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Research Article

SCHOOL BASED INTERVENTION STUDY ON RESILIENCY AMONG ACADEMICALLY BACKWARD CHILDREN

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ABSTRACT

The study on 'resiliency among academically backward children' was undertaken with objective to assess the impact of intervention on resiliency among academically backward children. The sample comprised of 210 academically backward children studying in 7th, 8th and 9th standards of Government schools from four villages of Dharwad taluk at pre test. The same children who were now in 8th and 9th standards were followed for post test. Due to dropout, irregular attendance and non participated in the intervention programme, only 150 children were assessed for post test. Resiliency checklist for youth (2012-13) developed by AICRP – CD was used to assess the external and internal resiliency of children. The scores obtained by the children were taken as pre test scores, later the same group were intervened. The intervention program was given through lectures from specialists on resiliency to cope with their day to day problems and situations. The children, parents and teachers were provided with handouts consisting useful information on measures to be taken by them to foster their children's resiliency. Post test scores were obtained with one week gap of intervention. Results revealed that, respondents had average level of internal and external resiliency followed by high and low. Chi square test showed significant association between the components of external and internal resilience. The intervention programme was found more effective in raising the resiliency among academically backward children.

INTRODUCTION

Schools play a crucial and formative role in the intellectual, cognitive, emotional, social and moral development of a child. Academic backwardness usually engender feelings of anxiety and inadequacy in children. This in turn can have negative impact on the emotional and social functioning of the child. Hence learning problem is an issue of concern not only for students, but also for parents and all the professionals involved in child welfare. A child who fails in one or more subjects or in one or more classes and a child who is in the lowest 10th percentile in class is broadly categorized as being academically backward. Poor scholastic performance is usually a reflection of a larger underlying problem in children. Hence academic backwardness should be analyzed scientifically. The underlying cause should be identified and the appropriate remedy given soon so that the academic performance of such children can be made better.

In the modern competitive world in which academic achievements are considered important, academic backwardness causes tremendous stress for the students. Academic stress can make the child non resilient. Resiliency concerns the ability to cope up with problems. It involves doing well against the odds, coping, and recovering (Rutter, 1985). Resilient children are those who resist adversity, manage to cope with uncertainly and are able to recover successfully from trauma (Newman, 2004). Researchers increasingly view resiliency was not as a fixed attribute but as an alterable set of processes that can be fostered and cultivated.

Resiliency research is especially applicable to 'schools' because if directly involves the achievement gaps that can characterize children who grow up under conditions of poverty or socially disadvantage (Condly, 2006). Schools continue to function as one of the most powerful spaces to capitalize on the resiliency of students. Schools also points to the fact that despite barriers to learning "at-risk" students still demonstrated levels of success. Therefore school creation and maintenance of home–school links for academically backward children and their families, which can promote parental confidence and engagement. Positive school experiences, good and mutually trusting relationships with teachers, the development of skills, opportunities for independence and mastery of tasks, structured

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routines and a perception by the child that praise and sanctions are being administered fairly. This positive stimulation will help to promote competencies, self-esteem and problem-solving coping among backward children. Hence understanding resiliency as a *process* rather than a particular character or trait in academic backward children. Based on this review process, the present research illuminating the impact of intervention on resiliency of academic backward children in rural Government school settings.

MATERIALS AND METHODS

Population: The population for the study comprised of school going children from rural areas of Dharwad taluk. There are 119 villages in Dharwad thaluk which are grouped under 14 clusters. For the prevalence study, 7 clusters which are within 20-25 km from the campus were selected. Further two villages from each cluster have been selected. Totally 14 villages have been covered under the study.

Sample for the study: The sample during pretest comprised of 210 academically backward children studying in 7^{th}, 8^{th} and 9^{th} standards from four villages. The same children who were now in 8^{th} and 9^{th} standards were followed for post test. Due to dropout, irregular attendance and non participated in the intervention programme only 150 children were assessed for post test.

Research design: Differential research design was used compare the children at pre and post test on improvement of their external and internal resiliency.

Tools used: Resiliency checklist for youth (17-25yrs) developed by AICRP – CD (2012-13) was used to assess the external and internal resiliency of children. The scale consists two aspects namely, external and internal resilience. The areas of external resilience viz., school assets, home assets, community assets and peer assets. Totally, 33 statements are there in the scale having five alternative answers like strongly agree, agree, not sure, disagree and strongly disagree with scoring of 5,4,3,2 &1. Internal resilience has six areas namely, cooperation & communication, self efficacy, empathy, problem solving, self awareness & goals and aspirations. Totally, 18 statements are there in the scale having five alternative answers like strongly agree, agree, not sure, disagree and strongly disagree with scoring of 5,4,3,2 &1.

The total score obtained by the respondent was categorized into low, medium and high in both the aspects of resiliency.

Category	External resilience	Internal resilience
Low	33-88	18-48
Medium	89-144	49-79
High	145-165	80-90

During the intervention program, academic backward children were provided information through lectures from specialists on different aspects of resiliency to cope with their day to day problems and situations. The children, parents and teachers were also provided with handouts consisting useful information on measures to be taken by the parents as well as teachers to foster their children resiliency, how to help students to learn problem solving skills and how to counteract the negative effects of poverty and abuse/ neglect which makes the children non resilient. With one week gap of intervention program, the academically backward children were again assessed with same tool for post test scores.

Statistical analysis

Chi-square test was employed to find out the association between the components of external and internal resiliency. T test was used to assess the impact of intervention at pre and post test.

RESULTS AND DISCUSSION

Table 1 depicting the levels of external and internal resiliency of academically backward children at pre and post test who quoted more number of academic reasons rather than familial and health reasons. With respect to the external resilience, most of the children belonged to the average category of school (52.4%), home (46.67%) and community (49%) assets, but in case of peer assets, around 48 per cent belonged to high level followed by average and low category at pre test.

At post test, majority of academically backward children showed average level of external resiliency with respect to school and community assets with the percentage distribution of 56% and 56.70% followed by high and low level in the above mentioned assets but it was very interesting to know that about 61.3 per cent and 54 per cent of the children were found in the high level of peer and home assets. This result is in line with the study of Henderson and Milstein (1996) reported that schools build resiliency in students through creating an environment of caring personal relationships. Gonzalez and Padilla (1997) found that resilient students reported significantly higher perceptions of family and peer support, teacher feedback, positive connections to school, value placed on school and peer belonging. Since schools that create a culture of high expectations for all students experience greater rates of academic success. Hence high expectations in schools encourage and remind students that they are capable of achieving beyond their own belief. The presence of caring and supportive relationships creates the proper foundation for trust. As identified by Erikson (1963), trusting relationships serve as the base for healthy future development.

With respect to internal resilience at pre test, more number of the children belonged to average category in cooperation and communication, self efficacy and empathy and around 45 per cent of them belonged high level in problem solving, self awareness and goals and aspirations. At post test, around 58-68 per cent of the children were found in the high level followed by average. The result is in line with study of Masten (2001) concluded that each person has an innate capacity for resiliency, *a self-righting tendency* that operates best when people have resiliency-building conditions in their lives. Chi square test showing the significant association between all the components external and internal resiliency. Therefore we can conclude that, school, home, peer assets of external resilience and self efficacy, empathy, communication and cooperation, Figure 1 and 2 and table 2 showing the impact of intervention on external and internal resiliency. The mean scores of school assets was 21.92 and 23.48, for community asset was 14.86 and 28.47, peer assets; 32.87 and 37.23, communication and cooperation; 10.8 and 11.05, self efficacy; 10.90 and 11.12, empathy; 11.22 and 13.20, for problem solving; 10.82 and 11.08, self awareness; 11.30 and 12.53, goals and aspiration; 11.55 and 12.06 was improved when compared between pre and post test respectively.

Table 1 Levels of external and internal resiliency of academically backward children at pre and post test

Resiliency		Pre test (n=210)			"X^2" value	Post test (n=150)			"X^2" value
		Low	Average	High		Low	Average	High	
External resiliency	School assets	19 (9.0)	110 (52.4)	81 (38.6)	68.32**	4 (2.7)	84 (56.0)	62 (41.3)	81.80**
	Home Assets	17 (8.1)	98 (46.67)	95 (45.2)	73.72**	1 (0.7)	68 (45.3)	81 (54.0)	63.20**
	Community Assets	19 (9.0)	103 (49.0)	88 (41.9)	2.66NS	-	85 (56.7)	65 (43.3)	73.91**
	Peer Assets	26 (12.4)	84 (40.0)	100 (47.6)	82.08**	2 (1.3)	56 (37.3)	92 (61.3)	56.42**
	Cooperation & Communication	23 (11.0)	105 (50.0)	82 (39.0)	76.96**	2 (1.3)	60 (40.0)	88 (58.7)	56.60**
Internal resiliency	Self efficacy	30 (14.3)	92 (43.8)	88 (41.9)	74.68**	3 (2.0)	59 (39.3)	88 (58.7)	42.62**
	Empathy	17 (8.1)	100 (47.6)	93 (44.3)	83.08**	3 (2.0)	53 (35.3)	94 (62.7)	66.60**
	Problem solving	26 (12.4)	88 (41.9)	96 (45.7)	84.64**	4 (2.7)	50 (33.3)	96 (64.0)	57.94**
	Self awareness	22 (10.5)	92 (43.8)	96 (45.7)	92.16**	2 (1.3)	50 (33.3)	98 (65.3)	66.60**
	Goals and Aspirations	27 (12.9)	81 (38.6)	102 (48.6)	96.52**	6 (4.0)	41 (27.3)	103 (68.7)	58.31**

Figures in parenthesis indicate percent age
** Significant at 5% level of significance

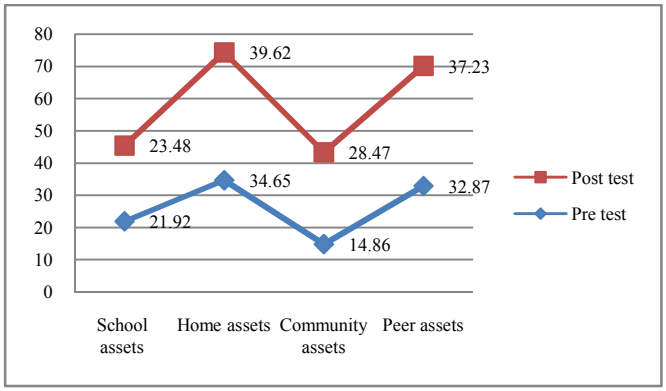

Figure 1 Impact of Interventions on External resiliency of academically backward children

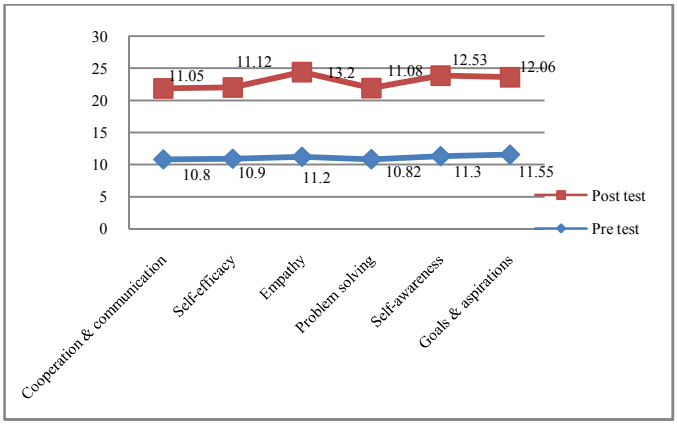

Figure 2 Impact of Intervention on Internal resiliency of academically backward children

Table 2 Impact of Intervention on external and internal Resilience of academically backward children

Sl. No	Areas of External resilience	Pre test (N=210)	Post test (N=150)	't' value
1.	School Assets	21.92 (7.00)	23.48 (8.32)	2.49**
2.	Home assets	34.65 (7.56)	39.62 (9.17)	0.82NS
3.	Community Assets	14.86 (6.64)	28.47 (8.80)	8.56**
4.	Peer Assets	32.87 (5.82)	37.23 (6.71)	0.52**
5.	Cooperation & communication	10.8 (2.76)	11.05 (3.43)	3.98**
6.	Self-efficacy	10.90 (2.74)	11.12 (.62)	3.70**
7.	Empathy	11.22 (2.8)	13.20 (3.41)	3.53**
8.	Problem solving	10.82 (2.74)	11.08 (3.61)	4.17**
9.	Self-awareness	11.3 (2.99)	12.53 (3.66)	3.92**
10.	Goals & aspirations	11.55 (3.05)	12.06 (3.92)	4.09**

** Significant at 5% level o significance

From the data, the intervention was found effective in raising the children resiliency externally as well as internally. Similar result were found in the study of Luthar and Zelazo (2003) reported that school becomes another significant arena for intervention. Resiliency through the development of emotional literacy and competence, emotional regulation, empathy and positive thinking and problem solving will enhances their cope up level.

CONCLUSION

The present study promoting resiliency among academically backward children that may enable better long-term outcomes by boosting children's chances of positive adaptation in future, even if optimal environmental conditions for growth are not possible. There is need to understand resilience outcomes from a developmental perspectives. Expectations and indicators of good outcomes change with age. Hence the interventions need to built around appropriate expectations and developmental needs of the child and moreover should target the development of multiple opportunities, resources and strengths in children, families and communities to show the best outcomes.

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