban participants in the study were only slightly more resilient than their rural counterparts, and participants living with both parents were more resilient than students living with one parent. When other academic indicators i.e college entrance tests such as Scholastic Aptitude Test (SAT) and American College Testing (ACT) were considered, it was seen that there is no significant relationship between

resilience and these college entrance tests. The Upward Bond Programme helped to build resilience which in turn contributed to the GPAs of the students.

Reis, Colber and Herbert (2004) studied the resilience of 35 economically disadvantaged, ethnically diverse, academically talented high school students who either achieved or underachieved in their urban high school. The results suggest that protective factors such as the presence of supportive adults, friendships with achieving students, opportunities to participate in advanced classes, participation in extra-curricular activities both after school and during summer break and strong belief in self, helped the academically talented students to achieve more. Students who underachieved had specific risk factors, such as having older siblings who dropped out of school or became involved in drugs and/or alcohol. They also appeared to have developed fewer protective factors.

2.6 CONCLUSION

The findings of the various researches elucidated in the preceding sections help to identify some significant aspects. Almost all research studies explored by the researcher have identified a positive and significant relationship between resilience and emotional intelligence. Academic achievement too is closely related to personal factors such as mental wellbeing and resilience as well as environmental factors such as parental and school support.

Most of the studies have been quantitative researches in the form of descriptive surveys where effects of variables like gender, type of school, location of school (rural or urban) have been studied to see their influence on emotional intelligence, academic achievement and resilience. These studies have been conducted on school students as well as on college students. However, most of the studies are of correlational type wherein the researchers have sought to find the relationship between resilience and other factors.

Very few of the studies conducted are experimental studies and they explore how intervention programmes can be designed and deployed to nurture resilience. This was the gap that the researcher intended to address through the study. In the last decade, the world has reeled under the effects of the Covid 19 pandemic. Some researches have been conducted to see how resilience was useful during adverse times such as the

pandemic. All studies point out the importance of nurturing resilience throughout as it helps during difficult situations. In this context, the present research gains significance.

Review of related studies showed there are more experimental studies related to resilience carried abroad as compared to studies carried out in India. While the findings of the studies conducted abroad do provide useful insights, it is important to note that the studies carried abroad have a different cultural and academic setting. These results may not completely apply to Indian situation. The socio-cultural and educational system of the situation in which a study is undertaken might impact a study. The researcher felt the need to devise, design and deploy a Resilience Intervention Programme bearing in mind the Indian socio-cultural-educational situation.

One more aspect noticed while reviewing the related studies was that the experimental studies related to resilience building did not specify any particular model that the researchers used while designing the intervention. The present study is different from reviewed researches in the sense that the Resilience Intervention Programme used in the study is embedded in Dr Ginsburg's 7 Cs of Resilience. These 7 Cs viz. Competence, Confidence, Connection, Character, Contribution, Coping and Control are skills that are vital to the emotional wellbeing of any individual as they can help the individual to navigate through life's challenges which is the very pivot of one's resilience.

Thus, the review of researches described in this chapter helped the researcher gain valuable insights related to resilience and its correlates. These insights in turn helped to design the Resilience Intervention Programme of the study based on Dr Ginsburg's Model of Resilience.

The next chapter contains detailed explanation about the methodology of the study, tools and sampling. Details of how the Resilience Intervention Programme was developed and deployed are also elucidated.