

**FACTORS AFFECTING ACADEMIC RESILIENCE AMONG
SECONDARY SCHOOL STUDENTS WITH EMIGRANT
FATHERS IN MALAPPURAM DISTRICT**

**Thesis
Submitted for the Degree of
DOCTOR OF PHILOSOPHY IN EDUCATION**

By

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Supervised by

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2024**

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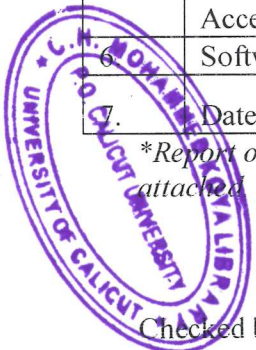
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FACTORS AFFECTING ACADEMIC RESILIENCE AMONG SECONDARY SCHOOL STUDENTS WITH EMIGRANT FATHERS IN MALAPPURAM DISTRICT

ABSTRACT

The school environment is inherently diverse, encompassing students facing various challenges like learning difficulties, economic disparities, and parental emigration. Active parental involvement significantly impacts academic success, particularly noting the positive influence of fathers. Emigrant fathers' absence can leave students vulnerable, affecting their academic outcomes, especially in regions like Malappuram with significant emigration rates. The study aims to understand factors of academic resilience among secondary school students with emigrant fathers in Malappuram. Academic resilience is defined as succeeding academically despite adversity. Specifically, it examines learner and home-related factors, categorizing them into risk and protective factors. The study surveys 560 secondary students in Malappuram, dividing them into groups based on fathers' emigration status. Statistical analyses, such as chi-square tests and binary logistic regression, have revealed significant findings. Extrinsic academic motivation and negligent parenting style significantly affect academic resilience among students with emigrant fathers. Protective factors like academic self-efficacy, cognitive and behavioural academic engagement, intrinsic academic motivation, peer relationship, social competence, authoritative parenting style and home environment play crucial roles on academic resilience. Intrinsic academic motivation, peer relationship and home environment emerge as key predictors of academic resilience among these students. Educational implications suggest addressing risk factors such as extrinsic academic motivation and negligent parenting style while strengthening protective factors like academic self-efficacy, cognitive and behavioural academic engagement, intrinsic academic motivation, peer relationship, social competence and home environment. The study provides valuable insights for educational interventions, emphasizing the importance of fostering intrinsic academic motivation and peer relationship and providing supportive home environment to mitigate the impact of father emigration on academic outcomes.

Keywords: Risk and protective factors, learner and home related factors, academic resilience, secondary school students, students with emigrant fathers.

മലപ്പുറം ജില്ലയിലെ പ്രവാസികളായ പിതാക്കന്മാരുള്ള സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾക്കിടയിൽ അക്കാദമിക് റെസിലിയൻസിനെ ബാധിക്കുന്ന ഘടകങ്ങൾ

സംഗ്രഹം

പഠന ബുദ്ധിമുട്ടുകൾ, സാമ്പത്തിക അസമത്വങ്ങൾ, പ്രവാസി പിതാക്കന്മാരുള്ള വിദ്യാർത്ഥികൾ തുടങ്ങി വിവിധ വെല്ലുവിളികൾ നേരിടുന്ന വിദ്യാർത്ഥികളെ ഉൾക്കൊള്ളുന്ന വിദ്യാലയം അടിസ്ഥാനപരമായി വൈവിധ്യങ്ങൾ കൂടിച്ചേർന്ന ഒന്നാണ്. മാതാപിതാക്കളുടെ സജീവമായ ഇടപെടൽ, പ്രത്യേകിച്ചും പിതാക്കന്മാരുടെ അനുകൂല സ്വാധീനം കുട്ടികളുടെ അക്കാദമിക് വിജയത്തെ സാരമായി ബാധിക്കും. മലപ്പുറം പോലെ ഗണ്യമായ തോതിൽ പിതാക്കൻമാർ പ്രവാസികളായ പ്രദേശങ്ങളിൽ പിതാക്കന്മാരുടെ അഭാവം വിദ്യാർത്ഥികളെ ദുർബലരാക്കുകയും അവരുടെ അക്കാദമിക് ഫലങ്ങളെ ബാധിക്കുകയും ചെയ്യും. ഈ പഠനത്തിലൂടെ മലപ്പുറം ജില്ലയിലെ പ്രവാസി പിതാക്കന്മാരുള്ള സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾക്കിടയിൽ അക്കാദമിക് റെസിലിയൻസിന് കാരണമാകുന്ന ഘടകങ്ങൾ മനസ്സിലാക്കുക എന്നതാണ് ഈ പഠനത്തിന്റെ ലക്ഷ്യം. പ്രതികൂല സാഹചര്യങ്ങൾക്കിടയിലും അക്കാദമികമായി വിജയിക്കുന്നതിനെയാണ് അക്കാദമിക് റെസിലിയൻസ് എന്ന് നിർവചിക്കുന്നത്. പഠിതാക്കളെയും അവരുടെ വീടുമായി ബന്ധപ്പെട്ട ഘടകങ്ങളെയും പരിശോധിക്കുകയും അവയെ പ്രശ്നസാധ്യതകൾ, സംരക്ഷണ ഘടകങ്ങൾ എന്നിങ്ങനെ തരംതിരിക്കുകയും ചെയ്യുന്നു. മലപ്പുറത്തെ 560 സെക്കൻഡറി വിദ്യാർത്ഥികളെ പിതാവിന്റെ പ്രവാസത്തിന്റെ അടിസ്ഥാനത്തിൽ ഗ്രൂപ്പുകളായി തിരിച്ചാണ് പഠനം നടത്തിയത്. കൈ-സ്ത്രയർ ടെസ്റ്റ്, ബൈനറി ലോജിസ്റ്റിക് റിഗ്രഷൻ തുടങ്ങിയ സ്റ്റാറ്റിസ്റ്റിക്കൽ വിശകലനങ്ങളുടെ വെളിപ്പെട്ട കണ്ടെത്തലുകൾ സുപ്രധാനമാണ്. എക്സ്ട്രിൻസിക് അക്കാദമിക് മോട്ടിവേഷനും നെഗ്ലിജന്റ് പാരന്റിംഗ് ശൈലിയും പ്രവാസി പിതാക്കന്മാരുള്ള വിദ്യാർത്ഥികൾക്കിടയിലെ അക്കാദമിക് റെസിലിയൻസിനെ സാരമായി ബാധിക്കുന്നുണ്ട്. അക്കാദമിക് സെൽഫ് എഫിക്സസി, കോഗ്നിറ്റീവ്, ബിഹേവിയറൽ അക്കാദമിക് എൻഗേജ്മെന്റ്, ഇൻടിൻസിക് അക്കാദമിക് മോട്ടിവേഷൻ, പിയർ റിലേഷൻഷിപ്പ്, സോഷ്യൽ കോമ്പീറ്റൻസ്, ഹോം എൻവയർമെന്റ്, അതോറിറ്റേറ്റീവ് പാരന്റിംഗ് ശൈലി തുടങ്ങിയ സംരക്ഷണ ഘടകങ്ങൾ അക്കാദമിക് റെസിലിയൻസിൽ നിർണായക പങ്ക് വഹിക്കുന്നു. ഇൻടിൻസിക് അക്കാദമിക് മോട്ടിവേഷൻ, പിയർ റിലേഷൻഷിപ്പ്, ഹോം എൻവയർമെന്റ് എന്നിവയെ വിദ്യാർത്ഥികൾക്കിടയിലെ അക്കാദമിക് റെസിലിയൻസിന്റെ പ്രധാന പ്രവചന ഘടകങ്ങളായി കാണാം. എക്സ്ട്രിൻസിക് അക്കാദമിക് മോട്ടിവേഷന്റേയും നെഗ്ലിജന്റ് പാരന്റിംഗ് ശൈലിയുടേയും പ്രശ്നസാധ്യതകളെ മുഖവിലക്കെടുക്കുകയും, അക്കാദമിക് സെൽഫ് എഫിക്സസി, കോഗ്നിറ്റീവ്, ബിഹേവിയറൽ അക്കാദമിക് എൻഗേജ്മെന്റ്, ഇൻടിൻസിക് അക്കാദമിക് മോട്ടിവേഷൻ, പിയർ റിലേഷൻഷിപ്പ്, സോഷ്യൽ കോമ്പീറ്റൻസ്, ഹോം എൻവയർമെന്റ് തുടങ്ങിയ സംരക്ഷണ ഘടകങ്ങളെ ശക്തിപ്പെടുത്തുകയും ചെയ്യേണ്ടതുണ്ട് എന്നതാണ് ഈ പഠനം മുന്നോട്ടു വെക്കുന്ന പ്രധാന വിദ്യാഭ്യാസപരമായ വിവക്ഷ. ഇൻടിൻസിക് അക്കാദമിക് മോട്ടിവേഷൻ, പിയർ റിലേഷൻഷിപ്പ് എന്നിവ വളർത്തുന്നതിന്റെ പ്രാധാന്യം ഊന്നിപ്പറഞ്ഞത്, അക്കാദമിക് ഫലങ്ങളിൽ പ്രവാസി പിതാവിന്റെ അസാന്നിധ്യം മൂലം ഉണ്ടാവുന്ന ആഘാതം ലഘൂകരിക്കുന്നതിന് സഹായകരമായ ഹോം എൻവയർമെന്റ് ഒരുക്കണമെന്ന് ഈ പഠനം വിവക്ഷിക്കുന്നു.

കീവേഡുകൾ: പ്രശ്ന സാധ്യതകളും സംരക്ഷണ ഘടകങ്ങളും, പഠിതാവും വീടുമായി ബന്ധപ്പെട്ട ഘടകങ്ങൾ, അക്കാദമിക് റെസിലിയൻസ്, സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികൾ, പ്രവാസി പിതാക്കന്മാരുള്ള വിദ്യാർത്ഥികൾ.

INTRODUCTION

- Need and Significance of the Study
- Statement of the Problem
- Definition of Key Terms
- Variables
- Research Questions
- Objectives
- Hypotheses
- Methodology
- Scope, Delimitations and Limitations of the study
- Organization of the Report

“Education for all” is the watchword of Indian educational policy. Universalisation of education has resulted in increased enrollment of students in schools all over the country. Despite all these, concerns have been raised regarding the continuing deterioration in quality of education and academic performance by learners. In modern society, the worth of children is judged based on their academic excellence, which shows the primary importance of academic achievement. As such, the society on every level from individual through community to the nation, attempts to do their utmost to achieve that objective.

In this competitive era, everyone has a dream to have good educational attainment so as to adequately meet the challenges of the modern global world. Academic performance enhances access to higher education opportunities and improves career prospects. Academic achievement plays crucial role in the educational and learning process. Many researches have been done in the area of academic achievement and its related factors (Hunsu, Oje, Tanner-Smith & Adesope, 2023; Mwangi, Okatcha, Kinai & Ileri, 2015; Rojas, 2015; Worley, 2007). Academic achievement is a key developmental task for adolescents in many societies around the world (Masten, 2014).

2 Introduction

School as a group is heterogeneous by its very nature. This heterogeneity is exhibited in all the classrooms at all levels through groups that includes students with learning difficulties, physical and psychological disabilities, economic disparities, backward regions, single parent, homelessness and students with emigrant fathers. Likewise, individual, family, school and community factors contribute to academic and personal risks in students and makes them at-risk. At-risk condition means the constraints that a student has to meet by chance or not that hinder the normal functioning of the student. Living in at-risk environments, including low income and single parent family environments, can have adverse effects on the academic outcomes for children (Williams, 2011).

Studies of individual differences among adolescents provide information on protective factors that may help adolescents in at-risk contexts. Resilience in individuals is influenced by both risk and protective factors. Resilience refers to the ability to bounce back from adversity. Research has shown that this trait is usual, not unusual, as people commonly demonstrate resilience through life experiences (Chung, 2008). Anybody can learn and develop the behaviors and activities that make up resilience. The study of resilience has "identified several models of resilience to explain how risk and protective factors affect outcomes" (Stevens, Morash & Park, 2011). The study of resilience not only considers risk factors but also incorporates the positive factors. Risk factors are those factors that increase the likelihood of a future negative outcome. Protective factors refer to those variables that buffer against the effects of risk factors (Wright & Masten, 2005). Central to this is the resilience concept (Garmezy, 1983; Rutter, 1979).

Literature on resilience shows that though resilience is an innate and dynamic developmental process, it can be fostered in students through inculcation of protective factors. Risk and protective factors are present in different domains namely within-child, family, school, and community. Risk factors of the different domains closely connect to form a risk network and hamper both personal and academic activities of students. If the protective factors in these areas form a strong protective network, such students will become academically resilient. The phrase academic resilience means successful academic performance even in the presence of risks. Academic resilience is defined as the ability to deal with adversity, stress or pressure in academic settings. Students with single parent belong to the at-risk group also show academical resilience.

According to Dowd (1997), a single parent is a parent, not living with spouse or partner, who has the most of the day-to-day responsibilities in raising the child or children. Parents are primarily responsible for the educational and career development of their children (Salami & Alawode, 2000). Literature on academic performance among children suggests that children's academic performance improves when both parents are actively involved in their education. The learner and familial structure ensure the initial involvement in the ladder of the educational process. The involvement of parents in their child's academic activities has escalated dramatically over the past decade, leading in some cases, to reduce the level of performance in academic excellence. Children who lived with their fathers had a greater sense of wellbeing than did children who lived with their mothers (Clarke & Hayward, 1996).

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Students, are devoid of conducive learning and living environments and are called as students at-risk. Most of the learners with single parent constitute a vulnerable group having various risk factors in the school environment. Nevertheless, these groups also include students or learners with remarkable academic achievement despite their adversity. Such students who demonstrate good academic achievement despite risk are referred to as academically resilient. But the low achievers in these risk groups become doubly disadvantaged and are in multiple risk conditions, since adolescence is a transitional period that brings in major physical, cognitive, and socio-emotional changes. Researchers have also reorganized that as the number of risk factors increase that an individual has, the more detrimental effect those risk factors have on developmental outcomes (Olson, Bond, Burns, Vella- Brodrick & Sawyer 2002; Woolley& Bowen 2007).

Need and Significance

The future of our society faces the challenge to find a means of survival in a world that is continuing to change. It is critical for the survival of schools that educators cultivate learning environments that nurture the development of all students' academics. Therefore, it is crucial that educators focus on factors contributing to academic achievement.

Family plays a vital role in the development of child's personality. His attitudes and values depend on how he is nurtured by parents and other members of the family. Family is the cradle of social behaviour. Families transmit and interrupt values to their children and often serve as the children's link with the larger world. Parental behaviour is very much important in shaping the character of the child. How a child

performs usually depends on the ways they are treated by parents. The role of a parent is to provide the child with a safe, secure, nurturing, loving and supportive environment for the proper growth of the child. This sort of experience allows the child to develop the knowledge, values, attitudes and behaviours necessary to become an adult making a productive contribution to self, family, community and society.

Loving and accepting parents provide a healthy medium for the child to grow. Children learn culturally and socially approved behaviour through parental child rearing practices (Bose, 1984). Parent-child relationship should be cordial for providing a happy and friendly home environment in which the child is being accepted, his need and grievances are duly considered and becomes self-reliant and self-confident. According to Good (1973) 'parent-child relationship is the relatively stable set of feelings which parents and child have established towards each other'. The child having a good relationship with parents tends to show better social adjustment, emotional adjustment and self-esteem development. Faulty parent-child relationship and deprivation of parents ends in child's maladjustment and denotes the process of adjustments (Erickson, 1963).

Parent- child conflicts tend to peak with early adolescents. Early adolescent period is a transitional period between childhood and adulthood. This period is a crucial period than any other period in one's life. The factors responsible for adolescent maladjustment include parental discord, lack of understanding of adolescent psychology by parents, community conditions, inadequate recreational facilities etc. When parents are involved in the educational activities of their wards, they have higher grades, test scores and graduation rates, better school attendance,

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increased motivation, better self-esteem, lower rate of suspension, decreased use of drugs, alcohol and fewer instances of violent behaviour.

Interaction between parents and a child is crucial for emotional development by creating a secure environment fostering love, trust and belongingness. The active engagement contributes to cognitive development by exposing the child to varied experiences, stimulating curiosity and promoting early learning. This bond serves as a foundation for development too. Parental interaction shapes a child's values through observation and imitation. Emotional support from both parents builds the child's self esteem, mental well being and hence makes them resilient (Lee & Derlene, 2009).

Good parent-child relationship and supportive attachment appear as protective factors. Adolescents living in-families where parents are absent, face problems including increased risk of delinquent behaviours, reduced school performance and difficulties in forming meaningful relationships with others. The child nurtured and cared under the protective security, guidance, love, affection and disciplinary vigil of both the parents is likely to nurture into a sound and healthy adult. Thus, there is a growing recognition that both parents are important factors for the sound personality development. Father- child relationship in family happens to be a central factor in child's emotional and social development. Every moment of a child's life that spends in contact with parents has some effect on both their present behaviour and potentialities for future actions (Sears, 1981).

According to Haugard (2001) "the consequent reduction of support and guidance can leave many adolescents with problematic behaviours, reducing their ability to respond in a healthy way when faced with struggling circumstances or

difficult decisions". He clearly states the importance of support and guidance from the parents for the proper growth of a child. The definition of parent- child relationship given by Good, convey the importance of interaction between them. Sears (1981) also emphasize the importance of continuous contact or interaction with parents.

The proper blending of masculine supervision and feminine tenderness seems to be of utmost importance in the upbringing of a child for the normal growth, but inadequate patterns of the parenting may lead to despair and self-devaluation of the personality of the individual. Tasks, roles, rules, communication, resources and relationships are described as essential components of parenting. Children who live with a single parent are facing many problems (williams,2011).

In many households, the mother assures the role of the family head, when the father is absent. Children from mother-headed homes and especially boys who are in their adolescence seem to be most affected by their father's absence, with regard to self esteem, discipline and social interactions (Amato, 1987). Hence, taking the role of single parent, mothers face difficulties in paying attention to their ward's academic activities and are most oftenly unable to exert an authentic influence in their studies. These conditions may negatively impact the achievement of children Thus, they become at-risk students in a school environment. Parental absence is an important reason for children to do poorly in schools. Many teachers claim that children who are left behind often fails at school or turn to delinquent behaviours in their parent's absence.

According to the 2001 senses, out of 3.2 crores pupils in Kerala, there were 2193412 emigrated from Kerala and there were 29 emigrated per hundred households.

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However, in the case of Malappuram district, there were 3,34,572 emigrated and more than 53 per hundred households had emigrant. When compared to the general population, 47 percent of the migrants have a minimum secondary level education, and 20 percent have a degree. While the general population are 34.7 percent for secondary or higher levels, and 10.3 percent for degree level education (Zachariah & Rajan, 2009).

Kerala Migration Survey by Centre for Development Studies in 2014, reported that the number of Keralites migrating abroad in search of job opportunities exceed 24 lakhs. Out of these, approximately 19 percent, nearly one fifth of the total emigrants are from Malappuram district. Approximately 93 percent of the total emigrants are men. As a resident of Malappuram district, researcher has observed that majority of the emigrants were migrated without their families. As a consequence, the migrated parent often gets less time for interaction with their children. While considering students of emigrant fathers, mothers have less time to help children with homework, are less likely to use consistent discipline and have less parental control and all these conditions may lead to lower academic achievement. Also, a lot of human qualities are deprived of them and they can't cope with the stressful situations of their life.

The percent of households with one or more emigrant or return emigrant was 26.7 in 1998 and 26.5 in 2008. Thus, nearly one- fourths of Kerala's households are directly exposed to emigration. The muslim community continues to retain its overwhelming hold on emigration from Kerala and more than 40 percent of the emigrants from Kerala are Muslim. Data from survey studies of the Gulf migrants in

Kerala (Banerjee et al., 1997; Gulati & Mody, 1983; Zachariah et al., 1999, 2000) indicate that they were overwhelmingly male (92.5 percent), young (half were 25 years or younger), married (81percent), poorly educated (70 percent had less than ten years or younger) and unskilled (73 percent).

Risk and Protective factors exist in various domains, including student, family, peers, school and community. Johnson (1997) proposes that human relationships are the most critical factor in student resiliency, followed by student characteristics, family factors, community variables and school programs. In this study, the researcher focuses on the Learner and Home related risk and protective factors affecting academic resilience. Learner related risk factors include less sense of efficacy or responsibility (Sewell, Palmo& Manni, 1981), poor self-concept and low sense of control (Magdol, 1992), poor peer relationship (Jenson, 2004), low self-esteem (Brooks,1994), anxiety, self-handicapping and disengagement (Martin, 2013; Yang & Wang, 2022), negative school attachment (Seçer & Ulaş, 2020). Learner related protective factors include social competence (Garmezy, 1985; Morrison & Allen, 2007; Rutter 1983), problem solving, autonomy (Sturtevant, 2014) and sense of purpose and future (Benard, 1993; Morrison & Allen, 2007) and self-efficacy (Bandura, 1977; Sturtevant, 2014) and positive peer relationship (Morrison & Allen, 2007; Werner & Smith, 1982; Worley, 2007) and motivation (Morrison & Allen, 2007) and behavioural engagement (Irvin, 2012) and academic goal orientation (Covington, 2000; Jowkar et al., 2014). Among various dimensions of peer interactions of classroom, peers influence student's academic performance and there is significant impact of average peer quality on the student achievement.

Home related risk factors include family structure, single parent and step parent families, low parental aspirations and expectations, permissive or strict parenting style, maternal employment, poor parental monitoring and low parental involvement with school (Magdol, 1992). Home related protective factors include parental support, parental monitoring and parental involvement (Cobb, 2007; Luisa, 2015; Sturtevant, 2014; Werner 1993) and high parental expectations (Fan & Chen, 2001; Werner, 1993), caring and supportive family life (Garmezy, 1991). Maternal education and employment are a significant predictor of a mother's self-esteem and well-being, which in turn is related to the adolescent's well-being and behavior outcomes (Cobb, 2007). From the above stated studies, it is evident that the most important protective factor affecting resilience is having supportive family relationships. On the other hand, different risk factors from family also directly affect the development of resilience. Both of these directly affect children's academic performance as well. Students who are affected academically by family risk factors may be labeled as non-resilient students. The opposite can be described as resilient students, students who succeed academically in school despite the presence of adversity (Grotberg, 2001). Research has consistently shown that family structure can facilitate or limit the ways in which parents are able to positively influence the psychosocial and educational outcomes of their children (Amato & Keith, 1991).

Protective factors of resilience that grabs a lot of attention in educational research. An array of learner, school and home factors like parental involvement, instructional quality, peer relation and social competence and home and school environment, self-efficacy, goal expectation, sense of purpose, self-regulation and

goal orientations affect student outcomes. The effect of parental involvement (in terms of providing a home learning environment) on achievement and cognitive development have been explored in studies of English pre-schoolers (Sylva & Melhuish, 2004). In 1998, George and Kaplan conducted a study utilizing data from National Educational Longitudinal Study (NELS) and found parental involvement and its relationship to students' attitudes towards science. Key background variables were systematically considered. The researchers concluded that a noteworthy observation in their study was the influence of parental involvement on science attitudes. Feinstein and Symons (1999) also conclude that Parental involvement continues to have significant effects on achievement of adolescence. Understanding how students feel about their capabilities could potentially aid in developing alternate forms of instruction and assessment. In other words, knowing the factors that increase the levels of students' self-efficacy will hypothetically raise motivation and achievement.

Parent's absence, especially of the male parent who leads the domestic and social affairs of the family in the local cultural setting, is sure to result in a feeling of helplessness among boys and girls. However, despite the importance of parental and familial protective factors, the factors that facilitate achievement of students from families with emigrant fathers are still an unexplored area. The preliminary review of literature concludes that there are no such studies on the problems of emigrant parents. From the personal experience and discussion with the friends, those who are working as secondary school teachers, the researcher understands that the students of emigrant parents have many problems. Review of literature from journals, books and the

internet lead the researcher to feel the gap of research study in the problem of secondary school students with emigrant parents. Through this study the investigator tries to explore the factors that contribute to academic resilience among secondary school students with emigrant fathers in Malappuram district. Specifically, the study investigates the learner and home related risk and protective factors contribute to academic resilience.

Statement of the Problem

The study is entitled as FACTORS AFFECTING ACADEMIC RESILIENCE AMONG SECONDARY SCHOOL STUDENTS WITH EMIGRANT FATHERS IN MALAPPURAM DISTRICT.

The study identifies the learner and home related risk and protective factors that contribute to academic resilience among secondary school students with emigrant fathers in Malappuram district. The study also tries to find out the influence of select learner and home related risk and protective factors on Academic Resilience. Further, the study tries to identify the significant predictors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

Definition of Key Terms

Factors

In this study, factors denote learner and home related factors which may be risk and protective factors that predict the Academic Resilience of secondary school students with emigrant fathers in Malappuram district. The learner related factors are

viz., Academic Self-efficacy, Cognitive Academic Engagement, Behavioural Academic Engagement, Emotional Academic Engagement, Intrinsic Academic Motivation, Extrinsic Academic Motivation, Mastery Academic Goal Orientation, Performance Academic Goal Orientation, Academic Procrastination, Peer Relationship and Social Competence. The home related factors are viz., Home Environment, Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style and Negligent Parenting Style.

In this study, there are learner and home related risk and protective factors- Risk factors (weakening the academic achievement) and Protective factors (enhancing the academic achievement). Risk Factors are existing constructs that have potential to create road blocks or impediment to academic success (Morales,2010). Protective Factors are the factors that predicts positive outcome in the context of risk or adversity (Mc Millan & Reed,1994).

Academic Resilience

Academic Resilience is defined “as a process where an individual has succeeded academically despite the obstacles and adversities that prevent the majority of others with the same background from succeeding academically” (Morales, 2008)

For the present study, Academic Resilience is defined in terms of high academic achievement despite being the students with emigrant fathers.

Secondary School Students with Emigrant Fathers in Malappuram District

Students who are studying in govt, aided and unaided secondary schools in Malappuram District, whose fathers have been residing outside India for more than one year due to employment reasons.

For the present study, ninth standard students whose fathers have been residing outside India for more than one year due to employment reasons are considered.

Variables

This study has one criterion variable and eleven learner and five home related predictive variables.

Criterion Variable

In this study, Academic Resilience is a categorical criterion variable. Academic Resilience is the term which concentrate on the individuals who are doing well in the school related aspects in the context of adversities (Martin, 2002; Morales, 2008; Wang, Haertel & Walberg, 1994). Here Academic Resilience is defined in terms of high academic achievement despite being the students with emigrant fathers.

Predictive Variables

The select predictive variables for the study are the following.

Learner Related Variables

1. Academic Self-efficacy
2. Cognitive Academic Engagement

3. Behavioural Academic Engagement
4. Emotional Academic Engagement
5. Intrinsic Academic Motivation
6. Extrinsic Academic Motivation
7. Mastery Academic Goal Orientation
8. Performance Academic Goal Orientation
9. Academic Procrastination
10. Peer Relationship
11. Social Competence

Home Related Variables

1. Home Environment
2. Authoritative Parenting Style
3. Authoritarian Parenting Style
4. Permissive Parenting Style
5. Negligent Parenting Style

Research Questions

1. Whether the Learner and Home related Risk factors of Academic Resilience differ among secondary school students, secondary school students with Non-Emigrant fathers and secondary school students with Emigrant fathers?
2. Whether the Learner and Home related Protective factors of Academic Resilience differ among secondary school students, secondary school students

with Non-Emigrant fathers and secondary school students with Emigrant fathers?

3. What is the influence of each select Learner related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
4. What is the influence of each select Home related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
5. What is the influence of each select Learner related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
6. What is the influence of each select Home related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
7. Can we predict Academic Resilience from the select Learner and Home related Protective factors among secondary school students with Emigrant fathers in Malappuram district?

Objectives

The major objective of the study is to identify the learner and home related risk and protective factors that contribute to Academic Resilience among secondary

school students with emigrant fathers in Malappuram district. This is achieved through the following specific objectives.

1. To find out the Learner and Home related Risk factors of Academic Resilience among
 - a) Secondary school students
 - b) Secondary school students with Non-Emigrant fathers
 - c) Secondary school students with Emigrant fathers

2. To find out the Learner and Home related Protective factors of Academic Resilience among
 - a) Secondary school students
 - b) Secondary school students with Non-Emigrant fathers
 - c) Secondary school students with Emigrant fathers

3. To find out the influence of each select Learner related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

4. To find out the influence of each select Home related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

5. To find out the influence of each select Learner related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

6. To find out the influence of each select Home related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
7. To identify the predictors of Academic Resilience from the select Learner and Home related Protective factors among secondary school students with Emigrant fathers in Malappuram district.

Hypotheses

The hypotheses of the study are as follows:

1. Each select Learner related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
2. Each select Home related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
3. Each select Learner related Protective factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
4. Each select Home related Protective factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

5. Academic Resilience of secondary school students with emigrant fathers can be predicted from the select Learner and Home related Protective factors.

Methodology

Sample

The study is conducted on a sample of 560 secondary school students in Malappuram district.

Tools

The tools used for the study are

1. Scale on Academic Behaviour
2. Scale on Peer Relationship
3. Scale on Social Competence
4. Scale on Home Environment
5. Scale on Parenting styles
6. Academic Achievement Test.

Statistical Techniques Used

After the preliminary statistical analysis, the following techniques are used

1. Two-tailed test of significance of means for large independent samples
2. Chi-Square test of independence
3. Binary logistic regression analysis

Scope, Delimitations and Limitations of the Study

The main objective of the study is to identify the factors that significantly contribute to Academic Resilience among secondary school students with emigrant fathers in Malappuram district. As an initial step, the study focuses on the learner and home related risk and protective factors affecting academic resilience among secondary school students with emigrant fathers in Malappuram district. The study tries to find out whether the learner related factors viz., Academic Self-efficacy, Cognitive Academic Engagement, Behavioural Academic Engagement, Emotional Academic Engagement, Intrinsic Academic Motivation, Extrinsic Academic Motivation, Mastery Academic Goal Orientation, Performance Academic Goal Orientation, Academic Procrastination, Peer Relationship and Social Competence and home related factors viz., Home Environment, Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style and Negligent Parenting Style are significantly contribute to academic resilience among secondary school students with emigrant fathers in Malappuram district.

As part of the study, the researcher developed six tools to measure Academic Self-efficacy, Cognitive Academic Engagement, Behavioural Academic Engagement, Emotional Academic Engagement, Intrinsic Academic Motivation, Extrinsic Academic Motivation, Mastery Academic Goal Orientation, Performance Academic Goal Orientation, Academic Procrastination, Peer Relationship, Social Competence , Home Environment, Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style and Negligent Parenting Style. All the tools have been developed and standardized so that it could be used in general settings.

The present study population is secondary school students with emigrant fathers in Malappuram district. The data was collected from a sample of 560 secondary school students (297 students with non-emigrant father and 263 students with emigrant father) in Malappuram district using the constructed tools and analysed using statistical techniques like Two-tailed test of significance of means for large independent samples, Chi-Square test of independence and Binary logistic regression analysis.

The study paves light on the learner and home related risk and protective factors contribution to academic resilience among secondary school students with emigrant fathers in Malappuram district. Present study provides scope for making the educational system aware of the learner and home related risk and protective factors faced by the secondary school students with emigrant fathers in Malappuram district. This will be very much beneficial to the teachers, administrators and educational planners with knowledge of necessary actions to enhance the ability of academic resilience among secondary school students with emigrant fathers in Malappuram district.

Some of the delimitations of the study are

1. The researcher has sampled and gathered data from only Malappuram district.
2. Even though the population of the study was secondary school students in Malappuram district, with a practical approach leading the researcher specifically select students from ninth standard.

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3. Academic achievement is measured exclusively in core subjects viz., Social Science, Basic Science, Mathematics, English and Malayalam and the content of the test is confined to 5th to 8th standard topics, providing a focused examination of achievement in these subjects within the specified grade range.
4. Only secondary school students whose fathers have been residing outside India for more than one year were considered for the study
5. Though, theoretically there were four domains of risk and protective factors viz., community, school, learner and home, the researcher has taken only the two domains of risk and protective factors viz., learner and home factors.
6. Ample number of learner factors were identified from the reviews, but only the most apt learner factors are considered as the learner independent variables for the present study.
7. Ample number of home factors were identified from the reviews, but only the most apt home factors are considered as the home independent variables for the present study.

Though the investigator tried the best to provide objectivity to the study, it is not free from limitations. Some of the limitations are

1. During data collection, the researcher got only the responses from the students whose fathers are emigrant in middle east countries for job purpose.

2. The prediction was done only by using the protective factors in binary logistic regression. Since there were only two risk factors identified, they were not considered for the prediction.
3. Along with the measuring of the academic achievement of the students with emigrant fathers, the investigator could have used the Academic Resilience Scale.

Organization of the Report

The report is presented in six chapters.

Chapter 1: This chapter contains a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, objectives and hypotheses, methodology, scope, delimitations and limitations of the study.

Chapter 2: This chapter presents the conceptual overview of Academic Resilience and review of the related studies.

Chapter 3: This chapter describes the methodology of the study which consisted Method, Design, Variables, Instruments, Sample, Data collection procedure and Statistical techniques used for the study.

Chapter 4: This chapter describes statistical analysis and interpretation, discussion of results and tenability of hypotheses.

Chapter 5 & 6: These chapter deals with the summary of the study, major findings and implications of the study and recommendations for further research.

REVIEW OF RELATED LITERATURE

- Theoretical Overview of Academic Resilience
- Theoretical Overview of Learner and Home Related Risk and Protective Factors
- Studies Related to Academic Resilience
- Studies Related to Students With Emigrant Parents
- Conclusion of Literature Review

REVIEW OF RELATED LITERATURE

Review of related literature is an important aspect of any investigation. It helps the researcher to gather up to date information about what has been already done in the particular area from which he intends to take up a problem of research. A proper study of related studies would enable the researcher to locate and go deep into the problem (Best & Kahn, 2006). This step also helps to sharpen and define understanding of existing knowledge in the problem area and provides a background of the subject of study.

This research explores the learner and home related risk and protective factors that influence academic resilience among secondary school students with emigrant fathers. Hence, the reviewed literature in this study falls into four areas.

1. Theoretical Overview of Academic Resilience
2. Theoretical Overview of Learner and Home Related Risk and Protective Factors
3. Studies Related to Academic Resilience
4. Studies Related to Students With Emigrant Parents

Theoretical Overview of Academic Resilience

Origin of Resilience

Resilience is the ability to bounce back or cope successfully despite substantial adversity. Adversity is defined as environmental conditions that interfere with or threaten the accomplishment of age-appropriate developmental tasks. The term resilience was introduced into the English language in the early 17th Century from the Latin verb *resilire*, meaning to rebound or recoil (Concise Oxford Dictionary, 1999). The word “resilience” originated from the Latin word “*resilio*”, which means ‘to jump back’ (Klein, Nicholls, & Thomalla, 2003). Resilience can be seen when people face difficult experiences and know how to deal with or adapt to them. Resilience is a dynamic process in which individuals show adaptive actions when experiencing significant adversity (Schoon, 2006).

Definitions of Resilience

Resiliency as a dynamic process in which individual demonstrate positive adaptation despite challenging or threatening circumstances (Luthar, Cicchetti & Becker, 2000).

Resilience refers to the ability that allows an individual to overcome adverse life events successfully and gain competence or skills from the process of overcoming challenges and adversity (Chung, 2008).

Resilience is the capacity of a person to address challenges and cope with times of adversity and hardship, and then return to a state of wellbeing (McGrath & Noble, 2010).

Concept of Resilience

Concept of resilience stems from disciplines of psychiatry and psychology, especially early psychiatric literature on children invulnerable to adversities principally by Garmezy, Werner and Smith (Johnson & Wielchelt, 2004; Waller, 2001) though ecology (Batabyal,1998) and physics (Leeuw & Leygonie, 2000) are also referred to as the source disciplines of this concept.

The concept of resilience first emerged from studies conducted in the 1970's in the fields of psychopathology, traumatic stress, and poverty. While studying the effects of "risk factors" upon children's development (i.e., factors which increase the likelihood of poor or negative development), researchers discovered that a number of children who were exposed to severe and chronic stressors did not experience negative developmental outcomes. These unexpected findings set the foundation for decades of further research in a variety of fields (e.g. psychology, education, public health) to examine those factors and processes that enabled children and youth to not only survive, but thrive inspite of risk (Garmezy, 1971; Rutter, 1979; Werner & Smith, 1982)

Resilience is a social science concept and is a byproduct of the strengths-based movement in the fields of psychology, counselling, and psychiatry (Padrón, Waxman, & Huang, 1999). In almost all definitions of resilience, the basic terms like risk or adversity, positive adaptation or competence and ameliorative or protective factors are incorporated. Traditional studies of resilience focused particularly on positive as well as pathological outcomes in groups of individuals whose circumstances place them at-risk for the development of serious social or health problems (Fraser, 2004).

The focus of the research conducted by Garmezy (1971, 1974), Anthony (1974), Murphy (1974), Murphy and Moriarty (1976), Rutter (1979), and Werner and Smith (1982) was the phenomenon of doing well in the context of risk and the successfully high risk children were referred to variously as 'invulnerable', 'stress - resistant' or 'resilient'. Some of the terms synonymous with resilience are invulnerable (Anthony, 1974; Cohler, 1987), adaptation and long-term success despite adverse circumstances (Felner, Aber, Primavera, & Cauce, 1985), persistence (Wilson-Sadberry, Winfield, & Royster, 1991), and positive coping (Nettles & Pleck, 1993). In 1991, Alva coined the term 'academic invulnerability' to describe students who 'sustain high levels of achievement, motivation and performance, despite the presence of stressful events and conditions that place them at-risk of doing poorly in school and ultimately dropping out of school.'

Approaches for Studying Resilience

There are two approaches for studying resilience (Masten, 2001).

The first, is the variable-focused approach, which measures the degree of risk/adversity that may protect the individual from negative consequences. The second approach is a person-focused approach, which examines different profiles to ascertain the difference between resilient and non-resilient individual. The variable focused approach as encompassing risk factors and the person focused approach encompassing at-risk individuals (Coleman & Hagell, 2007).

Variable-Focused Approach

Variable- focused approaches utilize multivariate statistics to test for linkages among measures of the degree of risk or adversity, outcome and potential qualities of

the individual or environment that may function to compensate for or protect the individual from the negative consequences of risk or adversity. The variable focused approach emphasis on statistical data which works well to establish relationships among predictors and outcomes that can assist with intervention, creation and implementation. The role of variable-focused approach is influential in resilience research for determining relationships between main effects and interactions (Masten, 2001).

Person-Focused Approach

Person focused approaches compare two people who have different profiles within or across time on sets of criteria to ascertain what differentiates resilient children from other groups of children. However, the person focused approach does not emphasis the statistics that can be used to make connections among evidence (Masten, 2001).

Models of Resilience

Resilience models are essential for how they work together to conceptualise resilience (Masten & Tellegen, 2012). Fergus and Zimmerman (2005) describe three models of resilience in their research: compensatory, protective and challenge.

Compensatory Model

Compensatory model is defined as a positive factor that counteracts or operates in an opposite direction of a risk factor. According to Garmezy (1984) a compensatory factor neutralizes exposure to risk. There is no interaction with a risk factor; instead, it has a direct and independent influence on the outcome (Fergus &

Zimmerman, 2005). The compensatory model utilizes both statistical and methodological approaches, but is usually tested using a multiple regression analysis or with structured equation models.

Challenge Model

Challenge model is the association between a risk factor and an outcome that is curvilinear. This model suggests that moderate levels of stress may have less negative or even positive outcomes. The researchers point out that challenge model has low levels of risk exposure that may be beneficial to youth to assist in practicing skills to overcome risk exposure later in life (Fergus & Zimmerman, 2005).

Protective Factor Model

Protective factor model is defined as assets or resources that mitigate or reduce the effects of a negative outcome. For example, parental support may enhance a positive effect of academic competence for producing more positive academic outcomes (Fergus & Zimmerman, 2005).

Academic Resilience

Concept of academic resilience is originated from the works on psychosocial resilience and from the works of the pioneers in psychosocial resilience like Rutter (1987) and Garmezy (1991). Academic resilience researchers concentrate on the individuals who are doing well in the school related aspects in the context of adversities.

Academic resilience is relatively a new entrant to resilient literature. During the first half of the first decade of 21st century an internet search for “academic resilience” returned no results. Academic resilience refers to educational achievement outcome anomalies that occur after an individual has been exposed to statistical risk factors (Morales & Trotman, 2004). The most widely used definition of educational resilience is stated as the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by early traits, conditions, and experiences (Wang, Haertel & Walberg, 1994).

Academic resilience is defined as a student’s ability to overcome academic setbacks, stress and study pressure associated with school (Martin, 2002). It is the high educational achievement despite risk factors that normally produce low academic performance (Morales & Trotman, 2004).

Academic resilience was defined as a process where an individual has succeeded academically despite the obstacles and adversities that may prevent others in similar backgrounds from succeeding academically (Morales, 2008).

Academic resilience is a student’s ability to deal with chronic adversity that threatens the student’s educational processes (Martin & Marsh, 2009).

Academic resiliency can be defined as the ability to flourish or succeed in academics despite the factors of economic inequality or adversity that the individual faces (West-Olatunji, Sanders, Mehta & Behar-Horenstein, 2010).

Characteristics of Academically Resilient Students

The phrase academic resilience means successful academic performance in presence of difficulties. Some students manifest good academic achievement despite at-risk conditions. Such students who demonstrate good academic achievement despite risk are referred to as academically resilient.

A resilient child might be depicted as surrounded by an invisible shield as he or she navigates life's inevitable stresses. This "shield" is developed over time and grows out of nurturing, participatory relationships with adults who expect the best of and for them. It has been said that a resilient child is one who "lives well, plays well, and works well" (Garmezy, 1985). Resilient individuals have been described as having healthy expectancies, a sense of optimism, internal locus of control, problem-solving skills, self-discipline, and a sense of humour (Garmezy 1985; Rutter, 1979; Seligman 1992; Sturtevant, 2014; Werner, 1988; Wolin, 1993).

Characteristics of academic resilience are high participation in school, strong interpersonal skills (Benard, 1991; Finn & Rock, 1997), high self-esteem and self-efficacy, high expectations, and autonomy (Benard, 1991; Masten, 1994; Sturtevant, 2014), positive peer relationship (Morrison & Allen, 2007).

The research conducted by Peng and Lee (1992) and McMillan and Reed (1993) indicates that resilient students can be characterised into four specific categories: positive use of time, individual qualities, family and school factors.

1. Positive use of time - Resilient students use their time positively and were often involved in school activities, as well as activities outside of school.

Participation in extra-curricular activities and sports promotes self-efficacy and confidence.

2. Individual qualities – Students with individual qualities typically view the world they live in as a positive place, even though they might face numerous obstacles and difficulties. They typically come to the class prepared, participate in class activities, and respect others.
3. Family factors – Resilient students have a sense of trust and close relationships with their parents or caregivers. They were able to develop close and trusting relationships with their peers and teachers (Dishion, Patterson, Stoolmiller, & Skinner, 1991).
4. School factors - Resilient students were found to use their time in a positive manner. They were more involved in school activities, sports and extra-curricular activities. They tended to have very little free time. As a result of these activities, students developed confidence, self-esteem and a sense of accomplishment (Geary, 1988; Coburn & Nelson, 1989; McMillan & Reed, 1993).

Benard (2004) characterizes resilient individuals as having the following attributes:

- Social competence: Includes the qualities of responsiveness, flexibility, empathy and caring, communication skills and other prosocial behaviours.

- Problem solving: Includes the ability to think abstractly, reflectively, and flexibly and to attempt alternate solutions for both cognitive and social problems.
- Autonomy: Having a sense of one's own identity, an ability to act independently and exert some control over one's environment.
- Sense of purpose and future: Includes healthy expectancies, goal directedness, achievement orientation, hopefulness, persistence, and a belief in a bright future.

Defining Risk and Protective Factors

The two elements necessary to develop resilience were exposure to risk factors and the presence of protective factors (Rutter 1993). Resilience involves behaviours and actions that can be learned and developed in any person. Resilience has “identified several models of resilience to explain how risk and protective factors affect outcomes” (Stevens & Park, 2011). The study of resilience not only considers risk factors but also incorporates the positive factors too.

Risk Factors

With the emergence of developmental psychopathology as a new discipline, a “vocabulary of risk” came in to existence. During the 20th century, the field of psychology was dominated by research on risk and the treatment of symptoms of at-risk children. During the last decade as well, much importance was given to ‘children and families at-risk’ by public as well as educationists.

Resilience is closely allied with the term at-risk. Though originated in the field of medicine, the term at-risk is frequently used in the field of education. Many factors play their role in the academic failure of a student. If students are able to withstand the risk factors, they demonstrate academic success. From the olden time onwards, children of poverty have been labelled as academically at-risk (Natriello, Mc Dill, & Pallas, 1990). Poverty is the most adverse condition causing poor academic achievement and it overlaps with other conditions. Schools that serve children of poverty and colour may fail to provide a supportive climate. Schools at times introduce risk factors (Boykin, 1986) through low academic expectations, inadequate serving of educational resources and through discontinuity between the pattern and values of low income and mainstream families. So individual, familial and school characteristics and interaction between them may contribute to academic at-risk condition of students.

Risk is an elevated probability of an undesirable outcome. Risk factor is a measurable characteristic in a group of individuals or their situation that predicts negative outcome in future on a specific outcome criterion (Masten & Reed, 2002). Stressful life events like poverty, homelessness, parental divorce, natural disasters, and teenage pregnancy are examples of risk factors. Cumulative risk is the total effect of multiple risk factors. Risk gradient is a visual depiction of risk or cumulative risk showing how a negative criterion of outcome rises as a function of rising risk level. All individuals are at-risk in one situation or other. Everyone has to face one or other adversities. At-risk student is one who is in danger of failing to complete his or her education with adequate academic skills, knowledge, and attitudes to function as a

responsible citizen of his or her community (Kawakami, 1995). Low socio-economic status, ethnic minority status, drug addiction, marital discord, single parent family status, psychological history of family, legal problems, lack of social support, poverty and the like create number of psychological problems to children related with their health, education, and well-being (Brooks-Gunn, 1994; Herd et al; 2023; Sameroff, Seifer, Barocas, Zax & Greenspan, 1987; Worley 2007). If one experience a high number of risk factors, it may lead to adjustment problems, though all risk factors do not possess equivalent meaning, multiple risk studies that take numerous risk factors in joint consideration will better account for children's developmental outcomes.

Protective Factors

A primary focus of resilience theory is the identification of protective factors that lead individuals to overcome adversity and exhibit successful adjustment. Protective factors include both individual and environmental characteristics that ameliorate or buffer a child's response to risk factors (Masten & Garmezy, 1985). Glasser (1979) argued that a key to the vast majority of human misery is the inability to locate and sustain satisfying relationships with one or more people. Recent research suggests that protective factors may have both genetic and environmental elements (Kim-Cohen et al., 2004). Rutter et al., (1979) suggested that caring and support across all the three external systems namely family, school and community are the most critical variable during childhood and adolescence.

Protective factor can be defined as a measurable characteristic in a group of individuals or their situation that predicts positive outcome in the context of risk or adversity (Mc Millan & Reed, 1994). According to Masten, Best, and Garmezy (1990)

some factors of children like attributes of personalities, temperaments and abilities make them capable to exploit their environment. These attributes can be considered as protective factors which will foster resilience through buffering the adversities and reducing the negative consequences of stressful life events. From the growing body of research on resilience, the vital features identified are the internal assets of the individual and external strengths present within systems which support the growth and development of the individual. In the literature on resilience, both these features are termed as 'Protective factors' (Garmezy, 1985, 1994; Rutter, 1987; Gore & Eckenrode, 1994) or 'protective mechanisms' (Rutter, 1987). Protective factors are static entities and protective mechanisms are active processes. Protective factor-is a measurable characteristic in a group of individuals or their situation that predicts positive outcome in the future on a specific outcome criterion (Masten & Reed, 2002).

Protective factors in the form of external assets are the three primary systems in the world of child namely family, school and community. Among these external assets, in the case of the primary socializing agency of the child - family - the most important protective factors include the consistency and quality of care and support that a child experiences from the parents and siblings during infancy, childhood and adolescence. According to Rutter et al. (1979) another important external protective factor is the school. If children from disadvantaged and broken families attend schools with good academic profile and attentive, loving and caring teachers, they will display resilient characteristics. Studies of Geary (1988), Werner and Smith (1988) and Coburn and Nelson (1989) revealed that individual teachers can play a significant role in the development of resilience in children. Another external protective factor named

community can also play a vital role in fostering resilience in children through providing social support networks by kin and social service agencies. Researchers like West and Farrington (1973), Rutter, Maughan, Mortimore, Ouston, and Smith (1979), Rutter (1984), Garmezy (1985), Anthony (1987), Masten, Best and Garmezy (1990), Parrot and Renee (2015), Chen (2018) and Gore and Eckenrode (1994) opined that caring and support provided by external systems like family, school and community are the most significant variable throughout childhood and adolescence. Provision of care and support to children has so much importance in their healthy development and it forms the basis of developing trustworthy relationships throughout their life. This is supported by Erikson (1963) i.e., in the concept of trust vs. mistrust - as a stepping stone to the bright and healthy future. Identification of both internal assets of the individual and external strengths present in the environment of the individual in which one grows and develops is a strong feature of resilience research. These internal assets and external strengths are referred as protective factors by Garmezy (1985, 1994), Rutter (1987), Gore and Eckenrode (1994) and protective mechanisms by (Rutter, 1987).

Werner and Smith (1982, 1992), Luthar and Zigler (1991), Werner (1993), Rutter (1995), Williams (2011), Elias et al. (2015) and Sturtevant (2014) have conducted many researches on at-risk populations and identified different protective factors as well as protective mechanisms that will help individuals to face adversities in life. In the field of resilience, a number of protective factors were identified by Rutter (1979), Garmezy (1991, 1993), Berliner & Benard (1995), Cicchetti and Rogosch (1997), Borman and Rachuba (2001), Deborah, Mary and Adaline (2002),

Grantham (2004), Morrison & Allen (2007), Irwin (2012), Sturtevant (2014) Covington (2000) and Jowkar et al. (2014). These protective factors can be classified into three groups viz., individual protective factors, family protective factors and community protective factors. Children who are showing strong resilience will possess a treasure of protective factors within themselves, in their family and community. The terms "protective" and "vulnerability" might be used when overall effects on at-risk children's adjustment are positive and negative in direction respectively. In describing processes that alter the effects of adversity, the terms protective and vulnerability are more correct to denote overall effects that are beneficial and detrimental respectively. Main effects can be distinguished from the more complex interactive processes through the use of more elaborated labels for the latter, which simultaneously indicate both the existence and direction of interactive processes in resilience.

Categories of Protective Factors

According to Benard (1995) the protective factors can be classified into three major categories viz., caring and supportive relationships, high expectations, and opportunities for meaningful participation.

Caring and Supportive Relationships

From Maslow's theory of Need Hierarchy, one can infer that love and belongingness need should be satisfied for a child for his or her healthy emotional development. So, presence of at least one caring person has to play a significant role in the development of a child who provides support and care for development and

learning. Longitudinal study conducted by Werner and Smith (1989) revealed that in the lives of resilient children, among the most frequently encountered positive role models outside family circle, was a favourite teacher who was not only an instructor of academic skills but also a confidant and positive model for personal identification. Noddings (1988) opined that a caring relationship with a teacher gives youth the motivation to succeed. According to Higgins (1994) teachers can convey loving support to students by listening to students and validating their feelings and by demonstrating kindness, compassion and respect. In short, a caring individual whether in family, in school or in community can serve as a strong protective factor of resilience.

High Expectations

Schools that establish high expectations for all youth and provide them necessary support for achievement will have high roles on academic success and have lower rates of problem behaviours such as dropping out, drug abuse, teen pregnancy and delinquency than other schools (Rutter, 1979). Positive and high expectations can operate at several levels in classrooms and schools. Most obvious and powerful relationship is that teacher and other school staff spread the message that each and every student is resourceful to achieve success. According to Kidder (1990) a good teacher can give a child at least a chance to feel, “she thinks I am worth something; maybe I am. With the help of relationships that convey high expectations, students develop confidence to believe in themselves and in their future, and also develop self-esteem, self-efficacy, autonomy and optimism critical to resilience.

Opportunities for Participation

According to Rutter et al. (1979), Rutter (1984) and Kohn (1993) mentors consider students as responsible individuals and allow them to participate in all aspects of the functioning of school. They provide opportunities for students to express their opinion and imagination, make choices, solve problems, work with and help others and give their gifts back to the community in a physically and psychologically safe and structured environment. All these contribute to the development of resilience. Like caring and respect, participation in various activities is also a need of human beings. Sarason (1990) opined that schools ignoring these needs of both students and teachers become alienating places.

Schools having high expectations naturally provide youth with opportunities for meaningful participation within school. Such practices include asking questions around current social issues that encourage critical thinking, involving students in curriculum planning and evaluation, and governance and employing co-operative approaches like peer tutoring, co-operative learning, mentoring and community service. Schools which restructure its nature based on these protective factors become a protective shield for all students to develop resilience.

Rutter (1987) suggested four ways to facilitate resiliency: Reduce risk impacts and change students' exposure to risks, reduce negative chain reactions that often follow exposure to risks, improve students' self-efficacy or self-esteem, and open up or create new opportunities for students. Masten (1994) described four strategies for fostering resiliency, including reducing vulnerability and risk, reducing stressors, increasing available resources, and mobilizing protective processes.

Learner and Home Related Risk and Protective Factors

Based on the reviewed literature on academic resilience, both risk and protective factors influence resilience in individuals. Risk factors refers to those variables that elevate the probability of future adverse outcomes. Protective factors refer to those variables that buffer against the effects of risk factors (Wright & Masten, 2005). Risk and Protective factors exist in various domains, including student, family, school and community. Select learner and home related risk and protective factors are highlighted in the present study.

Learner Related Risk and Protective Factors

For the present study, Academic Self-efficacy, Academic Engagement, Academic Motivation, Academic Goal Orientation, Academic Procrastination, Peer Relationship and Social Competence are taken as learner related risk and protective factors.

Academic Self-efficacy

Self-efficacy, a construct within social cognitive theory, pertains to an individual's beliefs in their capacity to execute particular activities. It has been demonstrated to be a significant factor influencing personal goal setting and a predictor of task performance and motivation. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1986.). It is a key contributing factor to learners' success, because self-efficacy influences the choices learners make and the courses of action they pursue (Pajares, 2002).

Academic self-efficacy refers to an individual's belief that they can successfully achieve a designated level on an academic task or attain a specific academic goal (Bandura, 1997; Eccles & Wigfield, 2002; Elias & Loomis, 2002; Linenbrink & Pintrich, 2002; Schunk & Pajares, 2002). Academic self-efficacy pertains to students' beliefs regarding their capabilities to attain academic success and complete academic tasks.

Linenbrink and Pintrich (2003) have shown that academic self-efficacy is significantly associated with students' learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions and achievement. In the academic setting, children's motivation, interest, and academic performance are highly influenced by their views about their own ability to control their educational processes and outcomes, as well as to master difficult subject matter. Students who have faith in their ability to plan, carryout and regulate their task performance at a specified level of competence exhibit high self-efficacy. Self-efficacy is a multifaceted concept that varies across different domains of functioning.

Academic Engagement

Academic engagement comprises academic participation, which includes students' effort in both inside and outside of classroom, such as time spent on homework, meeting deadlines and class attendance and academic identification, which refers to positive relationships with teachers, interest in subject matter and associated behaviors and attitudes. Teachers and educational authorities work to involve students in academic and learning processes. The academic engagement

emphasized on student's tendency for participating in school activities, such as following teachers' directions, attending class and effort for completing tasks. Academic Engagement encompasses, cognitive, emotional and behavioural dimensions (Blumenfeld & Paris, 2004).

Cognitive academic engagement consists of student's investment in learning and the readiness to work hard to master in difficult tasks. It is related to intellectual involvement in classroom and academic activities, raising questions to teachers for clarification of ideas, perseverance in challenging tasks, self-regulation, learning goals, investment in learning, perceptions and beliefs, student's effort, investment and strategies for learning, student's thoughtfulness and willingness to master difficult skills.

Emotional Engagement in classroom learning refers to the student's emotional involvement in learning activities. Teachers can encourage students' positive emotions in various way that will help them learn more effectively. They try to reduce disruptive behavior and prevent students from dropping out. It involves relationship with teachers, peers and academics. Emotional engagement covers respect towards teachers, expressing happiness and sorrows to friends, having faith in teachers, supporting the friends' talents etc.

Behavioural Engagement means students involvement in school related activities, participation in academic and learning process, positive conducts and avoidance of negative behaviours. It includes completing assignments on time, taking part in school club activities, keeping school equipment and premises neatly, showing respect for both teachers and non-teaching staffs. Behavioural engagement is the

observable participation of students in the learning process. Klen and Connell (2004) found that engaged students tend to earn higher grades, perform better on tests, and dropout at lower rates, while lower levels of engagement place students at-risk for negative outcomes such as lack of attendance, disruptive classroom behavior and leaving school.

Academic Motivation

Motivation refers to the factors within an individual, which stimulate, sustain and direct action towards a goal. Thus, motivation is a behaviour that is goal-directed. A motive is an internal process that prompts a person to act and makes them towards a goal.

Academic motivation is a student's desire (as reflected in approach, persistence and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance (Diperna & Elliot, 1999; McClelland, 1961; Wigfield & Eccles, 2002). Academic motivation refers to a student's interest, desire, compulsion and need to participate in and be successful in the learning process (Romando, 2007). It is the sum of the internal process that motivate and sustain students to engage in activities meant to meet particular academic goals. Academic motivation is divided into two types: Intrinsic and Extrinsic motivation.

Intrinsic motivation refers to the motivation that is come from the pleasure or fulfillment one experiences when performing a task. The three types of intrinsic motivation viz., intrinsic motivation to know, intrinsic motivation for knowledge and intrinsic motivation to accomplish things. 'Intrinsic motivation to know' can be

defined as the act of engaging in a task for the enjoyment and the satisfaction that one gains from discovering to comprehend something new. Through 'intrinsic motivation for knowledge', evaluates the desire to perform a task for the pleasure and satisfaction gained from learning. 'Intrinsic motivation to accomplish things' can be defined as the fact of engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something (Deci & Ryan, 1985).

Extrinsic motivation encompasses a range of behaviors that are performed as a means to an end and not for their own sake. This type of motivation originates from external sources and is driven by factors such as rewards, including money or academic grades. It is characterized by a state of cognitive or emotional stimulation aimed at obtaining a reward or avoiding negative outcomes. Extrinsic motivation involves of external regulation, introjected regulation and identified regulation. External regulation is the behaviour regulated through external means such as rewards and constraints. For example, the students who participate in activities to avoid negative consequences or achieve rewards. Introjected regulation is the person starts to understand the reasons for his or her actions. Through introjected regulation the individual involves in an activity to maintain self-worth. Identified regulation is the one which assess the desire to perform activities in order to gain a sense of importance and personal value (Deci & Ryan, 1985).

Academic Goal Orientation

Goals are defined as the aim toward which effort is focused. Goals are that which an individual effort to achieve. Students utilize academic goals as a source of motivation to guide their behaviour in the classroom. Goal orientations are patterns

of beliefs about goals linked to academic success. The dominant theoretical approach to goal orientations in academic settings is one that distinguishes between mastery and performance orientations (Pintrich & Schunk 2002).

Mastery goal is an individual's intention to acquire and develop new skills, regardless of how performance suffers. It is to improve to learn, no matter how awkward they appear. They are task involved learners. The students who establish mastery goals emphasis on learning the material and becoming an expert at the tasks. They are more likely to try appropriate help, use deeper cognitive processing approaches, apply better study strategies and approach academic task with confidence. Mastery-oriented students are primarily concerned with enhancing their learning, competency and skills, exhibiting an interest in challenges, pursuing improvement in personal learning independent of others' performance. These students show a positive attitude towards learning, derive satisfaction from challenging tasks, employ deep processing strategies, and attribute their achievements and setbacks to factors within their personal control. Mastery approach orientation encourages one to effort to finish the task in order to increase knowledge. Mastery avoidance orientation causes one to avoid an achievement task due to the sense that one is not capable of successfully completing the task (Elliot,1999).

Performance goal is an individual's intention to see perform well to others. The students who have performance goal orientation focused on getting good academic grades, or they may be more concerned with winning and beating other students. They are ego involved learners and seek attention for good performance. They compare their grades with their classmates and select tasks that are most likely

to result in positive evaluations. When students set performance goals, they are primarily concerned with proving their performance and ability in relation to the accomplishments of others. Performance goals lead students to attempt appearing competent or to avoid appearing incompetent when compared to others (Dweck 1986). Students who are performance goal orientation view themselves as highly capable and want to compare their own work to that of others.

Academic Procrastination

The term procrastination is made of two parts “Pro meaning forward and ‘crastinus’ meaning tomorrow. This term derived from the latin word ‘Procrastinare’ meaning swallowing, delaying, pausing or postponing a task. Procrastination is considered as a behavioural tendency in delaying what is required to accomplish the goal.

Academic Procrastination refers to the tendency to needlessly put off tasks or activities related on learning and studying. Six aspects of Academic Procrastination are viz; psychological beliefs about abilities, distraction of attention, social factors of procrastination, time management skills, personal initiative and laziness (McCloskey, 2011).

Psychological Beliefs about Abilities. Procrastinators tend to rationalize their tendencies to put things off and their ability to work under pressure (Wohl, Pychyl & Bennett, 2010). Students with academic procrastination prefer to work under pressure whether actively or passively.

Distraction of Attention. Students with academic procrastination are easily distracted by more interesting or fun activities. So, they mostly give importance to the more pleasing activities ahead of appointments or deadlines. Instead of working on more important tasks, people who procrastinate often sleep, watch television, or play to avoid having to deal with their responsibilities. Those who procrastinate consistently turn to other activities and behaviours rather than concentrating on an intended course of action (Klassen, Krawchuk & Rajan, 2008).

Social Factors of Procrastination. Social factors like friends and family could keep one from keeping timelines. The task avoidance to school work as one of the major reasons for procrastinators (Brownlow & Reisinger, 2000; Schraw, 2007).

Time Management Skills. Poor time management can lead to a number of problems such as failing to submit the assignment, unintentionally delaying studying until the very last minute and focusing on unimportant tasks instead of academic work.

Personal Initiative. Initiative is a general readiness or ability to begin or carry out tasks energetically (Mish, 1994). Those students who possess personal initiative for completing their academic work procrastinate to a lesser extent.

Laziness. Laziness is a tendency to avoid work even when physically able (Mish, 1994). Aversiveness and laziness were factors that accounted for 18 percent of the variance in reasons for students' procrastination (Solomon & Rothblum, 1984).

Peer Relationship

Peer relationship is a system involving persons in a group that are nearly at the same developmental stage as one another and which includes their interactions,

relationships and group structures. Peer relations can benefit greatly in children's social and intellectual development. Developing high quality peer relationship is more important. Students who have struggle in making and maintaining friendships are more engaged in aggressive behaviour, low academic achievement and increased feelings of loneliness and depression. Peer relationships help to overcome these problems.

Through peer relationships, students are encouraged to work together, build social relationships, develop friendship, adopt leadership role, participate in discussion and facilitate each other's learning. Peer relationships help to improve the classroom environment. It may lead to cognitive growth outcomes that may be manifested through academic performance in the classroom. Peer relationship helps to enhance one's interpersonal skills and leadership qualities (Vygotsky,1978). Positive peer relationships are very important for the healthy social development of the child.

Social Competence

Social competence is a multifaceted concept involving cognitive, behavioural, emotional and social skills. Social competence includes all the social, emotional and cognitive knowledge and skills children need to achieve their goals and to be effective in their interactions with others (Davidson, Welsh & Bierman, 2006; Rose-Krasnor & Denham, 2009). It has been conceptualized as adopting social values, development of a sense of positive self-identity, acquisition of interpersonal knowledge and skill, planning and decision making, and emotional intelligence (Kostelnik et al., 2002).

Adopting Social Values. Social competence is described as encompassing caring, equity, honesty, social justice, responsibility, healthy lifestyles and sexual attitudes, and flexibility. Social values are likely to vary by culture.

Development of a Sense of Positive Self-Identity. Positive self-identity includes sense of competence, personal power, sense of self-worth, sense of purpose, positive view of future and control impulses. Children who feel good about themselves in these capacities are more likely to have positive interpersonal relationships, and anticipate success in their encounters with other people (Walsh, 1994). The positive sense of self-worth and competence is enhanced as a result of their social acceptance and success

Acquisition of Interpersonal Knowledge and Skill. Social competence is the ability of understanding other's needs and feeling, articulating one's own ideas and needs, solving problems, cooperating and negotiating, expressing emotion, adjusting behaviour to meet the demands of different situations and initiating and maintaining friendship, assert own ideas, accepting others ideas and acknowledge other people rights.

Planning and Decision-Making. The ability to act in a purposeful way, by making choices, developing plans, solving problems, and carrying out positive actions to achieve social goals.

Emotional Intelligence. Recognizes emotions in self and others, demonstrates empathy, gives and receives emotional support, labels emotions and

communicates feelings constructively, manages frustration, disappointment and distress in healthy ways.

Home Related Risk and Protective Factors

The most important protective factor, is the family, primary socializing agent of the child. Parents provide opportunities to learn, to collect information, present role models and connect children with other resources. Caring by parents, structured family environments, holding high expectations for children's behaviour and encouraging children's participation in family life are protective factors of resilience (Benard, 1990). In this study, Home Environment and Parenting Styles are taken as home related risk and protective factors.

Home Environment

Every child wants approval or recognition. The craving for recognition is very high during the period of childhood and adolescence. It is the behaviour of parents towards child that makes him feel comfortable and confirms in his mind that he is basically accepted and approved as a person. The parents should show respect for their children encourage them to family affairs and decision making and encourage the development of age appropriate independence. The most indicators of children's academic success and social adjustment are parental expectations of the child's academic performance and satisfaction with their education at school. Compared to parents of low achieving students, parents of high-achieving students have higher expectations for their children's educational activities (Yamamoto & Holloway, 2010).

The variables like Parental expectations, Parental monitoring and Sibling relationships play a vital role in determining one's home environment.

Parental expectation is defined as parents' beliefs or judgments for their children's future achievements as reflected in schools (Seginer, 1983). It is an aspect of parental attitudes and are the hopes and aspirations that parents might have for their children. Parental expectation was the greatest impacting parenting variable for academic achievement (Fan & Chen, 2001; Jeynes, 2007). A meta-analysis assessed concurrent and longitudinal associations between parental expectations and child achievement, and factors that mediate the effect of expectations on achievement (Pinquart & Ebeling, 2019).

Parental monitoring is a hypothetical psychological construct defined as a set of correlated parenting behaviours involving awareness, communication, concern, supervision and tracking of adolescent behaviour.

Sibling relationships that could lead younger siblings to behave more like their older siblings. The younger siblings view older siblings as role models with whom they can identify, leading to similar behaviors and outcomes (Whiteman & Christiansen, 2008). Receiving support from brothers was associated with higher academic achievement for adolescent boys but not for girls (Milevsky & Levitt, 2005).

Parenting Styles

Parenting style is the extent to which parent responds to needs and demands of a child. Parenting Style means how the children perceive their parents' dealings.

The four types of Parenting Styles are Authoritative, Authoritarian, Permissive and Negligent styles (Baumrind, 1991).

Authoritative style includes open communication between parent and child, providing clear guidelines, encouragement and expectation upon the adolescents, providing lots of nurturing and love, spending time together and providing right direction and encouraging in taking decisions (Baumrind, 1991). Authoritarian style includes high standards, discipline, comparison between friends, criticizing while doing things, and providing punishment when rules are not obeyed, little comfort and affection, restriction and not providing solution to problems (Baumrind, 1991). Permissive style includes few limits imposed, little or no expectation for their children, view children as friends, spend less time with children, no rule or guidelines for children, inconsistent and undemanding, allow the child to regulate his or her own activities (Baumrind, 1991). Negligent Style includes inattentive behaviour, neglecting the child, little interaction with child (Baumrind, 1991).

Studies Related to Academic Resilience

Keane, Evans, Wilkinson, King, Leban, and Macrina (2024) conducted a presentation on 'Identifying protective factors that promote better school-related outcomes among children who experienced ACEs'. Experiencing multiple adverse childhood experiences (ACEs) has been associated with poorer school-related outcomes. However, modifiable protective factors can potentially build resilience against ACEs. The study described the protective factors from three resilience frameworks associated with better school-related outcomes viz., school engagement, absenteeism and grade retention among children who have experienced ACEs. This

study also identified the protective factors that had the strongest relationship with each outcome. By targeting the protective factors identified in this study, schools, parents, and communities can potentially improve academic outcomes/achievement among children who have experienced multiple ACEs. Many of the strongest protective factors identified across outcomes were related to social and emotional skills, including strong self-regulation, family resilience, hopeful/affirming traditions, and parent/caregiver relationships. Therefore, many potential strategies to mitigate the impact of ACEs on school-related outcomes are closely associated with social and emotional skills.

Zheng, Cheung and Sit (2024) conducted a ‘Systematic review of academic resilience in East Asia: Evidence from the large-scale assessment research’. In this study, systematic review provides a summary of protective factors of academic resilience identified in East Asian countries and also offer an overview of operational definitions and statistical methodology used. Three databases viz., Web of Science, CNKI, and AiritiLibrary were searched and selected thirty-one peer-reviewed studies. Results indicated that (i) definition-driven method was used in international large-scale assessment research to measure academic resilience (ii) Process driven approach was used in national/regional large-scale assessment research (iii) Logistic regression was utilized in the definition-driven approach, while structural equation modeling and moderation analyses was used in process-driven methods. (iii) The study highlighted the methodological matters of academic resilience in large-scale assessment. (iv) the study also highlighted the researchers to identify protective factors unique to Asia

from the social-ecological viewpoint to suggest relevant interventions fostering academic resilience.

Abdolrezapour, Genjeh and Ghanbari (2023) conducted a study on 'Self-efficacy and resilience as predictors of students' academic motivation in online education'. The present study examined the relationship between self-efficacy, resilience and academic motivation among university students engaged in online education. A convenience sample of 120 students from two state universities in southern Iran participated in an online survey. The instruments employed in the survey included the Self-Efficacy Questionnaire, the Resilience Questionnaire and the Academic Motivation Questionnaire. Data analysis was conducted using Pearson correlation and multiple regression statistical methods. The findings indicated a positive correlation between self-efficacy and academic motivation. Additionally, higher levels of resilience were associated with increased academic motivation. Furthermore, the multiple regression analysis revealed that self-efficacy and resilience are significant predictors of academic motivation in students.

Herd, Haag, Selin, Palmer, Strong-Jones and Noll (2023) conducted a study on 'Individual and social risk and protective factors as predictors of trajectories of post-traumatic stress symptoms in adolescents.' This study systematically reviewed and synthesized evidence on parental risk and protective factors, identifying variations in these factors based on maltreatment type. A total of sixty eight empirical studies were selected from electronic databases for inclusion in the systematic review. The findings were synthesized narratively within the context of the risk and resilience ecological framework. The analysis revealed a higher prevalence of risk factors at the

micro ecological level ie., individual and family compared to the meso and macro levels. At the micro level, significant risk factors identified through systematic review included parental substance abuse, history of childhood maltreatment, and intimate partner violence. Social support emerged as the most significant protective factor across all ecological levels and maltreatment types. Unique risk factors were most prevalent in cases of physical abuse, followed by neglect, while intimate partner violence was a common risk factor across all maltreatment types.

Hunsu, Oje, Tanner-Smith and Adesope (2023) conducted a study on 'Relationships between risk factors, protective factors and achievement outcomes in academic resilience research: A meta-analytic review'. Through systematic reviewing and meta-analysis procedures, the study examined relationships between resilience factors and academic achievement. The analysis of correlative evidence identified the main factors of risk and protection informed by academic literature that exists under resilience. The study also estimated the magnitude and direction of the relationships with the results of academic performance. The review included a total of 56 studios and 239 effective samples. The aggregated correlations of relationships between risk factors, protective factors and achievement outcomes were small but statistically significant. The correlations between the performance and the specific risk factors related to the family, the individual and society were significant. Similarly, the correlations between the achievement and the specific ability, belief and institutional protective factor were statistically significant.

Wang, King and Leung (2022) conducted a study on 'Beating the odds: Identifying the top predictors of resilience among Hong Kong students.' The study

examined the different personal and social-contextual factors that predict resilience. The study collected data from Hong Kong, specifically targeting 1,459 students in the below socioeconomic quartile using the 2018 Program for International Student Assessment, was analyzed to identify resilient students—those who demonstrated high academic achievement despite disadvantaged backgrounds. Of these students, 251 were classified as resilient. Machine learning techniques were employed to evaluate the relative importance of thirty individual and social-contextual factors in distinguishing resilient students from their non-resilient peers. The analysis identified eight key predictors of resilience viz., self-efficacy, sense of belonging to school, the use of meta-cognitive strategies, teacher-directed instruction, joy of reading, perceived difficulty of the Program for International Student Assessment test, perception of a discriminatory school climate and perceived teacher interest.

Yang and Wang (2022) conducted a study on ‘The Role of Academic Resilience, Motivational Intensity and Their Relationship in EFL Learners' Academic Achievement’. Academic resilience and motivational intensity were the two constructs within positive psychology, aimed to enhance learners' ability to excel even under adverse conditions. The literature indicated that various factors can influence learners' academic achievement. In socio-affective factors viz., peer relations, parental expectations, kindness and teacher attention and in socio-economic factors viz., parental financial contribution to education, economic and social class level and in affective factors like anxiety, self-efficacy and motivation can influence learners' academic achievement.

Zhu, Cheong, Wang and Sun (2022) conducted a study on the 'Roles of resilience, peer relationship, teacher–student relationship on student mental health difficulties during COVID-19'. This cross-sectional study aimed to enhance the understanding of the role of risk and resilience factors during the COVID-19 pandemic. The study also investigated individual resilience, as well as peer and teacher-student relationships, as protective factors against mental health difficulties. The study involved a sample of 3,662 students from 4th to 11th grades in Urumchi, China. Results from latent moderated structural equation modeling indicated that peer victimization was significantly associated with increased mental health difficulties. Individual resilience and positive teacher-student relationships were identified as promotive factors for better mental health.

Mills (2021) studied about 'Black students' perceptions of campus climates and the effect on academic resilience'. The objective of the study was to investigate the moderating role of civic engagement on the relationships between campus climates (general, academic and racial) and academic resilience. By using online survey, data collected from 388 Black undergraduate students covering 76.8% women; 58.8% social, behavioural, and economic sciences majors and 87.4% enrolled full-time. Results from moderated regression analyses indicated that more positive perceptions of general and academic campus climates significantly predicted higher levels of academic resilience. Conversely, more positive perceptions of racial campus climate significantly predicted lower levels of academic resilience. Additionally, civic engagement moderated the relationship between general campus climate and academic resilience.

Singh (2021) conducted a study on ‘Academic resilience among international students: lived experiences of postgraduate international students in Malaysia’. This study aimed to address the gap in the literature by investigating essential resilience strategies employed by international students to overcome academic obstacles, thereby contributing to the body of knowledge on international student development. A qualitative approach was adopted, utilizing thirty three semi-structured interviews with postgraduate international students, which were analyzed thematically. The findings revealed that international students develop resilience strategies through participation in group assignments, classroom interactions, and by seeking support services from both university and personal resources.

Seçer and Ulaş (2020) conducted a study on the ‘Mediator role of academic resilience in the relationship of anxiety sensitivity, social and adaptive functioning, and school refusal with school attachment in high school students.’ Data collected from 452 Turkish high school students by using school refusal assessment scale, social and adaptive functioning scale and academic resilience scale. A structural equation model was employed to determine the direct and indirect predictive effects among the variables. The findings indicated that academic resilience fully mediated the relationship between anxiety sensitivity and school attachment. In contrast, academic resilience partially mediated the relationship between social and adaptive functioning, school refusal, and school attachment. High academic resilience serves as a strong protective factor against issues related to negative school attachment and problematic school absenteeism among adolescents.

Stainton, Chisholm, Kaiser, Rosen, Uptegrove, Ruhrmann and Wood (2019) studied 'Resilience as a multimodal dynamic process'. The study sought to define the resilience more precisely and explore new potential possibilities for the area. The narrative review synthesized that (i) certain specific protective factors involved in resilience (ii) The presence of risk, the influence of protective factors that counteract this risk and a resulting outcome that is more positive than expected are the three core components of resilience (iii) the dynamic process of resilience is how individuals make use of protective factors to their benefit. It may differ within one individual across time and situation.

Yule, Houston and Grych (2019) conducted a study on 'Resilience in children exposed to violence: A meta-analysis of protective factors across ecological contexts.' The objective of this study was to examine which protective factors have more additive and buffering effects. This is done by using Meta-analysis of 71 Cross-sectional and 47 longitudinal studies. Self-regulation, family support, school support, and peer support are the four protective factors demonstrated significant additive and buffering effects in longitudinal studies.

Chen (2018) conducted a study on 'Factors related to resilience of academically gifted students in the Chinese cultural and educational environment.' This study examined variables in personal, parent support, and peer support and for their relationships with the resilience. Data collected from 484 academically gifted students in two secondary schools in southern china. Resilience, hope, creativity, and curiosity are the measured constructs in personal domain. Trust, communication and alienation of parents are the measured constructs in parent support domain. Trust,

communication and alienation of peers are the measured constructs in peer support domain. From the three nested regression models showed that (i) the personal domain was all related to the resilience. (ii) Parent support variables did not show predictive effects (iii) peer support variables showed additional predictive effects over personal and parental domain.

Tudor and Spray (2017) conducted a study on ‘Approaches to measuring academic resilience: A systematic review.’ The objective of the study was to provide a summary of the methods that the investigators have used to measure academic resilience. The study investigated that the academic resilience was from either risk assessment or positive adaptation measured using a measurement scale encompassing protective factors. The findings showed a significant variability in the components employed to reflect risk and positive adaptation, alongside inconsistent use of measurement scales.

Anagnostaki, Pavlopoulos, Obradović, Masten and Motti (2016) conducted a study on ‘Academic resilience of immigrant youth in Greek schools: Personal and family resources.’ This cross-sectional study examined (i) whether and how immigrant youth’s individual and family resources affect their academic success (ii) whether social risks and immigrant status further affect to academic achievement. Data collected from 300 middle school students. Three risks factors such as immigrant status, family social adversity and negative life events and two individual protective factors like locus of control and self-efficacy beliefs and four family protective factors such as parental school involvement, family support, father and mother education for academic achievement were considered. Individual and family factors predicted

higher academic success for both groups. Academic success was predicted by family risk factor like social adversity rather than just personal and family resources.

Oke, Ayodele, Aladenusi and Oyinloy (2016) conducted a study on 'Academic motivation, satisfaction, and resilience as predictors of secondary school students' academic confidence in Ogun State, Nigeria.' The study examined the influence of the three variables would best predict students' academic confidence. Data collected from 2160 students of 24 schools. The instruments used for the study include General Achievement Goal Orientation Scale, Service Quality Dimensions Inventory, Connor Davidson Resiliency Scale and Academic Confidence Beliefs in Educational Success Test. A combination of the three variables was predicted students' academic confidence. Academic motivation is the predictive variable among three variables.

Cassidy (2015) conducted a study on 'Resilience building in students: the role of academic self-efficacy'. The study investigated the nature of the association between academic self-efficacy and academic resilience. Undergraduate student participants (N = 435) were exposed to an adverse situation case vignette describing either personal or vicarious academic adversity. Academic self-efficacy was measured pre-exposure and academic resilience was measured post-exposure. Academic self-efficacy was correlated with, and a significant predictor of, academic resilience and students exhibited greater academic resilience when responding to vicarious adversity compared to personal adversity.

Elias, Theodoros, Vitalaki and Angie (2015) conducted a study on 'Family-school-professionals' partnerships: an action research program to enhance the social, emotional, and academic resilience of children at-risk'. This study explored action

research program, which was designed to support parents and primary school teachers, with the mediation of school professionals in order to enable them facilitate the school inclusion of at-risk students or those with special educational needs. Resilience and inclusive education are the key theoretical frameworks in this study. The study advocated that parent-teacher-professional partnerships to promote a “holding school environment” and support children with difficulties to avoid exclusion. An action research methodology was chosen with the aim of enabling teachers and parents to be more “resilient” and “inclusive” towards children with special difficulties.

Luisa (2015) conducted a study on ‘Factors affecting academic resilience in middle school students: a case study’. This research was carried out with the purpose of identifying how and which risk and protective factors affect academic outcomes. The study explored how different family, individual and environmental factors foster academic resilience. The exploratory study took place with a group of six students from a public school in Bogotá, Colombia. The school is located in a low-income and marginalized area of the city, where social problems such as poverty and violence are common. Data collection techniques included document analysis, as well as interviews with teachers and parents. The data collection was focused on identifying how academic resiliency skills can be developed in vulnerable young people. It was found that it is possible to identify and describe different protective factors from the family, such as family guidance, family support, and opportunities for meaningful family involvement that explicitly foster academic resilience in at-risk-students.

Mwangi, Cecilia and Okatcha (2015) conducted a research on ‘Relationship between academic resilience and academic achievement among secondary school

students in Kiambu County, Kenya'. This study established the relationship between academic resilience and academic achievement among secondary school students in Kiambu County. A descriptive correlational design was adopted. The sample comprised of 390 form three students. Data were collected using a demographic form and the California Healthy Kids Survey-Module B, 2007 version. Academic achievement was inferred from the school performance records. The main data analysis techniques were Pearson's Product Moment Correlation Coefficient and regression analysis. Findings revealed a positive and significant relationship between academic resilience and academic achievement.

Parrott (2015) conducted a study on 'Academically resilient elementary students in one virginia school division: identifying and exploring protective factors.' The purpose of the study was to identify the internal and external protective factors found in family, school and community as perceived by rural elementary students who experienced poverty and demonstrated academic resilience in a Virginia school division. A qualitative approach was used to analyse a purposefully selected group of academically resilient elementary school students living in rural poverty. Phenomenological interviews were conducted with twenty-one questions related to family, community and school environments. The results of the study indicated that the support of extended family, specifically grandparents of the participants was perceived to have had the greatest impact on the academic success of the academically resilient students living in rural poverty. Other protective factors revealed were lack of mobility in the rural community, peer influences and relationships with school staff.

Ricketts (2015) conducted a study on 'Academic resilience in mathematics. resilience has typically been identified based on an outcome-based perspective. This study focussed on four guiding questions: 1) What is the relationship between a student's academic resilience as defined from an outcome-based perspective and that student's academic resilience as defined by self-perceptions? 2) Do student self-perceptions of academic resilience mediate the relationship between risk and academic achievement for all students? 3) Do student self-perceptions of academic resilience function differently for students at various levels of risk? 4) What is the role of academic resilience in mediating variables related to mindsets, self-regulated learning, and academic achievement? The methods used include Rasch analyses for exploration of the congruence between academic resilience measured based on outcomes and measured based on student perceptions. Hierarchical regression modelling is used to investigate the potentially mediating role of student self-perceptions of academic resilience between risks and academic outcomes. Structural equation modelling is used to explore the potentially mediating role of academic resilience between student mindsets and outcomes. Results from the Rasch-based analyses indicated that the two different methods of measuring academic resilience are not congruent. The hierarchical regression models suggest the greater importance that student perceptions of academic resilience play for those students facing risk. The structural equation model highlights the mediating role that academic resilience plays in helping to predict academic success.

Altundag and Bulut (2014) conducted a study on 'Prediction of resilience of adolescents whose parents are divorced.' The purpose of this study was to examine

the predictive effect of life satisfaction and loneliness level of adolescents with divorced parents on resilience. The study has been carried out on 144 adolescents, 75 of whom are female and 69 are male, and whose parents are officially divorced. The study group consisted of students who are attending different types of high schools in the city of Bolu central districts. Loneliness Scale, Life Satisfaction Scale and Adolescents Resilience Scales were utilized in the data collection process. Pearson Moment Correlation and Multiple Regression analyses were used in data analysis. The results revealed that (i) while there was a positive relationship between resilience and life satisfaction (ii) a strong negative relationship was found between their resilience and loneliness level of the adolescents whose parents are divorced. Regression analysis revealed that loneliness was a significant predictor on resilience while life satisfaction was not a significant predictor of resilience.

Cheung, Sit, Soh, Jeong and Mak (2014) conducted a study on 'Predicting academic resilience with reading engagement and demographic variables: Comparing Shanghai, Hong Kong, Korea, and Singapore from the PISA perspective'. The present study analyzed data of selected variables for four East Asian economies (Shanghai, Hong Kong, Korea, and Singapore) which appear at the top of the league table, paying special attention to the Economic, Social and Cultural Status disadvantaged students who are resilient in spite of being in an unfavourable condition. Logistic regression was run on the data to identify the predictive variables. Family structure, expected education, kindergarten attendance, and three reading engagement measures were found to differentiate between the Economic, Social and Cultural Status disadvantaged and non-disadvantaged students.

Cline and Zarate (2014) conducted a study on the 'Effects of risk and promotive factors on academic achievement among adolescents.' The study utilized a systems approach to a risk and resilience model to examine individual and environmental factors of academic achievement. The study also investigated the effects of potential protective factors like self-regulated learning, growth mindset, and social support on the relationship between risk and academic achievement. The study predicted that social support, self-regulated learning, and growth mindset would each have a protective effect on the relationship between risk and achievement. Whether these three key factors would have an additive protective-stabilizing effect on the relationship between risk and academic achievement. Participants completed an online survey. The sample included 73 high school freshmen and sophomores, ages 14-16. Although we found no moderating effects on the relationship between risk and grade point average, the study identified teacher social support and self-regulated learning as significant promotive factors. The findings are consistent with a compensatory model of resilience.

Jowkar, Kojuri, Kohoulat and Hayat (2014) conducted a study on 'Academic resilience in education: the role of achievement goal orientations.' The present study examined the relationship between achievement goal orientations and academic resilience. Participants were 606 students (307 girls and 297 boys) selected from Shiraz high schools. They completed the Achievement Goals Questionnaire and Youth development Module Scale. The relationships between variables were examined by using Pearson product moment correlations. Multiple regression was performed to investigate the prediction of academic resilience by achievement goal

orientations. Multiple regression of achievement goal orientations on academic resilience showed that "mastery-approach" was a significant positive predictor of the "home care/high" and "peer care" subscales. Also, "performance-approach" was a significant, positive predictor of "home care/high", and "school/community meaningful" was predicted by "performance-avoidance" positively.

Sturtevant (2014) conducted a study on 'Protective factors predicting academic resilience in adolescent at-risk students.' The goal of this study was to explore the factors that contribute to academic resilience in at-risk late adolescents. Specifically, the study investigated how intrapersonal (self-efficacy, academic autonomy, locus of control) and interpersonal (parental involvement and parental autonomy support) factors and family income relate to academic resilience. The study was conducted using a survey with 91 juniors and seniors at a central California high school. Results support the relationship between intrapersonal factors (self-efficacy, academic autonomy and locus of control) and academic resilience of low-income adolescents. Contrary to other findings within this field, there were limited relations between parental involvement and parental autonomy support with academic resilience. This study also found a significant relationship between higher income level and higher-grade point average.

Foster (2013) studied 'An exploration of academic resilience among rural students living in poverty'. This qualitative study explored the external protective factors of family, school, and community as perceived by rural students who live in poverty and demonstrate academic resilience. The purpose of this study was to investigate the factors that were reported by the students and teachers which supported

the academic success of these students in a rural school district. Individual attributes have been determined to provide significant internal support to students. External protective factors for students related to the family, school, and community have also been identified. By understanding these external protective factors as they are perceived by students, educators may develop policy and practice to support academic resilience. The study employed multi case methodology using phenomenological interviews. Participants included six students who demonstrated academic resilience. Triangulation of data sources included in-depth, semi structured interviews with six students and a six-former teacher of each student, verbatim transcription of all interviews, a document review, and personal observations. Findings revealed that protective factors of connections, expectations, experiences, and instruction supported school success in rural students living in poverty

Martin (2013) conducted a study on ‘Academic buoyancy and academic resilience: Exploring ‘everyday’ and ‘classic’ resilience in the face of academic adversity.’ This study examined the extent to which (i) academic buoyancy and academic resilience are distinct factors (ii) academic buoyancy is more relevant to low-level negative outcomes (anxiety, uncertain control, failure avoidance) and (iii) academic resilience is more relevant to major negative outcomes (self-handicapping, disengagement). The findings, based on 918 Australian high school students from nine schools, showed that academic buoyancy and academic resilience represented distinct factors sharing approximately 35% variance. Also, academic buoyancy was more salient in negatively predicting low-level negative outcomes whereas academic resilience was more salient in negatively predicting major negative outcomes.

Irvin (2012) conducted a study to determine whether behavioural and psychological engagement in middle school has any protective role, and thereby contributing anything to the resilience of African American youth from low-income rural communities. Teacher reports of adjustment viz., aggression, academic competence, and popularity in the sixth grade were collected. Data on behavioural and psychological engagement across the seventh and eighth grade were collected from student self-reports. In the ninth grade, achievement data were obtained from school grades and aggression was measured by peer assessments. Early adjustment configurations were derived from sixth grade teacher reports to identify profiles across multiple behavioural measures that increase risk. Regression analyses indicated that youth with Troubled, Tough, and Disengaged profiles were at-risk for difficulties in subsequent achievement and aggression. In addition, behavioural and psychological engagement had a main effect relation with achievement and aggression. This indicated that engagement had a protective role in resilience development.

Masten and Narayan (2012) conducted a review on the progress over a period from 2000 to 2010 in research on the effects of mass trauma experiences on children and youth with main focus on natural disasters, war, and terrorism. Conceptual advances were reviewed in terms of prevailing risk and resilience. Recent evidence on common components of models is evaluated, including dose effects, mediators and moderators, and the individual or contextual differences that predict risk or resilience. New research possibility with profound implications for health and well-being were discussed, particularly in relation to plausible models for biological implant of extreme stress. This study noted shortage of evidence on effective interventions for

child and youth victims. Practical and theory-informative research on strategies to protect children and youth victims and promote their resilience is a global priority.

Yeager and Dweck (2012) studied about mindsets that promote resilience: when students believe that personal characteristics can be developed. The study demonstrated the impact of students' mindsets on their resilience in the face of academic and social challenges. The study showed that the students who believe (or are taught) that intellectual abilities are qualities that can be developed (as opposed to qualities that are fixed) tend to show higher achievement across challenging school transitions and greater course completion rates in challenging math courses. New research also shows that believing that social attributes can be developed can lower adolescents' stress. And there by increased school performance. The study concluded that psychological strategies can create the students' mindsets and there by foster resilience.

Williams (2011) conducted a study on 'Home, school, and community factors that contribute to the educational resilience of urban, African American high school graduates from low-income, single-parent families.' The purpose of this qualitative research study was to investigate the family, school, and community environments contribute to the academic success. Data collected from eight African American high school student who excelled academics in presence of adversity. In-depth individual and focus group interviews were conducted. The study also aimed to counter the trend towards negative factors. Findings from the present study revealed that protective factors predicted to their academic success in the presence of adversity. There are

some protective factors such as parenting practices, peer relationships, parent involvement and resilience promoting features of schools.

Abukari (2010) conducted a study on 'Risk and protective factors associated with academic achievement among Ghanaian youth'. This study examined the relationship between risk and protective factors affecting academic success. Data collected from 276 first-year college students. A mixed methods design was used to study the risk and resilience framework to find out the personal, family and environmental factors increased or decreased academic achievement. From the Bivariate analyses showed gender and difference in regions affect school achievement. Hierarchical multiple regression analyses revealed the relationship of academic success and optimism, region of residence, student having a school mentor and parental social support.

Lee and Darlene (2009) conducted a study on 'Impact of resilience on the academic achievement of at-risk students in the upward bound program in Georgia.' The study explored the relationship between resilience and academic success. Data collected from at-risk students of 200 participants. Data collection was done by using Healthy Kids Survey instrument. The study also investigated the demographic details of the students. The findings of the study (i) at-risk students were resilient and is positively related to academic success. (ii) Girls were more resilient than boys and had high academic (iii) students living with both parents were more resilient than students living with single parent.

Downey (2008) conducted a study on 'Recommendations for fostering educational resilience in the classroom, preventing school failure: alternative

education for children and youth.’ The study reviewed findings from the research of academic resilience that investigated students and teachers in classroom contexts. The study recommended 12 specific recommendations into four parts such as teacher-student relationship, classroom environment, instructional strategies, and student skills. This classroom practices that can create educational resilience and thereby increase the academic success in presence of risks.

Morales (2008) studied about ‘Exceptional female students of color: Academic resilience and gender in higher education.’ Data collected from the excellent academic performance of 31 female and 19 male having low socioeconomic status. The study identified the familial risk factors faced by the females and their approaches to overcome that, their goals and ambition and the presence of effective mentoring relationships. Academic success was also explored from the impact of racial, ethnic, class and gender-based identities.

Worley (2007) conducted a study on ‘At-risk students and academic achievement: the relationship between certain selected factors and academic success.’ The study examined the relationship between academic achievement and at-risk students. The correlations between academic success of twelfth grade students and each of the variables such as teacher-student relationships, parent student relationships, motivation, socio economic status and peer influence was also examined. Regression analysis was done and the findings of the study (i) the variance between grade point average and each of the five independent variables is significant (ii) Academic success is positively correlated with motivation and peer influence (iii)

At-risk students receive encouragement from parents perform well academically and they have a positive relationship with their teachers.

Condly (2006) studied about 'Resilience in children: A review of literature with implications for education.' From the resilience literature emphasized that certain children acquire the capacity to overcome adversity in their lives. Children also thrive both academically and socially. Children not only have overcome individual adversity, but they have to face the challenges of society. Children face many problems like increased poverty, drug exposure and use, a decline in social behaviour and lack of discipline among the youth, and increased violence and abuse.

Fergus and Zimmerman (2005) identified that adolescent resilience research differs from risk research by focusing on the assets and resources that enable some adolescents to overcome the negative effects of risk exposure and discussed three models of resilience viz., the compensatory, protective, and challenge models and described how resilience differs from related concepts. The study described issues linked to resilience and explored resilience research related to adolescent substance use, violent behaviour and sexual risk behaviour. Parental factors like support, monitoring, and communication skills are consistent and critical resources for youth.

Reis, Colbert and Thomas (2005) conducted a study on 'Understanding resilience in diverse, talented students in an urban high school.' The findings of the study indicated that (i) the protective factors were linked to the success of certain at-risk students (ii) peer support and relationships also contributed to academic success. (iii) The successful students progressed through a combination of personal and environmental factors.

Henderson and Milstein (2003) Written a book on 'Resiliency in schools: Making it happen for students and educators.' In this book, the author described (i) what resilience is and why is it important (ii) school wide strategies to transition students from being at-risk to becoming resilient (iii) integration of resiliency building with educational reform (iv) the incorporation of resilience into educational goals (v) the importance of educators to support resilient children (vi) methods to assess the initial level of resilience and strategies for resiliency building.

Ruiz (2002) conducted a study on 'Predictors of academic resiliency for Latino middle school students.' The sample (7th and 8th graders) for the study (N=173) was drawn from Massachusetts. Hierarchical multiple regression analysis was used. Academic resilience was measured by using academic grades. School identification and parental involvement acted as protective factors of academic resilience.

Fan and Chen (2001) identified that home based parental involvement including parental expectations and parent child communications about the school have strong connections to the positive child outcomes.

Sanders (2000) shown that at-risk students most often have other factors contributing to their success. Positive teacher-student relationships significantly influence academic success as exhibited by their positive behaviour in school, better classroom preparation and increased grade point averages.

Waxman, Huang and Wang (1997) conducted a study on resilient and non-resilient elementary school students employed shadowing observation technique

as a method of data collection. The shadowing observation includes teacher's instructional strategies, attitude towards students, environment of the classroom and students observed interactions. Resilient students have higher academic self-concept, involvement, satisfaction, task orientation, organization, meeting the expectations of teachers than non-resilient students.

Rak and Patterson (1996) conducted a longitudinal study in Hawaii and identified several personalities, familial, and environmental variables that promote resiliency in youth at-risk. This study provided counsellors with an assessment technique and strategies to promote a autogenesis perspective.

Magdol (1992) conducted a study on 'Risk factors for adolescent academic achievement.' The study discussed various risk factors that influence academic achievement. Risk factors in individual like poor self-concept and low sense of control, behaviour problems and drug use are affect the academic achievement. The Family factors such as low socioeconomic status, single-parent families, maternal employment, low parental aspirations and expectations, permissive or strict parenting style, poor parental monitoring, low parental involvement with school are influence the academic achievement. The Peer risk factors like lack of friends, friends with school problems and friends with negative attitudes affect the academic achievement.

Cause (1986) identified the role of peer support in fostering resilience. The attitude of a peer group towards school is a significant predictor of grades and achievement test scores.

Studies Related to Students With Emigrant Parents

Ullah, Naz and Wadood (2024) conducted a study on 'International migration of father and academic performance of children left behind: a case study of dir lower.' People migrate from one place to other for various reasons such as war, or climate change or similarly for better job opportunities. The study examined the consequences for their children education such as absenteeism, lack of participation in the class activities and unsatisfactory grades in subjects like mathematics, science and English. The findings of the study (i) emigration of father has positive effect on leaning abilities (ii) In absence of proper check and balance, labour migrants' children prefer gaming over giving more attention to their studies. (iii) stress is considered as an important factor which blocks the learning abilities of children of emigrant fathers (iv) father emigration is responsible for poor performance in subjects such as mathematics, science and English.

Balțatescu, Strozik, Soo, Kutsar, Strozik and Bacter (2023) conducted a study on 'Subjective well-being of children left behind by migrant parents in six European countries.' The study examined the influence of parental migration on children's subjective well-being. Data collected from 13,500 school children in six European countries. Hierarchical logistic regression model was used for analysis. The findings revealed that (i) left-behind children have low level of subjective well-being (ii) girls are being more affected and the gap in well-being increases in accordance with age (ii) Left-behind children has associated with lower family and school satisfaction.

Antia, Rodoreda and Winkler (2022) conducted a study on 'Parental migration and left-behind children in Georgia—school teachers' experience and perception: a qualitative study.' The study conducted six focus-group discussions with class tutors and six in-depth interviews with school principals. By using Reflexive thematic analysis, the study identified parental migration as a negative impact for children's academic performance and problems in mental health and wellbeing. The problems are mitigated by regular meetings with class tutors, extra-tutoring and psychological counselling.

Vikram (2021) studied about 'Fathers' migration and academic achievement among left-behind children in India: Evidence of continuity and change in gender preferences.' The study investigated that fathers' migration is associated with children's arithmetic and reading achievement. Using propensity score matching, findings of the study that fathers' migration positively associated with children's education. Boys of migrant fathers demonstrate higher reading and arithmetic achievement. Girls of migrant fathers exhibit higher reading skills.

Cuc (2020) conducted a study 'Parental migration—a fundamental factor in the development of school children.' The study highlighted the fact that students whose parents have migrated in foreign countries are facing some socio-emotional and behavioral problems like anxiety, depression, feeling of vulnerability, feelings of abandonment, feelings of anger, stress, psychosomatic reactions.

Raut and Tanaka (2018) conducted a study on 'Parental absence, remittances and educational investment in children left behind: Evidence from Nepal.' The study was to assess the impact of parental absence and remittances on the educational

investment in children left behind. Data collected by utilizing the third wave of the Nepal Living Standards Survey. Using a two-step estimation strategy, the study showed that (i) parental absence has a negative effect and remittances have a positive effect on education of children left behind (ii) the effect of the paternal absence can be neutralized by mother educational qualification.

Nguyen (2016) studied about 'Does parental migration really benefit left-behind children? Comparative evidence from Ethiopia, India, Peru and Vietnam.' The study examined that the parental migration can impact on health and cognitive ability of left-behind children of age 5 to 8 in Ethiopia, India, Peru, and Vietnam. Data collected from 7725 children in the four countries in 2007 and 2009. The findings of the study revealed that parental migration does not impact on health and cognitive ability of children. The impact of parental migration varies across different countries. In Ethiopia, parental migration does not have a significant effect on children and but parental migration have a negative effect of cognitive ability test scores in India and Vietnam.

Zhao, Yu, Wang and Glauben (2014) studied about 'The impact of parental migration on children's school performance in rural China. The study was to identify the impact of parental migration on children's school performance may encounter the problem of endogeneity. Data from more than 7600 4th and 5th grade students from 74 rural elementary schools. Using an instrumental variable estimation, the findings of the study indicated that having migrant parents can marginally reduce a child's math score. Based on a bivariate probit model, the results showed that compared to neither

parent being migrants, migration of the father reduces the rank of a child's math score by 8.37%, and migration of the mother reduces the rank by 23.30%.

Zhang, Behrman, Fan, Wei and Zhang (2014) studied about 'Does parental absence reduce cognitive achievements? Evidence from rural China.' The study investigated the impacts on children's learning test scores and distinguishes impacts of absence of one versus both parents. Dynamic panel methods that control for both unobserved individual heterogeneity and endogeneity in parental absence are used with data collected from rural China. The study indicated significant negative impacts of being left-behind by both parents on children's cognitive development, reducing their contemporary achievements by 5.4 percentile points for math and 5.1 percentile points for Chinese, but much smaller in significant impacts of being left-behind by one parent. Cross-sectional evidence indicates that only absence of both parents is associated with substantially lower family inputs in after-school tutoring.

Antman (2012) studied about 'Gender, educational attainment, and the impact of parental migration on children left behind.' Parental migration on children's educational attainment is complicated by the fact that migrants and non-migrants are likely to differ in unobservable ways that also affect children's educational outcomes. The results pointed to a statistically significant positive effect of paternal US migration on education for girls.

Conclusion of Literature Review

The reviewed literature helped to draw the following conclusions regarding the state of understanding learner and home related risk and protective factors of

academic resilience. Conclusions were drawn especially regarding learner and home related factors, risk and protective factors in relation to academic resilience.

Concept of Resilience Includes Both Positive and Negative Aspects

The central concepts of resilience research lie in the positive adaptation or protective factor and vulnerability or risk factors. Thus, resilience is a dynamic process involving positive adaptation within the context of risk. Words like 'successful', 'positive adaptation', and 'recover' denoting its positive aspects and the words like 'risk'; 'challenge'; 'adversity' and 'depression' denote its negative aspects. 'Adversity' is the common word to denote the presupposed negative condition for resilience to happen.

Conceptions of Resilience have Changed over Years

In early writings (Anthony, 1974), those who adapted well despite multiple risks were labelled as 'invulnerable'. This was misleading because it implied that-risk evasion was absolute and unchanging. As research evolved, it became clear that positive adaptation despite exposure to adversity involves a developmental progress, such that new vulnerabilities and strengths often emerge with changing life circumstances (Luisa, 2015; Masten & Garmezy, 1985; Werner & Smith, 1982; Williams, 2011).

Resilience is a Phenomenon Having a Dynamic Quality

When a person's life circumstances change, they must confront new vulnerabilities, which forces them to build new strengths. Being dynamic, resilience varies throughout individual's life and from one person to another; a child resilient in

one situation may not be resilient in another. In the study of Stainton, Chisholm, Kaiser, Rosen, Upthegrove, Ruhrmann and Wood (2019) examined the nature of resilience as a multimodal dynamic process. Academic Resilience Studies varies from preschools to college students. Sample studied varies from preschools to college students, but the most frequent sample is adolescents living in at-risk families (Sturtevant, 2014). Most of the studies from United States, African-American (Alva, 1991; Gayles, 2005; Irvin, 2012), Latin American population, Ghana (Abukari & Ziblim, 2010), China (Chen, 2018; Li & Yeung, 2019), Georgia (Lee & Darlene, 2009) Hawaii (Rak & Patterson, 1996), Malaysia (Singh, 2021), East Asia (Zheng, Cheung & Sit, 2024), Taiwan (Hsieh & Leung, 2009; Hsieh & Shek, 2008), Singapore (Kwang & Tang, 2011) and Hongkong (Wang, King & Leung, 2022).

Individuals may encounter multifaceted challenges in education

An in-depth examination of risk factors affecting academic resilience underscores the multifaceted challenges that individuals may encounter in their educational journeys. These risk factors, ranging from socio-economic disparities and adverse life events to learning disabilities, can significantly impede academic progress and success. Review of related studies identified number of risk factors in learner, home, school and community (Johnson, 1997; Magdol, 1992). The learner and home related risk factors of the populations studied were from low income families, family violence, suicidal behaviour, substance abuse, negative life events, immigrant families and sexual risk behaviour (Foster, 2013).

Protective Factors are the Real Sources of Resilience

An exploration of protective factors influencing the academic resilience of adolescents highlights the instrumental role these elements play in shaping positive educational outcomes. Protective factors, such as supportive family environments, positive peer relationships, effective coping mechanisms, and access to educational resources, emerge as vital components that contribute to an adolescent's ability to navigate challenges and thrive academically. From the reviewed studies considered an array of protective factors in learner, home, school and community (Williams, 2011). Among the most studied learner protective factors are self-efficacy (Sturtevant, 2014), motivation (Morrison & Allen, 2007), behavioural engagement (Irvin, 2012), academic goal orientation (Covington, 2000), social competence (Morrison & Allen, 2007), peer relationship (Cause, 1986; Morrison & Allen, 2007; Werner & Smith, 1982; Worley, 2007). Among the most studied home protective factors are parental expectations (Singh, 1995), parental monitoring, parental involvement (Fan & Chen, 2001), family support, home environment and family background (Fergus & Zimmerman, 2005).

Academic Achievement is the Indication of Resilience

In many reviewed studies, academic achievement used as the indication of academic resilience (Worley, 2007; Sanders, 2000). Academic resilience emerges as a critical factor in determining an individual's ability to overcome challenges and setbacks in the pursuit of educational goals. This quality goes beyond mere academic achievement, encompassing a resilient mindset, adaptability, and perseverance in the face of obstacles.

Resilience Research Design Involves Mixed-methods Approach

The major category of research is longitudinal design (Johnson, 2008; Rak & Patterson, 1996), meta-analysis, qualitative design and correlational designs. Statistical analysis employed include regression analysis (Abukari, 2010), factor analysis, variable focused and person focused analyses and structure equation modelling. The other techniques are observation techniques (Waxman, Huang & Wang, 1997), cluster analysis, path analysis and dominance analysis.

In conclusion, the reviewed literature provides valuable insights into the multifaceted factors influencing academic resilience among secondary school students with emigrant fathers. Through examining various studies, it becomes evident that academic resilience is a dynamic construct shaped by an interplay of individual and familial factors. Factors such as parental involvement, family cohesion, peer support and individual attributes all play significant roles in fostering resilience in this population. Moreover, literature underlines the importance of adopting a holistic and sensitive approach in understanding and supporting the academic resilience of students with emigrant fathers. It highlights the need for targeted interventions and support mechanisms that not only address the academic challenges these students face but also recognize their unique strengths and resources. Additionally, the reviewed studies emphasize the crucial role of schools, teachers and policymakers in creating inclusive and supportive environments that nurture resilience and facilitate academic success among students from diverse backgrounds.

Although existing literature provides valuable insights, there are still gaps and topics that need more investigation. Future studies should explore the nuanced

experiences of students with emigrant fathers, considering factors such as gender, age and emigration background. Furthermore, longitudinal research designs and mixed-method approaches could provide a deeper understanding of the dynamic processes involved in academic resilience development over time. By addressing these gaps, researchers can contribute to the development of more comprehensive theories and evidence-based practices aimed at promoting academic resilience among secondary school students with emigrant fathers.

METHODOLOGY

- Variables
- Research Questions
- Objectives
- Hypotheses
- Design of the Study
- Tools Used for the Study
- Sample Selected for the Study
- Data Collection Procedure, Scoring and Consolidation of Data
- Data Preparation for Analysis
- Statistical Techniques Used for Analysis

METHODOLOGY

Methodology is a process which reveals all those methods employed by the researcher during the course of studying a research problem. The purpose of methodology is to conduct research work in a scientific and valid manner. Adoption of a suitable methodology can be increased the efficiency and dignity of the research work. Research methods play a pivotal role in the success of a research process, as the validity and reliability of the findings of the research depends largely upon the methods adopted for the study. Thus, it is necessary for a researcher to design his/her methodology in a systematic and scientific manner to solve the problem successfully.

The present study is to explore the factors that contribute to Academic Resilience among secondary school students with emigrant fathers in Malappuram district. Specifically, the study investigates the learner and home related risk and protective factors affecting academic resilience. This chapter deals with the details of the tools used and the various procedures adopted in the different stages of the study. The methodology of the study is explained below under the headings viz.,

Variables

Research Questions

Objectives

Hypotheses

Design of the study

Tools Used for the Study

Sample Selected for the Study

Data Collection Procedure, Scoring and Consolidation of Data, and

Statistical Techniques Used for Analysis

Variables

Criterion Variable

In this study, Academic Resilience is a categorical criterion variable. Academic Resilience is the term which concentrate on the individuals who are doing well in the school related aspects in the context of adversities (Martin, 2002; Morales, 2008; Wang, Haertel & Walberg, 1994). Here Academic Resilience is defined in terms of high academic achievement despite being the students with emigrant fathers.

Predictive Variables

The select predictive variables for the study are the following.

Learner Related Variables

1. Academic Self-efficacy
2. Cognitive Academic Engagement
3. Emotional Academic Engagement
4. Behavioural Academic Engagement
5. Intrinsic Academic Motivation

6. Extrinsic Academic Motivation
7. Mastery Academic Goal Orientation
8. Performance Academic Goal Orientation
9. Academic Procrastination
10. Peer Relationship
11. Social Competence

Home Related Variables

1. Home Environment
2. Authoritative Parenting Style
3. Authoritarian Parenting Style
4. Permissive Parenting Style
5. Negligent Parenting Style

Research Questions

1. Whether the Learner and Home related Risk factors of Academic Resilience differ among secondary school students, secondary school students with Non-Emigrant fathers and secondary school students with Emigrant fathers?
2. Whether the Learner and Home related Protective factors of Academic Resilience differ among secondary school students, secondary school students with Non-Emigrant fathers and secondary school students with Emigrant fathers?

3. What is the influence of each select Learner related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
4. What is the influence of each select Home related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
5. What is the influence of each select Learner related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
6. What is the influence of each select Home related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
7. Can we predict Academic Resilience from the select Learner and Home related Protective factors among secondary school students with Emigrant fathers in Malappuram district?

Objectives

The major objective of the study is to identify the learner and home related risk and protective factors that contribute to Academic Resilience among secondary school students with emigrant fathers in Malappuram district. This is achieved through the following specific objectives.

1. To find out the Learner and Home related Risk factors of Academic Resilience among
 - d) Secondary school students
 - e) Secondary school students with Non-Emigrant fathers
 - f) Secondary school students with Emigrant fathers

2. To find out the Learner and Home related Protective factors of Academic Resilience among
 - d) Secondary school students
 - e) Secondary school students with Non-Emigrant fathers
 - f) Secondary school students with Emigrant fathers

3. To find out the influence of each select Learner related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

4. To find out the influence of each select Home related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

5. To find out the influence of each select Learner related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

6. To find out the influence of each select Home related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
7. To identify the predictors of Academic Resilience from the select Learner and Home related Protective factors among secondary school students with Emigrant fathers in Malappuram district.

Hypotheses

The hypotheses of the study are as follows:

1. Each select Learner related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
2. Each select Home related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
3. Each select Learner related Protective factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
4. Each select Home related Protective factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

5. Academic Resilience of secondary school students with emigrant fathers can be predicted from the select Learner and Home related Protective factors.

Design of the Study

Research design is a wide master plan of the research to ensure collection of requisite data with the problem at hand in order to answer the research questions as clearly as possible. “A research design as the plan, structure and strategy of investigation conceived so as to obtain answer research questions and to control variance” (Kerlinger & Lee, 2000). Explorative research design is adopted for this study. The present study is to explore the predictors that significantly contribute to Academic Resilience among secondary school students with emigrant fathers in Malappuram district. The investigator adopted survey method to identify the learner and home related predictors of Academic Resilience among secondary school students with emigrant fathers in Malappuram district.

The study is conducted in six phases. Each phase of the study is explained below.

In phase I, a detailed review of literature on Academic Resilience among adolescents was carried out to identify its domains. It was found that there are four major domains viz., learner, home, school and community. Out of these, learner and home domains were selected because the review shows that they are the potential domains affecting academic resilience of the specified population.

In phase II, the investigator listed out all the possible learner and home related variables based on the review. From these, eleven learner and five home related

variables were selected by analyzing review of literature specifically on students with emigrant father. These are considered as the independent variables of the study.

In phase III, tools were constructed based on the identified learner and home related variables to collect data. The tools developed and used for the study viz., Scale on Academic Behaviour, Scale on Peer Relationship, Scale on Social Competence, Scale on Home Environment, Scale on Parenting styles and Academic Achievement Test.

In phase IV, the tryout of the prepared tools and its standardization process were carried out. Data were collected by administering the final tool.

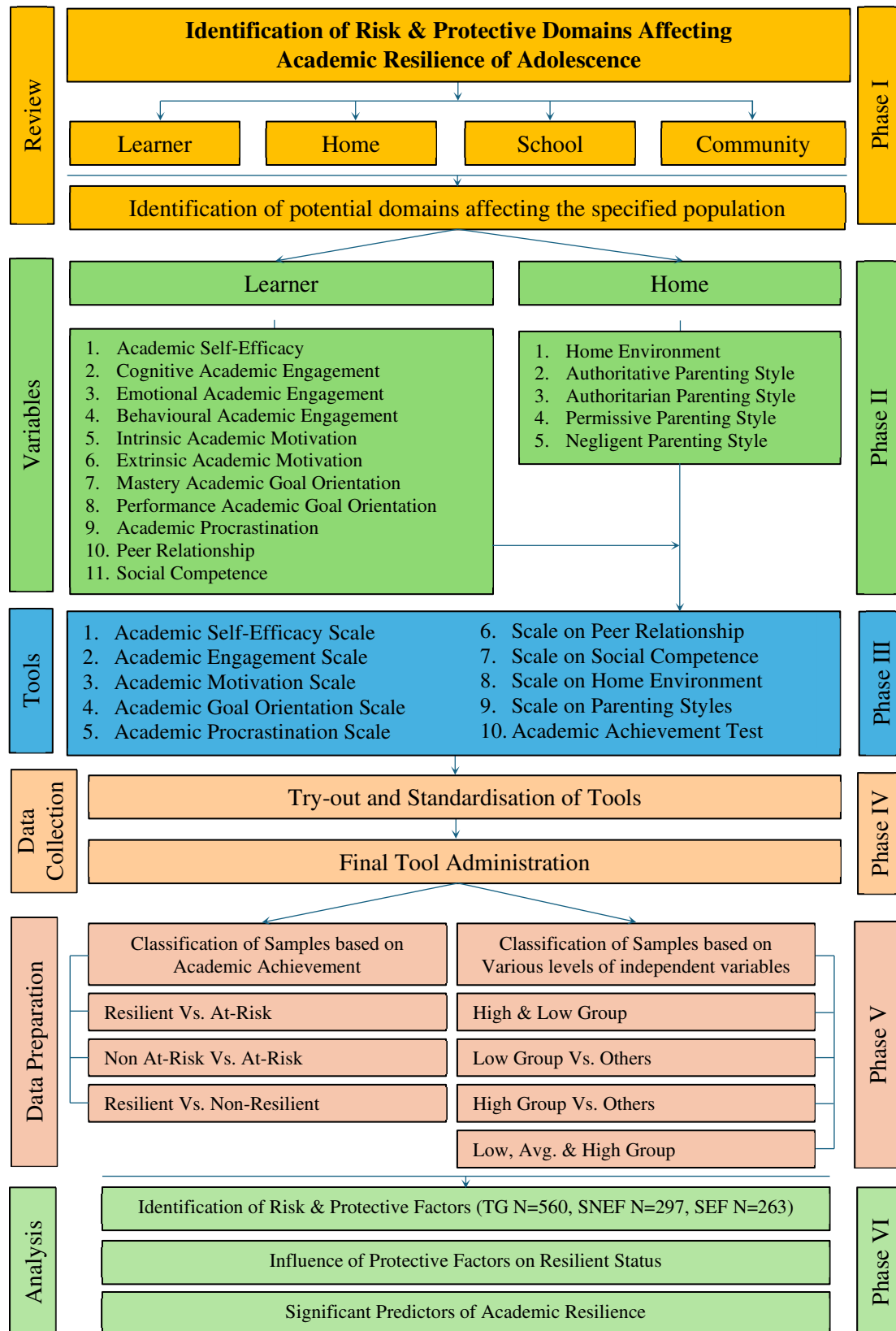
In phase V, for the purpose of analysis, the sample was classified based on two criteria: academic achievement and levels of 16 independent variables.

In phase VI, analysis of data is carried out to meet the objectives of the study.

All the six phases of the study are illustrated in figure 1.

Figure 1

Outline of the Six Phases



Tools Used for the Study

Collection of relevant data is an important aspect of any research work. The selection of suitable tool is of vital importance for successful research. Based on the Learner and Home related risk and protective factors, tools were constructed to collect data. Items under each scale were constructed by analyzing the components of each variable and resilience literature.

The tools used in this study are as follows.

1. Scale on Academic Behaviour
2. Scale on Peer Relationship
3. Scale on Social Competence
4. Scale on Home Environment
5. Scale on Parenting styles
6. Academic Achievement Test

The development of each tool is described in the following section. The general pattern of tool description is: a) planning, b) preparation, c) tryout and d) finalisation. Scale on Academic Behaviour, Scale on Peer Relationship, Scale on Social Competence, Scale on Home Environment, Scale on Parenting styles were prepared by the investigator with the help of the supervising teacher. Academic Achievement Test is an adapted and revalidated version.

1. Scale on Academic Behaviour

Academic Behaviour refers to the manner, deportment or moral conduct that an individual encompasses (Webster, 2006). Scale on Academic Behaviour is a

composite scale consisting of Academic Self-Efficacy Scale, Academic Engagement Scale, Academic Motivation Scale, Academic Goal Orientation Scale and Academic Procrastination Scale.

Planning

Scale on Academic Behaviour deal with the academic behavioural aspects of students that influence their academic performance. Academic Self-Efficacy, Academic Engagement, Academic Motivation, Academic Goal Orientation and Academic Procrastination are the five main variables included under this scale. Hence this scale has five subscales. The five subscales are

- i. Academic Self-Efficacy Scale
- ii. Academic Engagement Scale
- iii. Academic Motivation Scale
- iv. Academic Goal Orientation Scale
- v. Academic Procrastination Scale

It is decided to develop a Likert type five-point scale. The statements were planned to frame with five responses viz; completely agree, agree, neither agree nor disagree, disagree and completely disagree. The total score corresponding to each subscale was taken as the students' scores of Academic Self-Efficacy, Academic Engagement, Academic Motivation, Academic Goal Orientation and Academic Procrastination. The preparation of subscales is given separately.

Preparation

Academic Self-Efficacy Scale. Self-efficacy is a psychological construction grounded in social learning theory, is well researched in social psychology. The self-efficacy theory as originated from this cognitive theory holds that the initiation and persistence of specific behaviour and courses of activity are affected by beliefs about one's behavioural capabilities and ability to handle obstacles in the environment. Strong efficacy beliefs provide a person greater confidence in their ability to carry out an action. Beliefs about self-efficacy have a significant impact on our goals and accomplishments by influencing personal choice, motivation, and our patterns and emotional reactions (Bandura, 1977).

Academic Self-efficacy refers to an individual's belief in their ability to successfully perform academic tasks or achieve academic goals. The draft scale consists of 26 statement based on students' beliefs and attitudes toward their abilities to achieve academic success, beliefs in their capability to fulfill academic tasks and the successful learning of the materials, capability to plan, carryout and regulate their task performance, capability to attain a specific academic goal and competence to do their classwork. The statements in the tool were framed in a Likert type five-point scale, having responses ranging from completely disagree to completely agree. Out of the 26 items, 17 are positive and 9 are negative.

Sample items are given below.

- I can schedule my study activities on a timely basis
- I am confident that I can get high marks

Academic Engagement Scale. Academic engagement comprises academic participation, which includes students' effort in both inside and outside of classroom, such as time spent on homework, meeting deadlines and class attendance and academic identification, which refers to positive relationships with teachers, interest in subject matter and associated behaviors and attitudes. Academic Engagement encompasses, cognitive, emotional and behavioral dimensions (Blumenfeld & Paris, 2004). So, the investigator focused on the three dimensions Viz, Cognitive, Emotional and Behavioral Engagement as the major dimensions of Academic Engagement.

Description of each of these dimensions are given below.

Cognitive Engagement consists of investment in learning and the readiness to work hard to master in difficult tasks. It is related to intellectual involvement in classroom and academic activities, raising questions to teachers for clarification of ideas, perseverance in challenging tasks, self-regulation, learning goals, investment in learning, perceptions and beliefs, student's effort, investment and strategies for learning, student's thoughtfulness and willingness to master difficult skills.

Sample items are given below.

- Events / news related to learning in the social media are never avoided
- It is my nature to learn the same thing in different ways

Emotional Engagement in classroom learning refers to the student's emotional involvement in learning activities. Teachers can encourage students' positive emotions in various way that will help them learn more effectively. They try to reduce disruptive behavior and prevent students from dropping out. It involves relationship

with teachers, peers and academics. Emotional engagement covers respect towards teachers, expressing happiness and sorrows to friends, having faith in teachers, supporting the friends' talents etc.

Sample items are given below.

- Even minor setbacks can discourage me from attending school activities
- Personal matters are openly communicated to the teachers.

Behavioural engagement is the observable act of students being involved in learning. It refers to student's participation in academic activities and efforts to perform academic task. That means behavioural engagement involves participating in school related activities, participation in academic and learning process, positive conducts and avoidance of negative behaviours. It includes completing assignments on time, taking part in school club activities, keeping school equipment and premises neatly, showing respect for both teachers and non-teaching staffs. Home based behaviour means homework completion which reflects the engagement with work set by teachers that students are expected to undertake outside of school hours. Classroom based behaviour involves classroom participation which reflects students' active involvement in the classroom, such as class discussion and group work during class. School relevant behavior means absenteeism and is typically the most visible signs of students' behavioural disengagement.

Sample items are given below.

- I am a person who arrives at school on time
- I follow the rules of the school

The statements in the tool were framed in a Likert type five-point scale, having responses ranging from completely agree to completely disagree. The draft scale consists 39 items, in which items 1 to 12 under Behavioural Engagement, 13 to 24 under Emotional Engagement and 25 to 39 under Cognitive Engagement. The draft scale includes 29 positive and 10 negative items. The dimension wise distribution of items in Academic Engagement Scale is given in Table 1.

Table 1

Dimension Wise Distribution of Items in Academic Engagement Scale

Dimensions	Number of items
Cognitive Engagement	15
Emotional Engagement	12
Behavioural Engagement	12
Total	39

Academic Motivation Scale. Academic Motivation is a student's desire (as reflected in approach, persistence and level of interest) regarding academic subjects when the student's competence is judged against a standard or performance or excellence (Diperna & Elliot, 1999; Mc Clelland, 1961; Wigfield & Eccles, 2002). Academic motivation refers to a student's interest, desire, compulsion and need to participate in and be successful in the learning process (Romando, 2007).

Academic motivation is divided into two types: Intrinsic and Extrinsic motivation. Intrinsic motivation refers to the motivation that is come from the pleasure or fulfillment one experiences when performing a task. The three types of intrinsic motivation can be identified as intrinsic motivation to know, to accomplish things and

to experience stimulation. Extrinsic motivation encompasses a range of behaviors that are performed as a means to an end and not for their own sake. This type of motivation originates from external sources and is driven by factors such as rewards, including money or academic grades. It is characterized by a state of cognitive or emotional stimulation aimed at obtaining a reward or avoiding negative outcomes. Extrinsic motivation consists of external regulation, introjected regulation and identified regulation (Deci & Ryan, 1985).

The statements in the tool were framed in a Likert type five-point scale, having responses ranging from completely agree to completely disagree. The draft scale consists 14 items, in which 1 to 7 under Intrinsic Academic Motivation and 8 to 14 under Extrinsic Academic Motivation. All of the statements are positive.

Sample items are given below.

- I like to take part in study related discussions (Intrinsic Academic Motivation)
- I study only at the insistence of my parents (Extrinsic Academic Motivation)

The dimension wise distribution of items in Academic Motivation Scale is given in Table 2.

Table 2

Dimension Wise Distribution of Items in Academic Motivation Scale

Dimensions	Number of Items
Intrinsic Academic Motivation	7
Extrinsic Academic Motivation	7
Total	14

Academic Goal Orientation Scale. Goals are defined as the end toward which effort is directed. Goal orientations are patterns of beliefs about goals linked to academic success. The dominant theoretical approach to goal orientations in academic settings is one that distinguishes between mastery and performance orientations (Pintrich & Schunk, 2002). So, the investigator focused on the two dimensions Viz, mastery and performance goal orientations.

Description of the two goal orientations are given below.

Mastery goal is an individual's intention to acquire and develop new skills, regardless of how performance suffers. It is to improve to learn, no matter how awkward they appear. They are task involved learners. The students who establish mastery goals emphasis on learning the material and becoming an expert at the tasks. They are more likely to try appropriate help, use deeper cognitive processing approaches, apply better study strategies and approach academic task with confidence. Mastery-oriented students are primarily concerned with enhancing their learning, competency and skills, exhibiting an interest in challenges, pursuing improvement in personal learning independent of others' performance. Mastery approach orientation leads one to attempt to complete the task in order to increase knowledge (Elliot,1999).

Sample items are given below.

- My goal is to gain in-depth knowledge
- My study is with a clear purpose/goal

Performance goal is an individual's intention to see perform well to others. The students who have performance goal orientation focused on getting good

academic grades, or they may be more concerned with winning and beating other students. They are ego involved learners and seek attention for good performance. They compare their grades with their classmates and select tasks that are most likely to result in positive evaluations. When students set performance goals, they are primarily concerned with proving their performance and ability in relation to the accomplishments of others. Performance goals lead students to attempt appearing competent or to avoid appearing incompetent when compared to others (Dweck, 1986).

Sample items are given below.

- My goal is to make my study better than others
- My goal is to avoid defeat anyway

The statements in the tool were framed in a Likert type five-point scale, having responses ranging from completely agree to completely disagree. The draft scale consists 16 items, in which items 1 to 8 under Mastery Goal Orientation and 9 to 16 under Performance Goal Orientation. All of the statements are positive. The dimension wise distribution of items in Academic Goal Orientation Scale is given in Table 3.

Table 3

Dimension Wise Distribution of Items in Academic Goal Orientation Scale

Dimensions	Number of items
Mastery Goal Orientation	8
Performance Goal Orientation	8
Total	16

Academic Procrastination Scale. Procrastination is considered as a behavioural tendency in delaying what is required to accomplish the goal. Academic Procrastination refers to the tendency to needlessly put off tasks or activities related on learning and studying. In this scale, the researcher focuses on six aspect of Academic Procrastination, viz; psychological beliefs about abilities, distraction of attention, social factors of procrastination, time management skills, personal initiative and laziness (McCloskey, 2011).

Description of each aspect is given below.

Psychological beliefs about abilities. Procrastinators tend to rationalize their tendencies to put things off and their ability to work under pressure (Wohl, Pychyl & Bennett, 2010). Students with academic procrastination prefer to work under pressure whether actively or passively.

Distraction of attention. Students with academic procrastination are easily distracted by more interesting or fun activities. So, they mostly give important to the more pleasing activities ahead of appointments or deadlines. Instead of working on more important tasks, people who procrastinate often sleep, watch television, or play to avoid having to deal with their responsibilities. Those who procrastinate consistently turn to other activities and behaviours rather than concentrating on an intended course of action (Klassen, Krawchuk & Rajan, 2008).

Social Factors of Procrastination. Social factors like friends and family could keep one from keeping timelines. The task avoidance to school work as one of the major reasons for procrastinators (Brownlow & Reisinger, 2000; Schraw, 2007).

Time Management Skills. Poor time management can lead to a number of problems such as failing to submit the assignment, unintentionally delaying studying until the very last minute and focusing on unimportant tasks instead of academic work.

Personal Initiative. Initiative is a general readiness or ability to begin or carry out tasks energetically (Mish, 1994). Those students who possess personal initiative for completing their academic work procrastinate to a lesser extent.

Laziness. Laziness is a tendency to avoid work even when physically able (Mish, 1994). Aversiveness and laziness were factors that accounted for 18 percent of the variance in reasons for students' procrastination (Solomon & Rothblun, 1984).

Sample items are given below.

- It is my habit to procrastinate learning
- It is very difficult to get started with learning every day

The statements in the tool were framed in a Likert type five-point scale, having responses ranging from completely agree to completely disagree. The draft scale consists 20 items in which 17 are positive and 3 are negative.

Scoring

A common scoring scheme is used for all subscales. A five-point Likert scale, with responses varying from, completely agree to completely disagree, was used to measure the Academic Self-Efficacy Scale, Academic Motivation Scale, Academic Engagement Scale, Academic Goal Orientation Scale and Academic Procrastination Scale. For a positive statement the score given is 5, 4, 3, 2 and 1 for the responses viz.,

completely agree, agree, neither agree nor disagree, disagree and completely disagree. Scoring scheme is reversed for negative items. The total score corresponding to each variable was taken as the respective score of Academic Self-Efficacy, Academic Motivation, Academic Engagement, Academic Goal Orientation and Academic Procrastination.

Tryout

The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristics. The five sub scales of Scale on Academic Behaviour was administered to 370 ninth standard students of Malappuram district selected by stratified sampling techniques giving due representation to gender, locale and type of management. The responses were scored, and item analysis was performed separately for each subscale using the conventional procedure advocated by Edwards (1957) for Likert type statements.

The data and results of item analysis for each sub scale are given in Table 4 to Table 8.

Table 4*Data and Results of Item Analysis of Academic Self-Efficacy Scale*

Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
1	4.44	2.59	0.78	1.42	11.40
2	3.81	3.18	1.22	1.25	3.61
3	3.75	2.57	1.29	1.39	6.23
4	4.75	3.09	0.76	1.39	10.51
5	4.95	3.35	0.22	1.45	10.90
6	4.50	2.93	0.66	1.27	11.00
7	4.92	3.35	0.27	1.34	11.51
8	4.32	3.67	1.25	1.48	3.35
9	4.68	3.40	0.8	1.31	8.33
10	4.58	2.81	0.59	1.24	12.85
11	4.65	2.69	0.58	1.28	13.93
12	4.52	2.91	0.72	1.31	10.77
13	4.06	2.50	0.69	1.14	11.68
14	4.36	2.53	0.77	1.18	12.94
15	4.78	2.95	0.48	1.29	13.28
16	4.82	3.07	0.39	1.37	12.27
17	4.18	2.89	1.16	1.25	7.58
18	4.29	2.72	0.92	1.23	10.20
19	4.26	2.95	0.97	1.26	8.24
20	4.28	2.72	1.06	1.34	9.11
21	4.84	2.98	0.51	1.51	11.67
22	4.41	3.02	1.05	1.29	8.35
23	4.72	3.14	0.68	1.21	11.34
24	4.69	2.93	0.53	1.21	13.36
25	4.71	3.13	0.52	1.39	10.65
26	4.50	2.96	0.66	1.26	10.81

Table 5*Data and Results of Item Analysis of Academic Engagement Scale*

Dimensions	Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
Behavioural Engagement	1	4.92	3.30	0.31	1.50	10.52
	2	4.95	3.63	0.22	1.44	9.06
	3	4.74	3.27	0.54	1.27	10.64
	4	4.91	3.54	0.57	1.54	8.34
	5	4.73	3.14	0.63	1.27	11.13
	6	3.8	2.61	1.42	1.28	6.20
	7	4.71	2.87	0.54	1.24	13.57
	8	4.01	2.68	1.29	1.42	6.89
	9	4.93	3.52	0.29	1.41	9.74
	10	4.66	2.79	0.65	1.22	13.46
	11	4.69	2.98	0.54	1.29	12.17
	12	4.31	2.54	0.77	1.13	12.91
Emotional Academic Engagement	13	4.93	3.24	0.32	1.47	11.22
	14	4.76	3.07	0.61	1.33	11.58
	15	3.41	2.54	1.53	1.13	4.56
	16	4.72	3.04	0.78	1.25	11.42
	17	4.39	3.1	1.18	1.37	7.14
	18	4.88	3.16	0.33	1.36	12.28
	19	4.8	2.99	0.49	1.21	13.85
	20	4.95	3.51	0.22	1.36	10.46
	21	4.09	2.44	1.14	1.28	9.63
	22	4.1	2.72	1.08	1.30	8.16
	23	4.85	3.33	0.36	1.37	10.73
	24	4.57	2.78	0.88	1.47	10.43
Cognitive Academic Engagement	25	4.81	3.15	0.42	1.26	12.45
	26	4.89	3.44	0.31	1.31	10.8
	27	4.45	2.93	0.88	1.26	9.86
	28	4.85	3.04	0.36	1.31	13.33
	29	4.41	2.71	0.78	1.16	12.18
	30	3.98	2.62	1.07	1.16	8.60
	31	4.53	2.67	0.89	1.41	11.12

Dimensions	Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
Cognitive Academic Engagement	32	4.3	2.6	1.01	1.29	10.35
	33	4.02	2.86	1.31	1.18	6.58
	34	4.11	2.66	1.14	1.22	8.68
	35	4.47	3.06	1.02	1.15	9.16
	36	4.14	3.09	1.27	1.32	5.73
	37	4.05	2.63	1.19	1.32	7.99
	38	4.35	2.72	0.96	1.25	10.36
	39	4.69	2.93	0.53	1.32	12.39

Table 6*Data and Results of Item Analysis of Academic Motivation Scale*

Dimensions	Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
Intrinsic Academic Motivation	1	4.91	2.97	0.29	1.43	13.29
	2	4.56	2.54	0.66	1.04	16.44
	3	4.95	3.23	0.26	1.30	12.96
	4	4.86	2.90	0.35	1.24	15.18
	5	4.58	2.62	0.59	1.15	15.14
	6	4.65	3.12	0.54	1.20	11.63
	7	4.54	2.73	0.64	1.13	13.96
Extrinsic Academic Motivation	8	2.75	1.22	1.18	0.64	11.41
	9	2.67	1.00	1.45	0.00	11.52
	10	3.25	1.11	1.14	0.45	17.47
	11	3.59	1.49	1.3	0.83	13.63
	12	3.30	1.04	1.34	0.20	16.72
	13	3.88	1.73	1.15	1.10	13.52
	14	3.64	1.17	1.21	0.55	18.57

Table 7*Data and Results of Item Analysis of Academic Goal Orientation Scale*

Dimensions	Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
Mastery Academic Goal Orientation	1	4.73	2.75	0.63	1.23	14.27
	2	4.86	3.0	0.43	1.16	15.01
	3	4.45	2.73	0.64	1.12	13.35
	4	4.06	2.86	1.26	1.18	6.89
	5	4.55	2.44	0.68	1.13	15.94
	6	4.75	2.96	0.46	1.26	13.33
	7	4.58	2.84	0.69	1.24	12.25
	8	4.97	3.65	0.17	1.29	10.08
Performance Academic Goal Orientation	9	4.79	2.58	0.43	1.37	15.36
	10	4.89	3.19	0.34	1.30	12.64
	11	4.59	2.94	0.64	1.22	11.98
	12	4.91	3.22	0.32	1.38	11.91
	13	4.68	2.44	0.48	1.38	15.22
	14	4.68	2.46	0.95	1.18	14.61
	15	4.7	2.78	0.49	1.26	14.34
	16	4.71	3.08	0.54	1.30	11.59

Table 8*Data and Results of Item Analysis of Academic Procrastination Scale*

Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
1	3.56	1.85	1.05	1.06	11.48
2	3.02	1.48	1.29	0.90	9.75
3	3.93	2.61	1.14	1.38	7.39
4	3.75	2.04	1.18	1.26	9.91
5	3.38	1.49	1.32	0.94	11.69
6	3.46	1.47	1.27	0.87	12.95
7	3.02	1.31	1.36	0.72	11.09
8	3.49	1.48	1.24	1.05	12.36

Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
9	3.55	1.4	1.21	0.76	15.02
10	3.37	1.4	1.28	0.89	12.62
11	2.65	1.47	1.44	0.88	6.99
12	2.97	1.38	1.40	0.80	9.84
13	3.10	1.26	1.32	0.61	12.63
14	3.24	1.38	1.19	0.91	12.37
15	3.22	2.18	1.25	1.29	5.79
16	3.42	2.33	1.26	1.32	5.98
17	3.43	1.64	1.11	1.08	11.56
18	3.75	1.77	1.10	1.08	12.81
19	3.12	2.01	1.23	1.28	6.24
20	3.6	2.00	1.12	1.19	9.76

Finalisation

Items with critical ratio greater than 2.58 were selected for the final scale. Distribution of items in Scales on Academic Behaviour is given in Table 9 and copies of the Malayalam and English versions of the final Scale on Academic Behaviour are given as Appendices 1 and 2.

Table 9

Distribution of Items in Scale on Academic Behaviour

Subscales	Number of items
Academic Self-Efficacy Scale	26
Academic Motivation Scale	14
Academic Engagement Scale	39
Academic Goal Orientation Scale	16
Academic Procrastination Scale	20

Reliability

The reliability of each subscale was established using test-retest method. The scales were first administered on a sample of 33 ninth standard students in Malappuram district, and a retest was conducted after three weeks. The correlation coefficient between test and retest scores for the five subscales and the internal consistency of each scale was also estimated by calculating Cronbach's alpha coefficient and are given in Table 10.

Table 10

Test-Retest Reliability and Cronbach's Alpha Coefficient for Scale on Academic Behaviour

Scale on <i>Academic Behaviour</i>	Test-Retest Reliability (N=33)	Cronbach's Alpha Coefficient (N=370)
Academic Self-Efficacy Scale	0.69	0.88
Academic Motivation Scale	0.64	0.78
Academic Engagement Scale	0.67	0.90
Academic Goal Orientation Scale	0.72	0.81
Academic Procrastination Scale	0.67	0.82

The obtained coefficients revealed that the subscales viz., Academic Self-Efficacy Scale, Academic Motivation Scale, Academic Engagement Scale, Academic Goal Orientation Scale and Academic Procrastination Scale are reliable to measure the respective variables.

Validity

An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criterion. Validity is defined as the quality

of a data gathering instrument or procedure that ensures to measure what is supposed to measure (Best & Khan, 2019). The validity of the present scale was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring (Garret, 2007). The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence, the scale possesses face validity.

Criterion related validity of the Subscales of Scale on Academic Behaviour viz., Academic Self-efficacy Scale, Academic Motivation Scale, Academic Goal Orientation Scale and Academic Procrastination Scale was established by correlating the respective scores with the scores of the subscales of Scale of Protective Factors (Neena & Gafoor, 2012) using a sample of 33 students. For Academic Engagement Scale, criterion related validity is established through Academic Engagement Scale (Vilasini & Mumthas, 2019). The correlation coefficients obtained for each subscale indicating that the scale is valid to measure the respective variables. The details of the criterion related validity are given in Table 11.

Table 11

Criterion Related Validity Coefficients for Scale on Academic Behaviour

Subscales	Validity Coefficients
Academic Self-Efficacy Scale	0.72
Academic Motivation Scale	0.77
Academic Engagement Scale	0.74
Academic Goal Orientation Scale	0.78
Academic Procrastination Scale	0.69

The correlation coefficients obtained for each subscale indicating that the Scale on Academic Behaviour is valid to measure the respective variables.

2. Scale on Peer Relationship

The construction of Scale on Peer Relationship is explained under separate headings.

Planning

Scale on Peer Relationship was planned to prepare in order to measure the extent of Peer Relationship among secondary school students. Peer Relationship is the perceived level of relationship quality and acceptance of adolescents' experience from their peer groups. The items in the scale assess the extent to which students feel they are supported by and have positive relationship with their peers. In positive peer relationships, students are encouraged to work together, build social relationships, develop friendship, adopt leadership role, participate in discussion and facilitate each other's learning, learn to communicate and cooperate, being able to develop trusting relationships etc.

Preparation

While writing items for the scale, care was taken to make it clear and simple. Thirty statements were written and have undergone discussion with experts. According to the suggestions from experts some items were discarded and some were modified. The draft scale consists 27 items in which 15 are positive and 12 are negative. The statements in the tool were framed in a Likert type five-point scale, having responses ranging from completely agree to completely disagree.

Sample items are given below.

- Friends do not involve me in learning activities
- I often tell my friends about my problems

Scoring

As the present scale is a Likert type scale, response can be made in five-point scale like- completely agree, agree, neither agree nor disagree, disagree and completely disagree. For a positive statement the score given is 5,4,3, 2 and 1 for the completely agree, agree, neither agree nor disagree, disagree and completely disagree. Scoring scheme is reversed for negative items. The scores on all the items are added to get the total score for Peer Relationship.

Tryout

The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristics. Scale on Peer Relationships was administered to 370 ninth standard students in Malappuram district selected by stratified sampling techniques giving due representation to gender, locale and type of management. The responses were scored, and item analysis was performed using the conventional procedure advocated by Edwards (1957) for Likert type statements.

The data and results of item analysis for Scale on Peer Relationship are given in Table 12.

Table 12*Data and Results of Item Analysis of Scale on Peer Relationship*

Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
1	4.84	3.61	0.62	1.50	7.57
2	4.8	3.18	0.74	1.51	9.62
3	4.88	3.63	0.49	1.55	7.67
4	4.84	3.20	0.59	1.34	11.16
5	4.88	3.45	0.41	1.27	10.69
6	4.83	3.21	0.55	1.46	10.39
7	4.72	3.02	0.88	1.24	11.19
8	5.00	3.87	0.00	1.31	8.64
9	4.84	3.64	0.71	1.47	7.34
10	4.79	3.34	0.54	1.38	9.79
11	4.55	2.82	0.74	1.21	12.19
12	4.74	2.89	0.48	1.39	12.49
13	4.77	3.28	0.51	1.32	10.54
14	4.47	3.2	1.18	1.39	6.97
15	4.94	3.4	0.31	1.33	11.31
16	4.76	3.19	0.85	1.42	9.48
17	4.91	3.30	0.40	1.34	11.53
18	4.84	3.12	0.68	1.37	11.24
19	4.96	3.52	0.40	1.40	9.90
20	4.75	3.01	0.73	1.25	12.01
21	4.82	3.27	0.59	1.35	10.53
22	4.54	3.13	1.11	1.51	7.52
23	4.95	3.38	0.33	1.49	10.25
24	4.70	2.89	0.76	1.25	12.35
25	4.82	3.32	0.46	1.35	10.49
26	4.97	3.26	0.17	1.61	10.55
27	4.72	3.10	0.91	1.36	9.89

Finalisation

Items with critical ratio greater than 2.58 were selected for the final scale. Hence the final scale consists of 27 items, of which 15 are positive and 12 are negative. Copies of the Malayalam and English versions of the final scale are provided as Appendices 3 and 4 respectively.

Reliability

The reliability of the scale was established using test-retest method. The scale was first administered on a sample of 33 ninth standard students in Malappuram district, and a retest was conducted after three weeks. The correlation coefficient between test and retest scores for the Scale on Peer Relationship is 0.78 and the internal consistency of the scale by calculating Cronbach's alpha coefficient is 0.88. The obtained coefficient shows the scale is highly reliable to measure Peer Relationship among secondary school students.

Validity

The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence, the scale possesses face validity.

Criterion related validity is established through Scale of Peer Support (Neena & Gafoor,2012). The correlation coefficient obtained is 0.67 indicating the scale is valid to measure the extent of Peer Relationship among secondary school students.

3. Scale on Social Competence

The construction of Scale on Social Competence is explained under separate headings.

Planning

Scale on Social Competence was planned to prepare in order to measure the Social Competence among secondary school students. Social competence includes all the social, emotional and cognitive knowledge and skills children need to achieve their goals and to be effective in their interactions with others (Davidson, Welsh & Bierman, 2006; Rose-Krasnor & Denham, 2009). Social competence has been conceptualized as adopting social values, development of a sense of positive self-identity, acquisition of interpersonal knowledge and skill, planning and decision making, and emotional intelligence (Kostelnik, et al., 2002).

Description of each of these dimensions is given below.

Adopting social values. Social competence is described as encompassing caring, equity, honesty, social justice, responsibility, healthy lifestyles and sexual attitudes, and flexibility. Social values are likely to vary by culture.

Development of a sense of positive self-identity. Positive self-identity includes sense of competence, personal power, sense of self-worth, sense of purpose, positive view of future and control impulses. Children who feel good about themselves in these capacities are more likely to have positive interpersonal relationships, and anticipate success in their encounters with other people (Walsh,

1994). In turn, as a result of their social acceptance and success, it is likely that their positive sense of self-worth and competence is enhanced.

Acquisition of interpersonal knowledge and skill. Social competence is the ability of understanding other's needs and feeling, articulating one's own ideas and needs, solving problems, cooperating and negotiating, expressing emotion, adjusting behaviour to meet the demands of different situations and initiating and maintaining friendship, assert own ideas, accepting others ideas and acknowledge other people rights.

Planning and decision-making. The ability to act in a purposeful way, by making choices, developing plans, solving problems, and carrying out positive actions to achieve social goals.

Emotional Intelligence. Recognizes emotions in self and others, demonstrates empathy, gives and receives emotional support, labels emotions and communicates feelings constructively, manages frustration, disappointment and distress in healthy ways.

Preparation

While writing items for the scale based on the above dimensions, care was taken to make it clear and simple. Based on the six dimensions 36 statements were written and have undergone discussion with experts. According to the suggestions from experts some items were discarded and some were modified. The draft scale consists 27 items in which 14 are positive and 13 are negative. The statements in the

tool were framed in a Likert type five-point scale, having responses ranging from completely agree to completely disagree.

Sample items are given below.

- I tend to stay away from the environment that affects me badly
- It is possible to take a clear stand on social issues

Scoring

As the present scale is a Likert type scale, response can be made in five-point scale like- completely agree, agree, neither agree nor disagree, disagree and completely disagree. For a positive statement the score given is 5,4,3, 2 and 1 for the completely agree, agree, neither agree nor disagree, disagree and completely disagree respectively. Scoring scheme is reversed for negative items. The scores on all the items are added to get the total score for Social Competence.

Try out

The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristics. Scale on Social Competence was administered to 370 ninth standard students in Malappuram district selected by stratified sampling techniques giving due representation to gender, locale and type of management. The responses were scored, and item analysis was performed using the conventional procedure advocated by Edwards (1957) for Likert type statements.

The data and results of item analysis for Scale on Social Competence are given in Table 13.

Table 13*Data and Results of Item Analysis of Scale on Social Competence*

Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
1	4.70	3.23	0.45	1.35	10.71
2	4.90	3.38	0.26	1.38	11.15
3	4.76	3.36	0.68	1.31	9.49
4	4.18	2.94	0.93	1.23	8.06
5	4.25	2.91	1.09	1.16	8.42
6	4.43	3.04	.93	1.24	8.96
7	4.60	3.06	1.06	1.37	8.88
8	4.61	3.17	0.87	1.39	8.75
9	4.65	3.14	0.58	1.38	10.11
10	4.11	3.05	1.13	1.26	6.28
11	4.61	2.83	1.00	1.39	10.40
12	4.73	2.88	0.74	1.32	12.24
13	4.40	3.26	0.85	1.36	7.100
14	3.87	2.91	1.45	1.57	4.49
15	4.52	2.95	0.93	1.27	9.97
16	4.70	3.01	0.85	1.43	10.16
17	4.51	3.3	0.82	1.23	8.19
18	4.47	2.83	1.14	1.47	8.81
19	4.78	3.0	0.72	1.34	11.70
20	4.34	3.17	0.99	1.40	6.81
21	3.37	2.84	1.50	1.29	2.68
22	4.74	3.33	0.52	1.25	10.42
23	4.60	3.05	0.91	1.34	9.59
24	4.26	2.84	1.17	1.37	7.89
25	4.63	3.15	0.96	1.44	8.56
26	4.30	3.12	0.89	1.34	7.34
27	4.91	3.38	0.45	1.50	9.75

Finalisation

Items with critical ratio greater than 2.58 were selected for the final scale. Hence the final scale consists all the 27 items, of which 14 are positive and 13 are negative. Copies of the Malayalam and English versions of the final scale are provided as Appendices 5 and 6 respectively.

Reliability

The reliability of the scale was established using test-retest method. The scale was first administered on a sample of 33 ninth standard students in Malappuram district, and a retest was conducted after three weeks. The correlation coefficient between test and retest scores for the Scale on Social Competence is 0.69 and the internal consistency of the scale by calculating Cronbach's alpha coefficient is 0.84. The obtained coefficient shows the scale is highly reliable to measure Social Competence among secondary school students.

Validity

The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence, the scale possesses face validity.

Criterion related validity is established through Scale of Social Competence (Neena & Gafoor,2012). The correlation coefficient obtained is 0.71 indicating the scale is valid to measure the extent of Social Competence among secondary school students.

4. Scale on Home Environment

The tool is prepared and standardized by the investigator with the assistance of supervising teacher. The procedure followed in the construction of the tool is described below.

Planning

Home Environment refers to the psychological atmosphere of the home and describes the level of cognitive, emotional, and social support that has been access to the child. Home environment has consistently been found to be positively associated with a child's academic performance (Hara & Burke, 1998; Hill & Craft, 2003).

Parental expectations, parental monitoring and sibling relationships are considered for knowing the home environment of secondary school students. Parental expectation is defined as parents' beliefs or judgments for their children's future achievements as reflected in schools (Seginer, 1983). It is an aspect of parental attitudes and are the hopes and aspirations that parents might have for their children. Parental expectation was the greatest impacting parenting variable for academic achievement (Fan & Chen, 2001; Jeynes, 2007). A meta-analysis assessed concurrent and longitudinal associations between parental expectations and child achievement, and factors that mediate the effect of expectations on achievement (Pinquart & Ebeling, 2019).

Parental monitoring is a hypothetical psychological construct defined as a set of correlated parenting behaviours involving awareness, communication, concern, supervision and tracking of adolescent behaviour.

Sibling relationships that could lead younger siblings to behave more like their older siblings. The younger siblings view older siblings as role models with whom they can identify, leading to similar behaviors and outcomes (Whiteman & Christiansen, 2008). Receiving support from brothers was associated with higher academic achievement for adolescent boys but not for girls (Milevsky & Levitt, 2005).

Preparation

While writing items for the scale, great care was taken to make it clear and simple. Twenty five statements were written and have undergone discussion with experts. According to the suggestions from experts some items were discarded and some were modified. The draft scale consists 20 items in which 12 are positive and 8 are negative. The statements in the tool were framed in a Likert type five-point scale, having responses ranging from completely disagree to completely agree.

Sample items are given below.

- My parents' belief is that there will be no bad deeds from me.
- No one at home pays attention to my studies except my parents.
- Parents are a failure in enquiring my daily routine.

Scoring Procedure

As the present scale is a Likert type scale, response can be made in five-point scale like- completely agree, agree, neither agree nor disagree, disagree and completely disagree. For a positive statement the score given is 5, 4, 3, 2 and 1 for the options completely agree, agree, neither agree nor disagree, disagree and completely disagree. Scoring scheme is reversed for negative items. The scores on all the items are added to get the total score for Home Environment.

Tryout

The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristics. Scale on Home Environment was administered to 370 ninth standard students in Malappuram district selected by stratified sampling techniques giving due representation to gender, locale and type of management. The responses were scored, and item analysis was performed using the conventional procedure advocated by Edwards (1957) for Likert type statements.

The data and results of item analysis for Scale on Home Environment are given in Table 14.

Table 14*Data and Results of Item Analysis of Scale on Home Environment*

Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
1	4.93	3.16	0.29	1.59	10.97
2	4.95	3.17	0.22	1.55	11.37
3	4.85	3.49	0.70	1.48	8.30
4	4.93	3.18	0.43	1.47	11.45

Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
5	4.96	3.07	0.28	1.44	12.85
6	4.8	3.06	0.67	1.50	10.58
7	4.92	3.55	0.56	1.54	8.36
8	4.98	3.67	0.14	1.37	9.50
9	4.38	3.13	1.13	1.43	6.86
10	4.88	2.90	0.33	1.37	14.01
11	4.14	2.68	1.26	1.48	7.51
12	4.76	3.18	0.45	1.43	10.53
13	4.84	3.13	0.65	1.39	11.15
14	4.06	2.94	1.46	1.53	5.31
15	4.25	2.85	0.95	1.48	7.97
16	4.96	3.51	0.19	1.45	9.89
17	4.94	3.22	0.34	1.50	11.17
18	4.79	3.30	0.56	1.37	10.09
19	4.30	3.04	1.28	1.60	6.14
20	4.90	3.24	0.50	1.37	11.36

Finalisation

Items with critical ratio greater than 2.58 were selected for the final scale. Thus, all items are selected for the final scale. The final scale consists 20 items in which 12 are positive and 8 are negative.

Copies of the Malayalam and English versions of the final scale are provided as Appendices 7 and 8 respectively.

Reliability

The reliability of the scale was established using test-retest method. The scale was first administered on a sample of 33 ninth standard students in Malappuram

district, and a retest was conducted after three weeks. The correlation coefficient between test and retest scores for the Scale on Home Environment is 0.78 and the internal consistency of the scale by calculating Cronbach's alpha coefficient is 0.82. The obtained coefficient shows the scale is highly reliable to measure the respective variable.

Validity

The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence, the scale possesses face validity.

Criterion related validity is established through Scale on Protective Factors (Neena & Gafoor, 2012). The correlation coefficient obtained is 0.69 indicating the scale is valid to measure the Home Environment among secondary school students.

5. Scale on Parenting Styles

The tool is prepared and standardized by the investigator with the assistance of supervising teacher. The procedure followed in the construction of the tool is described below.

Planning

Scale on Parenting Styles was planned to prepare in order to measure the Parenting Styles among secondary school students. Parenting Style is the extent to which parent responds to needs and demands of a child (Baumrind, 1991). In the

present study, Parenting Style means how the children perceive their parent's parenting style based on four types of Parenting Styles such as Authoritative, Authoritarian, Permissive and Negligent.

Description of each of these styles is given below.

Authoritative Style. Includes open communication between parent and child, providing clear guidelines, encouragement and expectation upon the adolescents, providing lots of nurturing and love, spending time together and providing right direction and encouraging in taking decisions.

Authoritarian Style. Includes high standards, discipline, comparison between friends, criticizing while doing things, and providing punishment when rules are not obeyed, little comfort and affection, restriction and not providing solution to problems.

Permissive Style. Few limits imposed, little or no expectation for their children, view children as friends, spend less time with children, no rule or guidelines for children, inconsistent and undemanding, allow the child to regulate his or her own activities.

Negligent Style. Inattentive behaviour, neglecting the child, little interaction with child.

Preparation

While writing items for the scale based on the above dimensions, care was taken to make it clear and simple. Based upon the above-mentioned styles the investigator developed the Scale on Parenting Styles.

Sample items are given below.

- My parents assign me responsibilities as per my age (Authoritative PS)
- My parents treat me very harshly (Authoritarian PS)
- My parents don't ask me to follow any permanent rules or regulations (Permissive PS)
- My parents don't take any of my needs into consideration as they go with their own busy lives (Negligent PS)

The draft scale consists 20 items in which all are positive. The statements in the tool were framed in a Likert type five-point scale, having responses ranging from completely disagree to completely agree. Distribution of items in Scale on Parenting Styles is given in Table 15.

Table 15

Dimension Wise Distribution of Items in Scale on Parenting Styles

Dimensions	Number of items
Authoritative Style	5
Authoritarian Style	5
Permissive Style	5
Negligent Style	5
Total	20

Scoring

As the present scale is a Likert type scale, response can be made in five-point scale like- completely agree, agree, neither agree nor disagree, disagree and completely disagree. For a positive statement the score given is 5,4,3, 2 and 1 for the

completely agree, agree, neither agree nor disagree, disagree and completely disagree.

The scores of each parenting style are taken separately.

Try out

The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristics. Scale on Parenting Styles was administered to 370 ninth standard students in Malappuram district selected by stratified sampling techniques giving due representation to gender, locale and type of management. The responses were scored, and item analysis was performed using the conventional procedure advocated by Edwards (1957) for Likert type statements.

The data and results of item analysis for Scale on Parenting Styles are given in Table 16.

Table 16

Data and Results of Item Analysis of Scale on Parenting Styles

Dimensions	Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
Authoritative Parenting Style	1	5.00	3.23	.00	1.43	12.4
	2	5.00	3.2	.00	1.23	14.62
	3	5.00	3.28	.00	1.36	12.68
	4	5.00	2.89	.00	1.38	15.24
	5	5.00	3.1	.00	1.26	15.09
Authoritarian Parenting Style	6	3.74	1.92	1.19	.85	12.48
	7	3.16	1.11	1.19	.314	16.59
	8	3.21	1.02	1.26	.20	17.19
	9	3.18	1.04	1.27	.19	16.69
	10	3.01	1.07	1.35	.33	13.95

Dimensions	Item Number (in draft scale)	\bar{X}_1	\bar{X}_2	σ_1	σ_2	t
Permissive Parenting Style	11	4.44	2.97	.86	1.47	8.66
	12	4.32	2.28	.78	1.19	14.28
	13	4.16	1.86	1.09	1.02	15.38
	14	3.23	1.85	1.46	1.21	7.27
	15	4.33	2.35	.89	1.40	11.93
Negligent Parenting Style	16	3.04	1.00	1.25	.00	16.37
	17	2.97	1.00	1.29	.00	15.1
	18	3.29	1.00	1.15	.00	19.94
	19	3.06	1.00	1.39	.000	14.73
	20	3.10	1.00	1.43	.000	14.67

Finalisation

Items with critical ratio greater than 2.58 were selected for the final scale. Thus, out of the 20 items, all items are selected for the final scale. Copies of the Malayalam and English versions of the final scale are provided as Appendices 9 and 10 respectively.

Reliability

The reliability of the scale was established using test-retest method. The scale was first administered on a sample of 33 ninth standard students in Malappuram district, and a retest was conducted after three weeks. For the Scale on Parenting Styles, the correlation coefficients between test and retest for the items on Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style and Negligent Parenting Style are 0.72, 0.74, 0.69 and 0.71 respectively. The obtained coefficients show the scale is highly reliable to measure Parenting Styles among secondary school students.

Validity

The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence, the scale possesses face validity.

Criterion related validity is established through Scale on Parenting Style (Gafoor & Kurukkan, 2012). The correlation coefficient obtained for Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style and Negligent Parenting Style are 0.78, 0.73, 0.68 and 0.70 respectively. Hence, the scale is valid to measure the parenting style among Secondary School Students.

6. Academic Achievement Test

Academic Achievement Test is used to measure the extent of content knowledge in all subjects viz; Social Science, Basic Science, Mathematics, Malayalam and English, which are essential for a standard IX student. General Academic Achievement Test (Gafoor et al., 2012) is adapted and revalidated since the school textbook prescribed by SCERT has undergone textbook revision in 2013 and 2014. The Academic Achievement Test consists of 50 items of multiple-choice questions.

Planning

Since school curriculum was revised by SCERT in 2013 and 2014, the investigator planned to analyse the school textbook with the help of experts and make a comparison with the previously prescribed textbooks. After the process, it is planned

to crosscheck the content of the already available standardized tool 'General Academic Achievement Test' by Gafoor et al. (2012) with the content in revised textbooks.

Preparation

As the investigator planned to revalidate General Academic Achievement Test in accordance with the revised text book by SCERT, the investigator has done a thorough analysis of revised textbooks in the subjects English, Malayalam, Basic Science, Social science and Mathematics from Standards V to VIII. As the result of text book analysis, the investigator observed that there are minimal additions and deletions in the contents of revised social science and basic science text book. Accordingly three items in social science and one item in basic science content of General Academic Achievement Test were modified by the investigator. Since the Academic Achievement Test is meant for ninth standard students, topics from 5th to 8th standard Mathematics, Basic Science, Social Science, English and Malayalam were included in the test. In Academic achievement Test, each subject has 10 multiple choice test items. Hence the total number of test items is 50.

Scoring procedure

Since the test is multiple choice test items, one mark is given for right answer and zero for wrong answer. Thus, the total mark of the test becomes 50.

Item analysis

Item analysis was used for item selection for Academic Achievement Test in which 370 students were selected for try out. The responses from the try out sample

were scored, arranged in ascending order of the total score of students and discriminating power and difficulty index were calculated. Results of item analysis of the Academic Achievement Test is given in Table 17.

Table 17

Results of Item Analysis of the Academic Achievement Test

Item No.	DP	DI	Item No.	DP	DI
1	0.4	0.44	26	0.3	0.58
2	0.33	0.77	27	0.32	0.53
3	0.54	0.67	*28	0.3	0.37
4	0.3	0.50	29	0.34	0.42
*5	0.05	0.68	30	0.61	0.69
*6	0.2	0.45	31	0.57	0.39
*7	0.2	0.2	32	0.47	0.58
*8	0.2	0.83	33	0.38	0.47
9	0.43	0.49	*34	0.28	0.47
10	0.57	0.56	35	0.49	0.45
*11	0.3	0.59	36	0.51	0.52
*12	0.05	0.27	37	0.37	0.41
13	0.42	0.71	38	0.53	0.50
14	0.37	0.49	39	0.32	0.4
15	0.52	0.7	40	0.5	0.51
*16	0.17	0.3	41	0.68	0.62
17	0.53	0.4	42	0.32	0.4
18	0.36	0.81	43	0.63	0.61
19	0.45	0.45	44	0.63	0.55
20	0.52	0.67	45	0.51	0.49
21	0.63	0.54	46	0.56	0.69
22	0.47	0.69	47	0.7	0.52
*23	0.18	0.36	48	0.68	0.58
24	0.32	0.58	49	0.63	0.55
25	0.45	0.38	50	0.45	0.56

DP = Discriminating Power, DI = Difficulty Index

* Indicates the rejected items

Finalisation

After item analysis, those items with satisfactory discrimination power and average difficulty index was selected for the final test. Items having discriminating power 0.3 and above, and difficulty index between 0.3 and 0.75 were selected for final test (Ebel & Frisbie, 1991). After item analysis, ten items were deleted and the final test consist of 40 items. The Malayalam and English version of draft test, final test, response sheet and scoring key are given in Appendices 11 to 16.

Reliability

From the selected items two halves were formed by grouping alternate items to find Spearman-Brown coefficient for Academic Achievement Test and the value was 0.82. The value suggesting that the items of the test have high internal consistency.

Validity

The validity of the academic achievement test was established through correlating the scores of the test with, student's annual exam scores of each subject at 8th standard which were collected from the school. The coefficient of correlation is 0.77 (N=30) which indicate that the test is valid.

Thus, the academic achievement test is a reliable and valid tool for measuring student's academic achievement.

Sample Selected for the Study

A sample is a small proportion of a population selected for observation (Best & Kahn, 2014). Kretch and Crutchfield (1968) have observed a sample size of 500 would yield reasonably good results, which would keep an error less than five percent. The investigator decided to have a sample of 600 ninth standard students of Malappuram District. The sample were selected under stratified sampling technique by giving due representation to the factors like gender, locale of the school and type of the management of the school. The major three types of management of school considered for this study are government, aided and unaided sectors. The major two types of locale considered for this study are urban and rural.

Details of the schools selected for the data collection and number of pupils from each school is given as Appendix 17.

Data Collection Procedure, Scoring and Consolidation of Data

Administration of the Tool

In order to administer the tool and to collect the data required for analysis, necessary copies of the tool and response sheets were printed. After having an idea of the sample to be selected, the investigator personally contacted the heads of the institutions for obtaining permission for data collection. After getting the permission, the investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that, copies of the tool were distributed and later collected back after the students have marked their responses.

Scoring and Consolidation of Data

The responses were scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. While scoring, the incomplete response sheets were rejected and the breakup of the final sample is given in Table 18.

Table 18

Break up of Final Sample

Gender		Locality		Type of Management			Emigration Status of Father	
Boys	Girls	Urban	Rural	Government	Aided	Unaided	Emigrant	Non-Emigrant
291	269	207	353	153	256	151	263	297
Total =560								

Data Preparation for Analysis

Procedure for the Identification of Students Based on Their Resilient Status

Academic resilience is the term which concentrate on the individuals who are doing well in the academic aspects in the context of adversities (Martin, 2002; Morales, 2008; Wang, Haertel & Walberg, 1994). Based on the literature of academic resilience, in the present study, a student is treated as academically resilient on the basis of his/her performance in the Academic Achievement Test developed by the investigator.

Students with academic achievement score greater than 25th percentile score in Academic Achievement Test (> score 14), despite having emigrant fathers are considered as academically Resilient and students with academic achievement score

less than or equal to 25th percentile score (\leq score 14), despite having emigrant fathers are considered as academically Non- Resilient.

Classification of academic achievement score on the basis of quartiles is given in Table 19.

Table 19

Classification of Academic Achievement Score Based on Quartiles (N=560)

Percentiles	Academic Achievement score
25	14
50	19
75	27

For identifying risk and protective factors, total group of students is classified into three pair of categories viz., at-risk Vs resilient students, at-risk Vs non at-risk students and non-resilient Vs resilient students based on their score obtained in the Academic Achievement Test. Students with less than or equal to 25th percentile score are considered as at - risk students and those with greater than or equal to 75th percentile score is considered as resilient students. Students with greater than 25th percentile score are considered as non at- risk students whereas students with less than 75th percentile score are non-resilient students. For easy visualization classification criteria is given as Table 20.

Table 20

Classification of Sample

Less than 25th Percentile Score (\leq14)	50th Percentile Score (19)	Greater than 75th Percentile Score (\geq27)
At-Risk Students		Resilient Students
At-Risk Students	Non At-Risk Students	
Non Resilient Students		Resilient Students

Procedure for the classification of Learner and Home Related Factors

After classifying the academic achievement score on the basis of quartiles, we have to categorise the independent variables in to four pairs of groups for analyzing the influence of learner and home related risk and protective factors on resilient status. Firstly, when we take mean as cut point, we have a high and low group with respect to independent variable and hence the influence of risk and protective factors on high group and low group can be explored. Secondly, if we take first quartile as the cut point, the intensity of risk and protective factor on resilient status of low group is clearly evident when compared with the above criteria. Similarly, the intensity of risk and protective factor on resilient status of high group is clearly evident while considering third quartile as cut point.

When we consider the first quartile as the cut point, the average lies in high group and when we take the third quartile as the cut point, average lies in the low group. But while classifying the group based on 1st, 2nd and 3rd quartiles as cut points, we get the intensity of risk and protective factors of all the three groups and hence can cross check with the respective factors of high and low group which we obtained from the comparison of classification based on 1st and 3rd quartiles as cut points.

1. By taking mean as the cut point, those who fall below the mean are considered as low group and those above are high group.
2. By taking first quartile as the cut point, those who fall below first quartile are considered as low group and those above as others.

3. By taking third quartile as the cut point, those who fall above third quartile are considered as high group and those below as others
4. Those who fall below first quartile are treated as low group, those who fall above third quartile are treated as high group and those who fall between as average.

Hence the purpose of analysis, learner and home related factors were classified into four levels, as in Table 21.

Table 21

Classification of Learner and Home Related Factors in Four Levels Based on Mean Cut Point and Percentile Cut Points

	Factors	Mean Cut Point	Percentile Cut Points		
			25 th	50 th	75 th
Learner Related	Academic Self-efficacy	96.3	84	96	108
	Cognitive Academic Engagement	54.6	48	54	60
	Emotional Academic Engagement	45.80	41	46	50
	Behavioural Academic Engagement	46.88	42	48	52
	Intrinsic Academic motivation	27.3	24	28	31
	Extrinsic Academic Motivation	15.46	11	15	19
	Mastery Academic Goal Orientation	30.28	26	31	35
	Performance Academic Goal Orientation	30.99	27	32	36
	Academic Procrastination	50.91	41.25	51	60
	Peer relationship	110.76	100	115	124
	Social competence	102.6	92	104	114

Factors		Mean Cut Point	Percentile Cut Points		
			25 th	50 th	75 th
Home Related	Home Environment	80.8	73	83	90
	Authoritative Parenting Style	21.29	20	23	25
	Authoritarian Parenting Style	10.33	8	9	13
	Permissive Parenting Style	15.78	13	16	18
	Negligent Parenting Style	8.59	5	7	11

Statistical Techniques Used

The following statistical techniques are used in the analysis of data.

Basic Descriptive Statistics

The fundamental statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis of the score distribution in the sample were determined for each independent variable.

Two-tailed test of significance of means for large independent samples

The critical ratio (t) is calculated using the formula,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}} \quad (\text{Best \& Kahn, 2006})$$

Where,

M1 = Mean of the low group

M2 = Mean of the high group

σ_1 = standard deviation of the low group

σ^2 = Standard deviation of the high group

N1 = Size of low group

N2 = Size of high group

Chi Square Test of Independence

Chi square test of independence is used to find out the influence of learner and home related risk and protective factors on resilient status.

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e} \quad (\text{Ferguson, 1981})$$

Where f_o = the observed frequency

f_e = the expected frequency under the assumption of independence of the variable.

Binary Logistic Regression Analysis

Binary logistic regression analysis is the major analysis used in this study. A sequence of statistical procedures were performed which finally led to the multiple binary logistic regression to predict Academic Resilience among students with emigrant fathers on the basis of independent variables from home and learner related aspects. All the analysis were performed using Statistical Package for Social Science (SPSS). To perform multiple binary logistic regression the following sequence was followed as suggested by Peng and So (2002).

1. Descriptive analysis of each predictor variable was performed
2. A series of tests on relation of independent variables (learner and home related factors) with the resilient status, in terms of either mean difference analysis

and chi square test of independence were performed. Results from the mean difference helped to identify home and learner related risk and protective factors of resilient students with emigrant fathers.

3. Identified risk and protective factors were properly transformed into categorical predictors by identifying optimal cut points on which the predictors can be categorised into 4 pair of groups namely low and high group (mean is taken as cut of point), low verses others (first quartile is taken as cut point), High verses others (third quartile as cut point), high, average and low (those who have above 75th percentile score as high group, who have below 25th percentile score as low group and those who have between 75th and 25th percentile score as average group). The predictor variables are able to best distinguish between the students based on their Academic Resilient Status as Resilient or Non-Resilient.
4. A final binary logistic regression was performed by incorporating only those significant predictors from the chi square test of independence.

Binary logistic regression is used to predict a single dichotomous dependent variable from independent variables which are either continuous or categorical or both in nature. Binary logistic regression is employed in this study as it allows overcoming many of the restrictive assumptions of other more powerful regression models. Logistic regression does not need the dependent and independent variables to be normally distributed. Also, it does not require that the predictors are at interval level. The study also intends to identify significant predictors of academic resilience among students with emigrant fathers. Also, the dependent variable need not be

homoscedastic for the levels of each of the independents. Variances of dependent variable need not be the same within categories of independent variables.

Logistic regression is used to predict the categorical dependent variable viz., Academic Resilience on the basis of independent variables from learner and home related aspects. This analysis provides the influence of the identified learner and home related independent variables on the resilient status and helps to know the relative importance of independent variables entered into the design. The effect of predictor variables is explained in terms of odds ratios.

A binary logistic regression calculates the likelihood that an observation falls into one of two categories of a dichotomous dependent variable based on one or more independent variables. In this study, likelihood of resilient over non-resilient is predicted from learner and home protective factors using binary logistic regression. Binary logistic regression predicts the "1" value of the dependent, using the "0" level as the reference value. In this study, Resilient is coded as 1, referred against Non-Resilient which is coded as "0".

Assumptions in Employing Binary Logistic Regression

In order to employ binary logistic regression, the data has to meet a set of assumptions. One assumption is the dichotomous nature of dependent variable which is met in this study as dependent variable in this study is resilient status with two levels, Resilient and Non-Resilient. These two categories of resilient status are mutually exclusive and exhaustive too. The other assumption that there need be one or more independent variables which are meaningful in the context of the dependent

variable is also met by choosing only those home and learner related factors which were found significantly influencing Academic Resilience. Further assumption that independent variables are independent from each other is also met as the independent variables entered into analysis are measured independent of one another. Binary regression analysis require quite large sample sizes, at least 10 cases per independent variable. This condition also is met, as the maximum number of independent variables entered in any regression analysis in this study is seven, whereas the sample size is 263(Peng, Lee, & Ingersoll, 2002., Garson, 2010). The results of Binary Logistic Regressions are reported in table form with the statistics

- The B parameter, its standard error
- The wald statistic, degrees of freedom, p significance level
- The odds ratio [$\exp(B)$] for the constant and each predictor in the model
- Overall model fit tests (likelihood ratio, score) with their associated Chi-square, p significance levels, and degrees of freedom

B Coefficients

B coefficients are the values for the logistic regression equation for predicting the dependent variable from the independent variables. B is the coefficient for the constant (also called the "intercept") in the null model. In the SPSS output, the "B" column of the "Variables in the Equation" shows B coefficients that vary between plus or minus infinity. Zero indicates that the given explanatory variable does make no difference in the probability of the dependent value equaling the value of the event,

usually 1. Positive or negative B coefficients indicate that the explanatory variable increases or decreases the logit of the dependent. They are in log-odds units. S.E. is the standard error around the coefficient for the constant.

Wald Statistic

Wald statistic shows the significance of individual logistic regression coefficients for each independent variable. It is the squared ratio of the non-standardized logistic coefficient to its standard error. Wald chi-square tests the null hypothesis that the constant equals 0. This hypothesis is rejected when the p-value (listed in the column called "Sig.") is smaller than the critical p-value of .05 (or .01) with corresponding degrees of freedom as to the number of predictors for the Wald chi-square test. There is only one degree of freedom if there is only one predictor in the model.

Exp (B) and the Odds Ratio

Exp(B) is the exponentiation of the B coefficient, which is an odds ratio for the explanatory variable. The effect of predictor variables is usually explained in terms of odds ratios, which are effect size measures. Odds ratios are the correct way to report the essential results of logistic regression. An odds ratio of 1 corresponds to no effect. To the extent odds ratio is above 1, the effect strongly increases and the effect strongly decreases as the odds ratio is below 1. Odds ratios are also useful to comment on the relative sizes of effects in comparing independent variable effects.

Overall Statistics and Omnibus Tests of Model Coefficients

SPSS binary logistic regression reports significance levels by the traditional chi-square method. It tests if the model with the predictors is significantly different from the model with only the intercept. The omnibus test may be interpreted as a test of the capability of all predictors in the model jointly to predict the response (dependent) variable. A finding of significance, supports the conclusion that at least one of the predictors is significantly related to the response variable.

Binary logistic regression is interpreted in terms of predictive accuracy of correct and incorrect classifications of the dichotomous dependent. In logistic regression model, predicted value of the dependent variable based on the number of cases that are correctly and not correctly predicted along with overall percent of cases that are correctly predicted by the model. Sensitivity is the percent of correct predictions in the reference category of the dependent. Specificity is the percent of correct predictions in the given category of the dependent.

Variance Explained by the Model and R² Statistics

In order to know how much variation in the dependent variable can be explained by the model and R² statistics, SPSS output contains Cox & Snell R² and Nagelkerke R². These values sometimes termed as pseudo R² values (will have lower values than in multiple regression) are both approaches of calculating the explained variation and are interpreted in the same manner, but with more caution. Nagelkerke R² is a modification of Cox & Snell R², the latter of which cannot achieve a value of 1. For this reason, the Nagelkerke R² value is preferred.

Cox and Snell's R^2 is an effort to reproduce the interpretation of multiple R-Square based on the log likelihood of the final model vs. log likelihood for the baseline model, but its maximum can be less than 1.0, making it tough to interpret. It is part of SPSS output in the "Model Summary" table.

ANALYSIS

- Preliminary Analysis
- Identification of Learner and Home Related Risk and Protective Factors of Academic Resilience
- Influence of Identified Risk and Protective Factors on Academic Resilience Among Students With Emigrant Fathers
- Predictors of Academic Resilience Among Students With Emigrant Fathers

ANALYSIS

This study is to identify the learner and home related risk and protective factors that contribute to Academic Resilience among secondary school students with emigrant fathers. For the analysis of data statistical techniques such as Descriptive statistics, Test of significance of difference between two means, Chi-square test of independence and Binary logistic regression analysis were used. The selection of statistical techniques was based on the objectives of the study.

Preliminary Analysis

In order to obtain the basic inputs for inferential statistics, mean, median, mode and standard deviation of variables were calculated as a preliminary step of analysis of data. To understand the nature of the distribution of scores, indices of skewness and kurtosis were computed. For the present study, sample is categorised as resilient or non- resilient based on their scores obtained on Academic Achievement Test (described in chapter 3). The values of mean, median, mode, standard deviation, skewness and kurtosis obtained for the Academic Achievement among secondary school students are presented in Table 22.

Table 22

Statistical Constants for the Distribution of Academic Achievement [N=560]

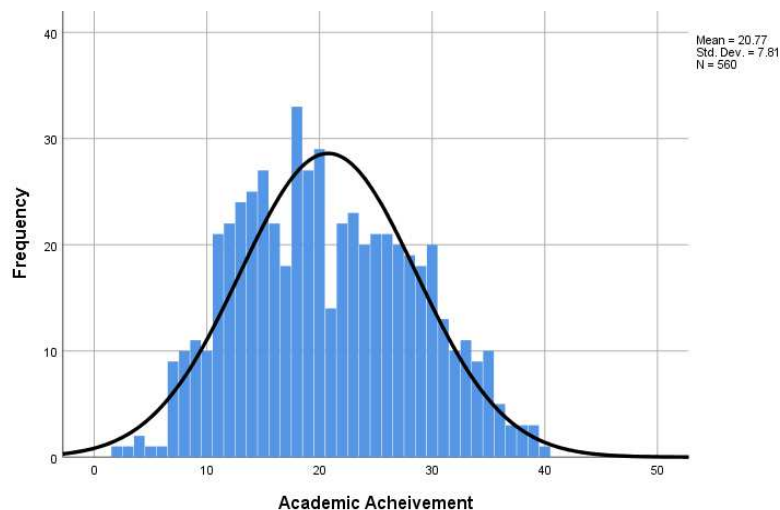
Variable	Mean	Median	Mode	SD	Skewness	Kurtosis
Academic Achievement	20.77	20	18	7.81	0.18	-0.73

SEsk = 0.10, SEku = 0.21

Mean (20.77), median (20), and mode (18) of Academic Achievement are approximately equal. The indices of skewness (0.18, SE= 0.10) and kurtosis (-0.73, SE=0.21) indicate positively skewed, leptokurtic distribution of Academic Achievement. Figure 2 shows the smoothed frequency curve of Academic Achievement among secondary school students (total group).

Figure 2

Smoothed Frequency Curve of Academic Achievement Among Secondary School Students



Statistical Constants for the Distribution of Independent Variables

Preliminary analysis of the scores of Independent Variables of the study was done to identify the basic properties of distribution of these variables. The analysis was taken up with a view that the findings will help to make more suitable interpretation of statistical indices of the study.

The distribution of the learner related independent variables viz., Academic Self-efficacy, Cognitive Academic Engagement, Emotional Academic Engagement,

Behavioural Academic Engagement, Intrinsic Academic Motivation, Extrinsic Academic Motivation, Mastery Academic Goal Orientation, Performance Academic Goal Orientation, Academic Procrastination, Peer Relationship and Social Competence were studied. Home related independent variables viz., Home Environment, Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style and Negligent Parenting Style were studied. The important statistical indices namely mean, median, mode, standard deviation, skewness and kurtosis of the distribution of these variables were calculated and presented in Table 23.

Table 23

Statistical Constants for Learner and Home Related Variables Used as Independent Variables (N=560)

	Variables	Mean	Median	Mode	SD	Sk	Ku
Learner Related	Academic Self-efficacy	96.7	97	82	16.24	-1.33	-0.55
	Cognitive Academic Engagement	54.5	54	53	9.4	-0.09	-0.33
	Emotional Academic Engagement	45.8	46	48	7.72	-0.58	0.18
	Behavioural Academic Engagement	46.7	48	48	7.83	-0.55	-0.04
	Intrinsic Academic Motivation	27.1	28	27	5.43	-0.76	0.36
	Extrinsic Academic Motivation	15.5	15	11	5.69	0.44	-0.46
	Mastery Academic Goal Orientation	30.3	31	36	5.89	-0.5	-0.21
	Performance Academic Goal Orientation	31	32	34	6.42	-0.72	0.08
	Academic Procrastination	51	51	48	12.99	0.12	-0.38
	Peer Relationship	110.1	115	131	17.98	-0.54	-0.69
	Social Competence	102.2	103	113	15.7	-0.09	-0.87

	Variables	Mean	Median	Mode	SD	Sk	Ku
Home Related	Home Environment	80.2	83	85	12.68	-0.64	-0.3
	Authoritative Parenting Style	21.2	23	25	4.4	-1.41	1.5
	Authoritarian Parenting Style	10.3	9	8	4.2	1.09	0.73
	Permissive Parenting Style	15.8	16	17	3.7	-0.09	-0.01
	Negligent Parenting Style	8.6	7	5	4.66	1.36	1.07

SEsk = 0.10, SEku = 0.21

Table 23 reveals that mean, median and mode of independent variables viz., Academic Self-efficacy, Extrinsic Academic Motivation, Mastery Academic Goal Orientation, Peer Relationship and Social Competence are not equal. The distributions of Academic Self-efficacy, Mastery Academic Goal Orientation, Peer Relationship and Social Competence are negatively skewed and leptokurtic. Extrinsic Academic Motivation is positively skewed and leptokurtic.

Table 23 also reveals that mean, median and mode of independent variables viz., Cognitive Academic Engagement, Emotional Academic Engagement, Behavioural Academic Engagement, Intrinsic Academic Motivation, Performance Academic Goal Orientation, Academic Procrastination, Home Environment, Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style and Negligent Parenting Style are almost equal. The distribution of Cognitive Academic Engagement, Emotional Academic Engagement, Behavioural Academic Engagement, Intrinsic Academic Motivation, Performance Academic Goal Orientation, Home Environment and Permissive Parenting Style are negatively skewed and leptokurtic. Academic Procrastination is positively skewed and leptokurtic. But Authoritative Parenting Style is slightly negatively skewed and

platykurtic whereas Authoritarian and Negligent Parenting Style are positively skewed and platykurtic.

Identification of Learner and Home Related Risk and Protective Factors of Academic Resilience

Learner and Home related risk and protective factors of Academic Resilience are identified through three ways.

- A. Learner and Home related Risk and Protective factors of Academic Resilience among secondary school students
- B. Learner and Home related Risk and Protective factors of Academic Resilience among secondary school students with non- emigrant fathers
- C. Learner and Home related Risk and Protective factors of Academic Resilience among secondary school students with emigrant fathers

Identification of Learner and Home Related Risk and Protective Factors of Academic Resilience Among Secondary School Students

As one of the objectives of the study is to find out the learner and home related risk and protective factors of Academic Resilience among students with emigrant fathers in secondary schools, as an initial step, it is essential to find out the risk and protective factors of academic resilience in total group. This helps to identify whether the risk and protective factors for the students with emigrant fathers differ from that of the total group.

Mean difference analysis is carried out in three ways as per the procedure explained in chapter 3.

1. Mean difference analysis between resilient (who achieve $\geq 75^{\text{th}}$ percentile score) and at-risk students (who achieve $\leq 25^{\text{th}}$ percentile score)
2. Mean difference analysis between at-risk students (who achieve $\leq 25^{\text{th}}$ percentile score) and non-at-risk students (who achieve $> 25^{\text{th}}$ percentile score)
3. Mean difference analysis between resilient (who achieve $\geq 75^{\text{th}}$ percentile score) and non-resilient students (who achieve $< 75^{\text{th}}$ percentile score)

When the mean difference between resilient students (who achieve $\geq 75^{\text{th}}$ percentile score) and at-risk students (who achieve $\leq 25^{\text{th}}$ percentile score) is compared, two extreme groups are obtained. Learner and home related risk and protective factors can be discerned from this groups. Mean difference analysis is carried out between at-risk students (who achieve $\leq 25^{\text{th}}$ percentile score) and non-at-risk students (who achieve $> 25^{\text{th}}$ percentile score), forming a comparison of a low performing group with others. This helps in identifying learner and home related risk factors. Mean difference analysis is carried out between resilient students (who achieve $\geq 75^{\text{th}}$ percentile score) and non-resilient students (who achieve $< 75^{\text{th}}$ percentile score), creating a comparison between the high performing group with others. This comparison facilitates identification of learner and home related protective factors. All the above three mean difference comparison help to cross check learner and home related risk and protective factors identified from the second and third mean difference comparison with those from the initial comparison. This process helps the researcher to confirm learner and home related risk and protective factors of academic resilience among secondary school students.

Mean Difference Analysis Between Resilient (Achieve $\geq 75^{\text{th}}$ Percentile Score) and At-Risk Students (Achieve $\leq 25^{\text{th}}$ Percentile Score) in Total Group

Mean difference analysis is done in order to identify the risk and protective factors that significantly differ between resilient and at-risk students in total group. Scores obtained for the learner and home related factors of resilient and at-risk students are subjected to test of significance of difference between the means and the results are presented in Table 24.

Table 24

Test of Significance of Difference Between the Mean Scores of Factors Among Resilient (N=145) and At-Risk Students (N=138) in Total Group

	Variables	Resilient Status				t value
		Resilient		At-Risk		
		Mean	SD	Mean	SD	
Learner related	Academic Self-efficacy	101.94	14.27	87.87	15.24	8.03**
	Cognitive Academic Engagement	57.46	8.61	50.10	9.30	6.90**
	Emotional Academic Engagement	47.91	6.69	42.35	8.64	6.04**
	Behavioural Academic Engagement	49.28	6.74	42.84	9.00	6.79**
	Intrinsic Academic Motivation	28.85	4.42	24.36	6.05	7.09**
	Extrinsic Academic Motivation	13.24	5.11	17.80	5.13	-7.48**
	Mastery Academic Goal Orientation	31.83	4.85	27.46	6.44	6.43**
	Performance Academic Goal Orientation	32.76	5.14	27.33	7.62	6.99**
	Academic Procrastination	48.41	13.19	53.59	10.96	-3.60**
	Peer Relationship	117.96	12.87	97.74	18.18	10.75**
Social Competence	109.05	13.59	92.17	14.74	10.02**	

	Variables	Resilient Status				t value
		Resilient		At-Risk		
		Mean	SD	Mean	SD	
Home Related	Home Environment	85.14	10.16	72.12	13.48	9.15**
	Authoritative PS	22.51	3.18	19.38	5.43	5.88**
	Authoritarian PS	7.88	3.89	10.14	4.93	-4.28**
	Permissive PS	15.62	3.68	15.17	3.73	1.01
	Negligent PS	7.30	3.83	10.27	5.11	-5.52**

** $p \leq .01$

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the resilient and at- risk students is 8.03, which reveals that resilient and at- risk students differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the resilient (M=101.94) than at- risk students (M=87.87).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the resilient and at-risk students is 6.90, which reveals that resilient and at-risk students differ significantly in their Cognitive Academic Engagement. The mean score obtained for Cognitive Academic Engagement is higher among the resilient (M=57.46) than at-risk students (M=50.1).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the resilient and at-risk students is 6.04, which reveals that resilient and at-risk students differ significantly in their Emotional Academic Engagement. The mean score obtained for Emotional Academic Engagement is higher among the resilient (M=47.91) than at- risk students (M=42.35).

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the resilient and at-risk students is 6.79, which reveals that resilient and at-risk students differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the resilient ($M=49.28$) than at-risk students ($M=42.84$).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for the resilient and at-risk students is 7.09, which reveals that resilient and at-risk students differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the resilient ($M=28.85$) than at-risk students ($M=24.36$).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for resilient and at-risk students is -7.48, which reveals that resilient and at-risk students differ significantly in their Extrinsic Academic Motivation. The mean score obtained for Extrinsic Academic Motivation is low among the resilient students ($M=13.24$) and the mean score is high among at-risk students ($M=17.8$).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the resilient and at-risk students is 6.43, which reveals that resilient and at-risk students differ significantly in their Mastery Academic Goal Orientation. The mean score obtained for Mastery Academic Goal Orientation is higher among the resilient ($M=31.83$) than at-risk students ($M=27.46$).

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the resilient and at-risk students is 6.99, which reveals that resilient and at-risk students differ significantly in their Performance Academic Goal Orientation. The mean score obtained for Performance Academic Goal Orientation is higher among the resilient ($M=32.76$) than at-risk students ($M=27.33$)

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the resilient and at-risk students is -3.6, which reveals that resilient and at-risk students differ significantly in their Academic Procrastination. The mean score obtained for Academic procrastination is low among resilient ($M=48.41$) and the mean score is high among at-risk students ($M=53.59$).

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the resilient and at-risk students is 10.75, which reveals that resilient and at-risk students differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the resilient ($M=117.96$) than at-risk students ($M=97.74$).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the resilient and at-risk students is 10.02, which reveals that resilient and at-risk students differ significantly in their Social Competence. The mean score obtained for Social Competence is higher among the resilient ($M=109.05$) than at-risk students ($M=92.17$).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the resilient and at-risk students is 9.15, which reveals that resilient and at-risk students differ significantly in their home environment. The mean score obtained for Home environment is higher among the resilient (M=85.14) than at-risk students (M=72.12).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the resilient and at-risk students is 5.88, which reveals that resilient and at-risk students differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the resilient (M=22.51) than at-risk students (M=19.38).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the resilient and at-risk students is -4.28, which reveals that resilient and at-risk students differ significantly in their Authoritarian Parenting Style. The mean score obtained for Authoritarian Parenting Style is low among resilient students (M=7.88) and the mean score is high among at-risk students (M=10.14).

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for the resilient and at-risk students is 1.01, which reveals that resilient and at-risk students do not differ significantly in their Permissive Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the resilient and at-risk students is -5.52, which reveals that resilient and at-risk students differ significantly in their Negligent

Parenting Style. The mean score obtained for Negligent Parenting Style is low among resilient students (M=7.3) and the mean score is high among at-risk students (M=10.27).

Discussion of Result. Among the eleven learner related variables, resilient students demonstrate significantly higher mean scores in the Academic Self-efficacy, Cognitive, Emotional and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence. These findings indicate that students demonstrating strengths in these particular dimensions are more likely to be resilient, positioning them to navigate challenges effectively and achieve academic success. Hence these variables act as learner related protective factors among resilient students. At the same time, at-risk students exhibit significantly higher mean scores in Academic Procrastination and Extrinsic Academic Motivation. These findings suggest that these factors may impede students' ability to excel academically, marking them as risk factors. Hence these variables act as learner related risk factors among at-risk students.

Among the five home-related variables, resilient students exhibit significantly higher mean scores in Home Environment and Authoritative Parenting Style compared to at-risk students. This suggests that these factors contribute positively to student resilience, identifying them as home related protective factors. But at-risk students demonstrate significantly higher mean scores in Authoritarian and Negligent Parenting Style, indicating that these parenting styles are likely associated with academic difficulties. Hence these variables are home related risk factors.

Learner and home related risk and protective factors among resilient and at-risk students in total group is given in Table 25.

Table 25

Learner and Home Related Risk and Protective Factors Among Resilient and At-Risk Students in Total Group

	Risk Factors	Protective Factors
Learner Related Factors	Academic Procrastination	Academic Self-efficacy
	Extrinsic Academic Motivation	Cognitive Academic Engagement
		Emotional Academic Engagement
		Behavioural Academic Engagement
		Intrinsic Academic Motivation
		Mastery Academic Goal Orientation
		Performance Academic Goal Orientation
		Peer Relationship
	Social Competence	
Home Related Factors	Authoritarian PS	Home Environment
	Negligent PS	Authoritative PS

Mean Difference Analysis Between At-Risk Students (Achieve \leq 25th Percentile Score) and Non At-Risk Students (Achieve $>$ 25th Percentile Score) in Total Group

Mean difference analysis is done in order to identify the risk factors that significantly differ between at-risk and non at-risk students in total group. Scores obtained for the learner and home related factors of at-risk and non at-risk students are subjected to test of significance of difference between the means and the results are presented in Table 26.

Table 26

Test of Significance of Difference Between the Mean Scores of Factors Among At-Risk (N=138) and Non At-Risk (N=422) Students in Total Group

Variables	Resilient Status				t value
	At-Risk		Non At-Risk		
	Mean	SD	Mean	SD	
Academic Self-efficacy	87.87	15.24	99.64	15.51	-7.77**
Cognitive Academic Engagement	50.10	9.30	55.98	8.97	-6.62**
Emotional Academic Engagement	42.35	8.64	46.93	7.04	-5.65**
Behavioural Academic Engagement	42.84	9.00	47.90	6.98	-6.04**
Intrinsic Academic Motivation	24.36	6.05	28.05	4.89	-6.49**
Extrinsic Academic Motivation	17.80	5.13	14.70	5.66	5.99**
Mastery Academic Goal Orientation	27.46	6.44	31.20	5.40	-6.16**
Performance Academic Goal Orientation	27.33	7.62	32.19	5.48	-6.94**
Academic Procrastination	53.59	10.96	50.03	13.49	3.13**
Peer Relationship	97.74	18.18	114.12	15.99	-9.46**
Social Competence	92.17	14.74	105.44	14.59	-9.25**
Home Environment	72.12	13.48	82.88	11.22	-8.47**
Authoritative PS	19.38	5.43	21.82	3.79	-4.92**
Authoritarian PS	10.14	4.93	8.26	4.05	4.08**
Permissive PS	15.17	3.73	15.98	3.67	-2.23*
Negligent PS	10.27	5.11	8.05	4.370	4.59**

**p \leq .01 *p \leq .05

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the at-risk and non at-risk students is -

7.77, which reveals that at-risk and non at-risk students differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the non at-risk (M=99.64) than at-risk students (M=87.87).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the at-risk and non at-risk students is -6.62, which reveals that at-risk and non at-risk students differ significantly in their Cognitive Academic Engagement. The mean score obtained for Cognitive Academic Engagement is higher among the non at-risk (M=55.98) than at-risk students (M=50.1).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the at-risk and non at-risk students is -5.65, which reveals that at-risk and non at-risk students differ significantly in their Emotional Academic Engagement. The mean score obtained for Emotional Academic Engagement is higher among the non at-risk (M=46.93) than at-risk students (M=42.35).

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the at-risk and non at-risk students is -6.04, which reveals that at-risk and non at-risk students differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the non at-risk (M=47.9) than at-risk students (M=42.84).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for the at-risk and non at-risk students is -6.49, which reveals that at-risk and non at-risk students differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the non at-risk ($M=28.05$) than at-risk students ($M=24.36$).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for the at-risk and non at-risk students is 5.99, which reveals that at-risk and non at-risk students differ significantly in their Extrinsic Academic Motivation. The mean score obtained Extrinsic Academic Motivation is low among non at-risk students ($M=14.7$) and the mean score is high among at-risk students ($M=17.8$).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the at-risk and non at-risk students is -6.16, which reveals that at-risk and non at-risk students differ significantly in their Mastery Academic Goal Orientation. The mean score obtained for Mastery Academic Goal Orientation is higher among the non at-risk ($M=31.20$) than at-risk students ($M=27.46$).

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the at-risk and non at-risk students is -6.94, which reveals that at-risk and non at-risk students differ significantly in their Performance Academic Goal Orientation. The mean score

obtained for Performance Academic Goal Orientation is higher among the non at-risk (M=32.19) than at-risk students (M=27.33).

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the at-risk and non at-risk students is 3.13, which reveals that at-risk and non at-risk students differ significantly in their Academic Procrastination. The mean score obtained for Academic procrastination is low among non at- risk students (M=50.03) and the mean score is high among at-risk students(M=53.59).

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the at-risk and non at-risk students is -9.46, which reveals that at-risk and non at-risk students differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the non at-risk (M=114.12) than at-risk students (M=97.74).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the at-risk and non at-risk students is -9.25, which reveals that at-risk and non at-risk students differ significantly in their Social Competence. The mean score obtained for Social Competence is higher among the non at-risk(M=105.44) than at-risk students(M=92.17).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the at-risk and non at-risk students is -8.47, which reveals that at-risk and non at-risk students differ significantly in their home

environment. The mean score obtained for Home environment is higher among the non at-risk($M=82.88$) than at-risk students($M=72.12$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the at-risk and non at-risk students is -4.92 , which reveals that at-risk and non at-risk students differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the non at-risk ($M=21.82$) than at-risk students ($M=19.38$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the at-risk and non at-risk students is 4.08 , which reveals that at-risk and non at-risk students differ significantly in their Authoritarian Parenting Style. The mean score obtained for Authoritarian Parenting Style is low among non at-risk students ($M=8.26$) and the mean score is high among at-risk students ($M=10.14$).

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for the at-risk and non at-risk students is -2.23 , which reveals that at-risk and non at-risk students differ significantly in their Permissive Parenting Style. The mean score obtained for Permissive Parenting Style is higher among the non at-risk ($M=15.98$) than at-risk students ($M=15.17$).

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the at-risk and non at-risk students is 4.59 , which reveals that at-risk and non at-risk students differ significantly in their Negligent Parenting Style. The mean score obtained for Negligent Parenting Style is low among non at-risk students($M=8.05$) and the mean score is high among at-risk students($M=10.27$).

Discussion of Result. Among the eleven learner related variables, at-risk students exhibit significantly higher mean scores in Extrinsic Academic Motivation and Academic Procrastination. These findings suggest that these factors may hinder students' ability to excel academically, marking them as risk factors among the at-risk students.

Among the five home related variables, at-risk students demonstrate significantly higher mean scores in Authoritarian and Negligent Parenting Style, indicating that these parenting styles are likely associated with academic difficulties. Hence these factors act as home related risk factors among at-risk students.

Learner and home related risk factors among at-risk and non at-risk students in total group is given in Table 27.

Table 27

Learner and Home Related Risk Factors Among At-Risk and Non At-Risk Students in Total Group

Learner Related Risk Factors	Home Related Risk Factors
Academic Procrastination	Authoritarian Parenting Style
Extrinsic Academic Motivation	Negligent Parenting Style

Mean Difference Analysis Between Resilient (Achieve $\geq 75^{\text{th}}$ Percentile Score) and Non-Resilient Students (Achieve $< 75^{\text{th}}$ Percentile Score) in Total Group

Mean difference analysis is done in order to identify the protective factors that significantly differ between resilient and non-resilient students in total group. Scores obtained for the learner and home related factors of resilient and non-resilient students

are subjected to test of significance of difference between the means and the results are presented in Table 28.

Table 28

Test of Significance of Difference Between the Mean Scores of Factors Among Resilient (N=145) And Non-Resilient (N=415) Students in Total Group

Variables	Resilient Status				t value
	Resilient		Non -Resilient		
	Mean	SD	Mean	SD	
Academic Self-efficacy	101.94	14.27	94.92	16.51	4.89**
Cognitive Academic Engagement	57.46	8.61	53.51	9.45	4.43**
Behavioural Academic Engagement	49.28	6.74	45.74	7.98	5.19**
Emotional Academic Engagement	47.91	6.69	45.07	7.92	4.19**
Learner related Intrinsic Academic Motivation	28.85	4.42	26.54	5.63	5.02**
Extrinsic Academic Motivation	13.24	5.11	16.24	5.68	-5.62**
Mastery Academic Goal Orientation	31.83	4.85	29.74	6.13	4.16**
Performance Academic Goal Orientation	32.76	5.14	30.38	6.71	4.42**
Academic Procrastination	48.41	13.19	51.78	12.82	-2.71**
Peer Relationship	117.96	12.87	107.33	18.70	7.54**
Social Competence	109.05	13.59	99.76	15.68	6.79**
Home Related Home Environment	85.14	10.16	78.51	13.04	6.27**
Authoritative PS	22.51	3.18	20.77	4.64	4.99**
Authoritarian PS	7.88	3.89	9.01	3.89	-2.71**
Permissive PS	15.62	3.68	15.84	3.71	-.610
Negligent PS	7.30	3.828	9.05	4.84	-3.95**

**p \leq .01

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the resilient and non-resilient students is 4.89, which reveals that resilient and non-resilient students differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the resilient ($M=101.94$) than non-resilient students ($M=94.92$).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the resilient and non-resilient students is 4.43, which reveals that resilient and non-resilient students differ significantly in their Cognitive Academic Engagement. The mean score obtained for Cognitive Academic Engagement is higher among the resilient ($M=57.46$) than non-resilient students ($M=53.51$).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the resilient and non-resilient students is 4.19, which reveals that resilient and non-resilient students differ significantly in their Emotional Academic Engagement. The mean score obtained for Emotional Academic Engagement is higher among the resilient ($M=47.91$) than non-resilient students ($M=45.07$).

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the resilient and non-resilient students is 5.19, which reveals that resilient and non-resilient students differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the resilient ($M=49.28$) than non-resilient students ($M=45.74$).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for the resilient and non-resilient students is 5.02, which reveals that resilient and non-resilient students differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the resilient ($M=28.85$) than non-resilient students ($M=26.54$).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for the resilient and non-resilient students is -5.62, which reveals that resilient and non-resilient students differ significantly in their Extrinsic Academic Motivation. The mean score obtained for Extrinsic Academic Motivation is low among resilient students ($M=13.24$) and the mean score is high among non-resilient students ($M=16.24$).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the resilient and non-resilient students is 4.16, which reveals that resilient and non-resilient students differ significantly in their Mastery Academic Goal Orientation. The mean score obtained for Mastery Academic Goal Orientation is higher among the resilient ($M=31.83$) than non-resilient students ($M=29.74$).

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the resilient and non-resilient students is 4.42, which reveals that resilient and non-resilient students differ significantly in their Performance Academic Goal Orientation. The mean score

obtained for Performance Academic Goal Orientation is higher among the resilient (M=32.76) than non-resilient students (M=30.38)

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the resilient and non-resilient students is -2.71, which reveals that resilient and non-resilient students differ significantly in their Academic Procrastination. The mean score obtained for Academic procrastination is low among resilient students (M=48.41) and the mean score is high among non-resilient students (M=51.78).

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the resilient and non-resilient students is 7.54, which reveals that resilient and non-resilient students differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the resilient (M=117.96) than non-resilient students (M=107.33).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the resilient and non-resilient students is 6.79, which reveals that resilient and non-resilient students differ significantly in their Social Competence. The mean score obtained for Social Competence is higher among the resilient (M=109.05) than non-resilient students (M=99.76).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the resilient and non-resilient students is 6.27, which reveals that resilient and non-resilient students differ significantly in their home

environment. The mean score obtained for Home environment is higher among the resilient ($M=85.14$) than non-resilient students ($M=78.51$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the resilient and non-resilient students is 4.99, which reveals that resilient and non-resilient students differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the resilient ($M=22.51$) than non-resilient students ($M=20.77$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the resilient and non-resilient students is -2.71, which reveals that resilient and non-resilient students differ significantly in their Authoritarian Parenting Style. The mean score obtained for Authoritarian Parenting Style is low among resilient students ($M=7.88$) and the mean score is high among non-resilient students ($M=9.01$).

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for the resilient and non-resilient students is -.61, which reveals that resilient and non-resilient students do not differ significantly in their Permissive Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the resilient and non-resilient students is -3.95, which reveals that resilient and non-resilient students differ significantly in their Negligent Parenting Style. The mean score obtained for Negligent Parenting

Style is low among resilient students ($M=7.3$) and the mean score is high among non-resilient students ($M=9.05$).

Discussion of Result. Among the eleven learner related variables, resilient students demonstrate significantly higher mean scores in the Academic Self-efficacy, Cognitive, Emotional and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence. That means these factors are contributing positively to the students' resilience, suggesting that students who exhibit strengths in these factors are more likely to overcome challenges and perform well academically. Hence these factors are identified as learner related protective factors among resilient students.

Among the five home related variables, resilient students exhibit significantly higher mean scores in Home Environment and Authoritative Parenting Style than non-resilient students. That means these factors are contributing positively to the students' resilience. Hence these factors are identified as home related protective factors among resilient students.

Learner and home related protective factors among resilient and non-resilient students in total group is given in Table 29.

Table 29

Learner and Home Related Protective Factors Among Resilient and Non-Resilient Students in Total Group

Learner Related Protective Factors	Home Related Protective Factors
Academic Self-efficacy	Home Environment
Cognitive Academic Engagement	Authoritative Parenting Style
Emotional Academic Engagement	
Behavioural Academic Engagement	
Intrinsic Academic Motivation	
Mastery Academic Goal Orientation	
Performance Academic Goal Orientation	
Peer Relationship	
Social Competence	

Identified Learner and Home Related Risk and Protective Factors of Academic Resilience Among Secondary School Students

A comprehensive approach to identify learner and home-related risk and protective factors in the total group was employed through mean difference analysis. In the first method of comparison, both learner and home-related risk and protective factors were identified. Subsequently, a second method of mean difference analysis pinpointed learner and home-related risk factors in the total group. The third method of comparison was utilized to identify learner and home-related protective factors in the total group.

From the discussion of results from Table 25, Table 27 and Table 29, the identified learner and home related risk and protective factors of academic resilience among secondary school students are presented in Table 30.

Table 30

Identified Learner and Home Related Risk and Protective Factors of Academic Resilience Among Secondary School Students

Categories of Comparison	Learner Related Risk Factors	Learner Related Protective Factors	Home Related Risk Factors	Home Related Protective Factors
Resilient Vs At-Risk Students	Academic Procrastination	Academic Self-efficacy	Authoritarian PS	Home Environment
	Extrinsic Academic Motivation	Cognitive Academic Engagement	Negligent PS	Authoritative PS
		Emotional Academic Engagement		
		Behavioural Academic Engagement		
		Intrinsic Academic Motivation		
		Mastery Academic Goal Orientation		
		Performance Academic Goal Orientation		
		Peer Relationship		
	Social Competence			

Categories of Comparison	Learner Related Risk Factors	Learner Related Protective Factors	Home Related Risk Factors	Home Related Protective Factors
At-Risk Vs Non At-Risk Students	Academic Procrastination Extrinsic Academic Motivation		Authoritarian PS Negligent PS	
Resilient Vs Non-Resilient Students		Academic Self-efficacy Cognitive Academic Engagement Emotional Academic Engagement Behavioural Academic Engagement Intrinsic Academic Motivation Mastery Academic Goal Orientation Performance Academic Goal Orientation Peer Relationship Social Competence		Home Environment Authoritative PS

Table 30 demonstrates the learner and home-related risk and protective factors identified through the initial method of comparison align consistently with the findings from the second and third methods of comparison.

Identification of Learner and Home Related Risk and Protective Factors Based on the Emigration Status of Father

The objective of the study is to find out the learner and home related risk and protective factors of Academic Resilience among students with emigrant fathers. In order to find out the learner and home related risk and protective factors specifically to the students with emigrant fathers, mean difference analysis is carried out in two ways viz., students with non-emigrant fathers and students with emigrant fathers. So, the total group of 560 students are classified into two categories viz., students with emigrant fathers and students with non- emigrant fathers. The details of the sample split up is given in Table 31.

Table 31

Sample Split up Based on the Emigration Status of Father

Number of students with emigrant fathers	Number of students with non-emigrant fathers
263	297

Identification of Learner and Home related Risk and Protective factors of Academic Resilience Among Secondary School Students With Non-Emigrant Fathers

To identify the learner and home related risk and protective factors of academic resilience among secondary school students with non-emigrant fathers, mean difference analysis is carried out.

Mean Difference Analysis Among Students With Non-Emigrant Fathers

Mean difference analysis is carried out between three pair of groups viz., resilient and at-risk students, at-risk and non at-risk students and resilient and non-resilient students.

Mean Difference Analysis Between Resilient (Achieve $\geq 75^{\text{th}}$ Percentile Score) and At-Risk (Achieve $\leq 25^{\text{th}}$ Percentile Score) Students With Non-Emigrant Fathers

Mean difference analysis is done in order to identify the risk and protective factors that significantly differ between resilient and at-risk students among students with non-emigrant fathers. Scores obtained for the learner and home related factors of resilient and at-risk students with non-emigrant fathers were subjected to test of significance of difference between the means and the results are presented in Table 32.

Table 32

Test of Significance of Difference Between the Mean Scores of Factors in Resilient (N=77) And At-Risk (N=81) Students Among Students With Non-Emigrant Fathers

Variables	Resilient Status				t value
	Resilient		At-Risk		
	Mean	SD	Mean	SD	
Academic Self-efficacy	103.27	14.43	87.44	15.57	6.62**
Cognitive Academic Engagement	58.25	8.57	50.40	10.23	5.21**
Emotional Academic Engagement	48.04	7.04	40.53	9.07	5.83**
Behavioural Academic Engagement	49.82	7.21	42.70	9.31	5.39**
Intrinsic Academic Motivation	29.14	4.56	24.42	6.65	5.23**
Extrinsic Academic Motivation	13.55	5.28	17.95	5.62	-5.07**
Mastery Academic Goal Orientation	32.79	4.52	27.12	6.69	6.27**
Performance Academic Goal Orientation	33.73	5.23	26.70	7.61	6.79**
Academic Procrastination	47.65	13.77	53.67	12.14	-2.92**
Peer Relationship	119.73	13.16	94.51	17.75	10.18**
Social Competence	110.92	14.09	90.67	14.74	8.82**
Home Environment	85.82	10.33	71.22	13.53	7.65**
Authoritative PS	22.68	3.28	19.11	5.63	4.89**
Authoritarian PS	9.14	3.46	11.98	4.64	-4.36**
Permissive PS	16.18	3.47	15.11	3.84	1.84
Negligent PS	7.66	4.61	11.07	5.45	-4.24**

**p \leq .01

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the resilient and at-risk students is 6.62,

which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the resilient ($M=103.27$) than at-risk students ($M=87.44$).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the resilient and at-risk students is 5.21, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Cognitive Academic Engagement. The mean score obtained for Cognitive Academic Engagement is higher among the resilient ($M=58.25$) than at-risk students ($M=50.4$).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the resilient and at-risk students is 5.83, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Emotional Academic Engagement. The mean score obtained for Emotional Academic Engagement is higher among the resilient ($M=48.04$) than at-risk students ($M=40.53$).

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the resilient and at-risk students is 5.39, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the resilient ($M=49.82$) than at-risk students ($M=42.7$).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for resilient and at-risk students is 5.23, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the resilient ($M=29.14$) than at-risk students ($M=24.42$).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for the resilient and at-risk students is -5.07, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Extrinsic Academic Motivation. The mean score obtained for Extrinsic Academic Motivation is low among resilient students ($M=13.55$) and the mean score is high among at-risk students ($M=17.95$).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the resilient and at-risk students is 6.27, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Mastery Academic Goal Orientation. The mean score obtained for Mastery Academic Goal Orientation is higher among the resilient ($M=32.79$) than at-risk students ($M=27.12$).

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the resilient and at-risk students is 6.79, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Performance Academic Goal Orientation. The

mean score obtained for Performance Academic Goal Orientation is higher among the resilient ($M=33.73$) than at-risk students ($M=26.7$)

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the resilient and at-risk students is -2.92 , which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Academic Procrastination. The mean score obtained for Academic procrastination is low among resilient students ($M=47.65$) and the mean score is high among at-risk students ($M=53.67$).

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the resilient and at-risk students is 10.18 , which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the resilient ($M=119.73$) than at-risk students ($M=94.51$).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the resilient and at-risk students is 8.82 , which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Social Competence. The mean score obtained for Social Competence is higher among the resilient ($M=110.92$) than at-risk students ($M=90.67$).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the resilient and at-risk students is 7.65 , which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their home environment. The mean score obtained for Home environment is higher among the resilient ($M=85.82$) than at-risk students ($M=71.22$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the resilient and at-risk students is 4.89, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the resilient ($M=22.68$) than at-risk students ($M=19.11$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the resilient and at-risk students is -4.36, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Authoritarian Parenting Style. The mean score obtained for Authoritarian Parenting Style is low among resilient students ($M=9.14$) and the mean score is high among at-risk students ($M=11.98$).

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for the resilient and at-risk students is 1.84, which reveals that resilient and at-risk students with non-emigrant fathers do not differ significantly in their Permissive Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the resilient and at-risk students is -4.24, which reveals that resilient and at-risk students with non-emigrant fathers differ significantly in their Negligent Parenting Style. The mean score obtained for Negligent Parenting Style is low among resilient students ($M=7.66$) and the mean score is high among at-risk students ($M=11.07$).

Discussion of Result. Among the eleven learner related variables, resilient students with non-emigrant fathers demonstrate significantly higher mean scores in the Academic Self-efficacy, Cognitive, Emotional and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence. These findings indicate that students with non-emigrant fathers demonstrating strengths in these particular dimensions are more likely to be resilient, positioning them to navigate challenges effectively and achieve academic success. Hence these variables act as learner related protective factors among resilient students with non-emigrant fathers. At the same time, at-risk students with non-emigrant fathers exhibit significantly higher mean scores in Academic Procrastination and Extrinsic Academic Motivation. These findings suggest that these factors may impede students' ability to excel academically, marking them as risk factors among at-risk students with non-emigrant fathers. Hence these variables act as learner related risk factors among at-risk students with non-emigrant fathers.

Among the five home-related variables, resilient students with non-emigrant fathers exhibit significantly higher mean scores in Home Environment and Authoritative Parenting Style compared to at-risk students with non-emigrant fathers. This suggests that these factors contribute positively to student resilience, identifying them as home related protective factors for resilient students with non-emigrant fathers. But, at-risk students with non-emigrant fathers demonstrate significantly higher mean scores in Authoritarian and Negligent Parenting Style, indicating that these parenting styles are likely associated with academic difficulties. Hence these variables are home related risk factors among at-risk students with non-emigrant fathers.

Learner and home related risk and protective factors among resilient and at-risk students with non-emigrant fathers are given in Table 33.

Table 33

Learner and Home Related Risk and Protective Factors Among Resilient and At-Risk Students With Non-Emigrant Fathers

	Risk Factors	Protective Factors
Learner Related Factors	Academic Procrastination	Academic Self-efficacy
	Extrinsic Academic Motivation	Cognitive Academic Engagement
		Emotional Academic Engagement
		Behavioural Academic Engagement
		Intrinsic Academic motivation
		Mastery Academic goal orientation
		Performance Academic goal orientation
		Peer relationship
	Social competence	
Home Related Factors	Authoritarian PS	Home Environment
	Negligent PS	Authoritative PS

Mean Difference Analysis Between At-Risk (Achieve $\leq 25^{\text{th}}$ Percentile Score) and Non At-Risk Students (Achieve $>25^{\text{th}}$ Percentile Score) Students With Non-Emigrant Fathers

Mean difference analysis is done in order to identify the risk factors that significantly differ between at-risk and non at-risk students with non-emigrant fathers. Scores obtained for the learner and home related factors of at-risk and non at-risk students with non-emigrant fathers are subjected to test of significance of difference between the means and the results are presented in Table 34.

Table 34

Test of Significance of Difference Between the Mean Scores of Factors in At-Risk(N=81) And Non At-Risk (N=216) Students Among students With Non-Emigrant Fathers

Variables	Resilient Status				t value
	At-Risk		Non At-Risk		
	Mean	SD	Mean	SD	
Academic Self-efficacy	87.87	15.57	100.76	15.75	-6.51**
Cognitive Academic Engagement	50.40	10.23	56.00	9.23	-4.5**
Emotional Academic Engagement	40.53	9.07	46.72	7.49	-5.48**
Behavioural Academic Engagement	42.70	9.31	47.86	7.48	-4.47**
Intrinsic Academic Motivation	24.42	6.65	27.97	5.17	-4.34**
Extrinsic Academic Motivation	17.95	5.62	14.64	5.69	4.48**
Mastery Academic Goal Orientation	27.12	6.69	31.63	5.35	-5.45**
Performance Academic Goal Orientation	26.70	7.61	32.44	5.68	-6.17**
Academic Procrastination	53.67	12.14	48.82	13.51	2.83**
Peer Relationship	97.74	17.75	115.10	15.73	-9.69**
Social Competence	92.17	14.74	105.95	14.90	-7.89**
Home Environment	71.22	13.53	82.91	11.38	-6.91**
Authoritative PS	19.11	5.63	21.93	3.78	-4.16**
Authoritarian PS	11.98	4.64	9.75	3.86	3.84**
Permissive PS	15.11	3.84	16.13	3.68	-2.09*
Negligent PS	11.07	5.45	8.29	4.64	4.07**

**p<.01 *p<.05

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the at- risk and non at- risk students is - 6.51, which reveals that at- risk and non at- risk students with non-emigrant fathers

differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the non at- risk (M=100.76) than at- risk students (M=87.44).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the at- risk and non at- risk students is -4.5, which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Cognitive Academic Engagement. The mean score obtained for Cognitive Academic Engagement is higher among the non at-risk (M=56) than at- risk students (M=50.40).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the at- risk and non at- risk students is -5.48, which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Emotional Academic Engagement. The mean score obtained for Emotional Academic Engagement is higher among the non at-risk (M=46.72) than at- risk students (M=40.53).

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the at- risk and non at- risk students is -4.47, which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the non at-risk (M=47.86) than at- risk students (M=42.70).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for the at-risk and non at-risk students is -4.34, which reveals that at-risk and non at-risk students with non-emigrant fathers differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the non at-risk ($M=27.97$) than at-risk students ($M=24.42$).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for the at-risk and non at-risk students is 4.48, which reveals that at-risk and non at-risk students with non-emigrant fathers differ significantly in their Extrinsic Academic Motivation. The mean score obtained for Extrinsic Academic Motivation is low among non at-risk students ($M=14.64$) and the mean score is high among at-risk students ($M=17.95$).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the at-risk and non at-risk students is -5.45, which reveals that at-risk and non at-risk students with non-emigrant fathers differ significantly in their Mastery Academic Goal Orientation. The mean score obtained for Mastery Academic Goal Orientation is higher among the non at-risk ($M=31.63$) than at-risk students ($M=27.12$).

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the at-risk and non at-risk students is -6.17, which reveals that at-risk and non at-risk students with non-emigrant fathers differ significantly in their Performance Academic Goal Orientation.

The mean score obtained for Performance Academic Goal Orientation is higher among the non at-risk (M=32.44) than at- risk students (M=26.7).

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the at- risk and non at- risk students is 2.83, which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Academic Procrastination. The mean score obtained for Academic procrastination is low among non at-risk students (M=48.82) and the mean score is high among at- risk students (M=53.67).

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the at- risk and non at- risk students is -9.69, which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the non at-risk (M=115.1) than at- risk students M=94.51).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the at- risk and non at- risk students is -7.89, which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Social Competence. The mean score obtained for Social Competence is higher among the non at-risk (M=105.95) than at- risk students (M=90.67).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the at- risk and non at- risk students is -6.91, which reveals that at- risk and non at- risk students with non-emigrant fathers differ

significantly in their home environment. The mean score obtained for Home environment is higher among the non at-risk ($M=82.91$) than at- risk students ($M=71.22$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the at- risk and non at- risk students is -4.16 , which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the non at-risk ($M=21.93$) than at- risk students ($M=19.11$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the at- risk and non at- risk students is 3.84 , which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Authoritarian Parenting Style. The mean score obtained for Authoritarian Parenting Style is low among non at-risk students ($M=9.75$) and the mean score is high among at- risk students ($M=11.98$).

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for at- risk and non at- risk students is -2.09 , which reveals that at- risk and non at- risk students with non-emigrant fathers differ significantly in their Permissive Parenting Style. The mean score obtained for Permissive Parenting Style is higher among the non at-risk ($M=16.13$) than at- risk students ($M=15.11$).

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the at- risk and non at- risk students is

4.07, which reveals that at-risk and non at-risk students with non-emigrant fathers differ significantly in their Negligent Parenting Style. The mean score obtained for Negligent Parenting Style is low among non at-risk students ($M=8.29$) and the mean score is high among at-risk students ($M=11.07$).

Discussion of Result. Among the eleven learner related variables, at-risk students with non-emigrant fathers exhibit significantly higher mean scores in Academic Procrastination and Extrinsic Academic Motivation. These findings suggest that these variables may hinder students' ability to excel academically, marking them as risk factors among the at-risk students with non-emigrant fathers.

Among the five home related variables, at-risk students with non-emigrant fathers demonstrate significantly higher mean scores in Authoritarian and Negligent Parenting Style, indicating that these parenting styles are likely associated with academic difficulties. Hence these variables act as home related risk factors among at-risk students with non-emigrant fathers.

Learner and home related risk factors among at-risk and non at-risk students with non-emigrant fathers is given in Table 35.

Table 35

Learner and Home Related Risk Factors Among At-Risk and Non At-Risk Students With Non-Emigrant Fathers

Learner Related Risk Factors	Home Related Risk Factors
Academic Procrastination	Authoritarian Parenting Style
Extrinsic Academic Motivation	Negligent Parenting Style

Mean Difference Analysis Between Resilient (Achieve $\geq 75^{\text{th}}$ Percentile Score) and Non-Resilient (Achieve $< 75^{\text{th}}$ Percentile Score) Students With Non -Emigrant Fathers

Mean difference analysis is done in order to identify the protective factors that significantly differ between resilient and non-resilient students with non-emigrant fathers. Scores obtained for the learner and home related factors of resilient and non-resilient students with non-emigrant fathers are subjected to test of significance of difference between the means and the results are presented in Table 36.

Table 36

Test of Significance of Difference Between the Mean Scores of Factors in Resilient (N=77) and Non -Resilient (N=220) Students With Non-Emigrant Fathers

	Variables	Resilient Status				t value
		Resilient		Non-Resilient		
		Mean	SD	Mean	SD	
Learner related	Academic Self-efficacy	103.27	14.43	94.98	17.02	3.82**
	Cognitive Academic Engagement	58.25	8.57	53.15	9.89	4.02**
	Emotional Academic Engagement	48.04	7.04	43.98	8.60	4.09**
	Behavioural Academic Engagement	49.82	7.21	45.28	8.38	4.24**
	Intrinsic Academic Motivation	29.14	4.56	26.25	6.03	4.38**
Learner related	Extrinsic Academic Motivation	13.55	5.28	16.24	5.89	-3.55**
	Mastery Academic Goal Orientation	32.79	4.52	29.57	6.34	4.82**
	Performance Academic Goal Orientation	33.73	5.23	29.88	6.95	5.08**
	Academic Procrastination	47.65	13.77	51.01	13.06	-1.92
	Peer Relationship	119.73	13.17	105.90	19.03	7.00**
	Social Competence	110.92	14.09	98.59	15.87	6.39**

	Variables	Resilient Status				t value
		Resilient		Non-Resilient		
		Mean	SD	Mean	SD	
Home Related	Home Environment	85.82	10.33	77.59	13.27	5.57**
	Authoritative PS	22.68	3.28	20.63	4.79	4.15**
	Authoritarian PS	9.14	3.46	10.78	4.36	-3.33**
	Permissive PS	16.18	3.47	15.74	3.85	0.89
	Negligent PS	7.66	4.61	9.54	5.08	-2.99**

** $p \leq .01$

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the resilient and non-resilient students is 3.82, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the resilient ($M=103.27$) than non-resilient students ($M=94.98$).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the resilient and non-resilient students is 4.02, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Cognitive Academic Engagement. The mean score obtained for Cognitive Academic Engagement is higher among the resilient ($M=58.25$) than non-resilient students ($M=53.15$).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the resilient and non-resilient students is 4.09, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Emotional Academic Engagement. The

mean score obtained for Emotional Academic Engagement is higher among the resilient ($M=48.04$) than non-resilient students ($M=43.98$).

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the resilient and non-resilient students is 4.24, which reveals that resilient and non-resilient students non-emigrant fathers differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the resilient ($M=49.82$) than non-resilient students ($M=45.28$).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for the resilient and non-resilient students is 4.38, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the resilient ($M=29.14$) than non-resilient students ($M=26.25$).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for the resilient and non-resilient students is -3.55, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Extrinsic Academic Motivation. The mean score obtained for Extrinsic Academic Motivation is low among resilient students ($M=13.55$) and the mean score is high among non-resilient students ($M=16.24$).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the resilient and non-resilient

students is 4.82, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Mastery Academic Goal Orientation. The mean score obtained for Mastery Academic Goal Orientation is higher among the resilient ($M=32.79$) than non-resilient students ($M=29.57$)

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the resilient and non-resilient students is 5.08, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Performance Academic Goal Orientation. The mean score obtained for Performance Academic Goal Orientation is higher among the resilient ($M=33.73$) than non-resilient students ($M=29.88$)

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the resilient and non-resilient students is -1.92, which reveals that resilient and non-resilient students with non-emigrant fathers do not differ significantly in their Academic Procrastination.

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the resilient and non-resilient students is 7, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the resilient ($M=119.73$) than non-resilient students ($M=105.90$).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the resilient and non-resilient students is 6.39, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Social Competence. The mean score obtained for Social

Competence is higher among the resilient ($M=110.92$) than non-resilient students ($M=98.59$).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the resilient and non-resilient students is 5.57, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Home environment. The mean score obtained for Home environment is higher among the resilient ($M=85.82$) than non-resilient students ($M=77.59$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the resilient and non-resilient students is 4.15, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the resilient ($M=22.68$) than non-resilient students ($M=20.63$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the resilient and non-resilient students is -3.33, which reveals that resilient and non-resilient students with non-emigrant fathers differ significantly in their Authoritarian Parenting Style. The mean score of Authoritarian Parenting Style is low among resilient students ($M=9.14$) and the mean score is high among non resilient students ($M=10.78$).

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for the resilient and non-resilient students is 0.89, which reveals that resilient and non-resilient students with non emigrant fathers do not differ significantly in their Permissive Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the resilient and non-resilient students is -2.99, which reveals that resilient and non-resilient students with non emigrant fathers differ significantly in their Negligent Parenting Style. The mean score of Negligent Parenting Style is low among resilient students (M=7.66) and the mean score is high among non-resilient students (M=9.54).

Discussion of Result. Among the eleven learner related variables, resilient students with non emigrant fathers demonstrate significantly higher mean scores in the Academic Self-efficacy, Cognitive, Emotional and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence. That means these factors are contributing positively to the students' resilience, suggesting that students who exhibit strengths in these variables are more likely to overcome challenges and perform well academically. Hence these variables are identified as learner related protective factors among resilient students with non-emigrant fathers.

Among the five home related variables, resilient students with non-emigrant fathers exhibit significantly higher mean scores in Home Environment and Authoritative Parenting Style than non-resilient students with non-emigrant fathers. That means these variables are contributing positively to the students' resilience. Hence these variables are identified as home related protective factors among resilient students with non-emigrant fathers.

Learner and home related protective factors among resilient and non-resilient students with non-emigrant fathers are given in Table 37.

Table 37

Learner and Home Related Protective Factors Among Resilient and Non-Resilient Students With Non- Emigrant Fathers

Learner Related Protective Factors	Home Related Protective Factors
Academic Self-efficacy	Home Environment
Cognitive Academic Engagement	Authoritative Parenting Style
Emotional Academic Engagement	
Behavioural Academic Engagement	
Intrinsic Academic motivation	
Mastery Academic goal orientation	
Performance Academic goal orientation	
Peer relationship	
Social competence	

Identified Learner and Home Related Risk and Protective Factors of Academic Resilience Among Students With Non- Emigrant Fathers

A comprehensive approach to identify learner and home-related risk and protective factors of academic resilience among students with non emigrant fathers was employed through mean difference analysis. In the first method of comparison, both learner and home-related risk and protective factors were identified. Subsequently, a second method of mean difference analysis pinpointed learner and home-related risk factors of academic resilience among students with non emigrant fathers. The third method of comparison was utilized to identify learner and home-related protective factors of academic resilience among students with non emigrant fathers.

From the discussion of results from Table 33, Table 35 and Table 37, the identified learner and home related risk and protective factors of academic resilience among students with non-emigrant fathers are presented in Table 38.

Table 38*Identified Learner and Home Related Risk and Protective Factors of Academic Resilience Among Students With Non-Emigrant Fathers*

Categories of Comparison	Learner Related Risk Factors	Learner Related Protective Factors	Home Related Risk Factors	Home Related Protective Factors
Resilient Vs At-Risk Students	Academic Procrastination Extrinsic Academic Motivation	Academic Self-efficacy Cognitive Academic Engagement Emotional Academic Engagement Behavioural Academic Engagement Intrinsic Academic Motivation Mastery Academic Goal Orientation Performance Academic Goal Orientation Peer Relationship Social Competence	Authoritarian PS Negligent PS	Home Environment Authoritative PS
Non At-Risk Vs At-Risk Students	Academic Procrastination Extrinsic Academic Motivation		Authoritarian PS Negligent PS	

Categories of Comparison	Learner Related Risk Factors	Learner Related Protective Factors	Home Related Risk Factors	Home Related Protective Factors
Resilient Vs Non-Resilient Students		Academic Self-efficacy Cognitive Academic Engagement Emotional Academic Engagement Behavioural Academic Engagement Intrinsic Academic Motivation Mastery Academic Goal Orientation Performance Academic Goal Orientation Peer Relationship Social Competence		Home Environment Authoritative PS

Table 38 demonstrates the learner and home-related risk and protective factors of academic resilience among students with non emigrant fathers identified through the initial method of comparison align consistently with the findings from the second and third methods of comparison.

**Identification of Learner and Home Related Risk and Protective Factors
of Academic Resilience Among Secondary School Students
With Emigrant Fathers**

To identify the learner and home related risk and protective factors of academic resilience among secondary school students with emigrant fathers, mean difference analysis is carried out.

Mean Difference Analysis Among Students With Emigrant Fathers

Mean difference analysis is carried out between three pair of groups viz., resilient and at-risk students, at-risk and non at-risk students and resilient and non-resilient students.

Mean Difference Analysis Between Resilient (Achieve $\geq 75^{\text{th}}$ Percentile Score) and At-Risk (Achieve $\leq 25^{\text{th}}$ Percentile Score) Students With Emigrant Fathers

Mean difference analysis is done in order to identify the risk and protective factors that significantly differ between resilient and at-risk students among students with emigrant fathers. Scores obtained for the learner and home related factors of resilient and at-risk students with emigrant fathers were subjected to test of significance of difference between the means and the results are presented in Table 39.

Table 39

Test of Significance of Difference Between the Mean Scores of Factors in Resilient (N=68) and At-Risk (N=57) Students Among Students With Emigrant Fathers

Variables	Resilient Status				t value
	Resilient		At-Risk		
	Mean	SD	Mean	SD	
Academic Self-efficacy	100.44	14.03	88.47	14.87	4.62**
Cognitive Academic Engagement	56.56	8.64	49.68	7.87	4.62**
Emotional Academic Engagement	47.76	6.31	44.93	7.32	2.33*
Behavioural Academic Engagement	48.68	6.17	43.04	8.62	4.13**
Intrinsic Academic Motivation	28.51	4.26	24.28	5.13	5.04**
Extrinsic Academic Motivation	12.90	4.93	17.58	4.39	-5.56**
Mastery Academic Goal Orientation	30.74	5.00	27.93	6.08	2.83**
Performance Academic Goal Orientation	31.66	4.83	28.21	7.62	2.96**
Academic Procrastination	49.26	12.57	53.49	9.12	-2.17*
Peer Relationship	115.96	12.31	102.33	17.93	4.86**
Social Competence	106.93	12.78	94.32	14.58	5.15**
Home Environment	84.38	9.99	73.39	13.42	5.11**
Authoritative PS	22.32	3.07	19.75	5.17	3.29**
Authoritarian PS	9.68	3.84	11.09	4.41	-1.91
Permissive PS	14.99	3.83	15.26	3.61	-0.42
Negligent PS	6.88	2.68	9.12	4.36	-3.39**

**p≤.01 *p≤.05

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the resilient and at-risk students is 4.62,

which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the resilient (M=100.44) than at-risk students (M=88.47).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the resilient and at-risk students is 4.62, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Cognitive Academic Engagement. The mean score obtained for Cognitive Academic Engagement is higher among the resilient (M=56.56) than at-risk students (M=49.68).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the resilient and at-risk students is 2.33, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Emotional Academic Engagement. The mean score obtained for Emotional Academic Engagement is higher among the resilient (M=47.76) than at-risk students (M=44.93).

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the resilient and at-risk students is 4.13, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the resilient (M=48.68) than at-risk students (M=43.04).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for the resilient and at-risk students is 5.04, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the resilient ($M=28.51$) than at-risk students ($M=24.28$).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for the resilient and at-risk students is -5.56, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Extrinsic Academic Motivation. The mean score obtained for Extrinsic Academic Motivation is low among resilient students ($M=12.9$) and the mean score is high among at-risk students ($M=17.58$).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the resilient and at-risk students is 2.83, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Mastery Academic Goal Orientation. The mean score obtained for Mastery Academic Goal Orientation is higher among the resilient ($M=30.74$) than at-risk students ($M=27.93$).

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the resilient and at-risk students is 2.96, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Performance Academic Goal Orientation. The mean score

obtained for Performance Academic Goal Orientation is higher among the resilient (M=31.66) than at-risk students (M=28.21).

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the resilient and at-risk students is -2.17, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Academic Procrastination. The mean score obtained for Academic procrastination is low among resilient students (M=49.26) and the mean score is high among at-risk students (M=53.49).

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the resilient and at-risk students is 4.86, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the resilient (M=115.96) than at-risk students (M=102.33).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the resilient and at-risk students is 5.15, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Social Competence. The mean score obtained for Social Competence is higher among the resilient (M=106.93) than at-risk students (M=94.32).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the resilient and at-risk students is 5.11, which reveals that resilient and at-risk students with emigrant fathers differ significantly in

their home environment. The mean score obtained for Home environment is higher among the resilient ($M=84.38$) than at-risk students ($M=73.39$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the resilient and at-risk students is 3.29, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the resilient ($M=22.32$) than at-risk students ($M=19.75$).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the resilient and at-risk students is -1.91, which reveals that resilient and at-risk students with emigrant fathers do not differ significantly in their Authoritarian Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for the resilient and at-risk students is -0.42, which reveals that resilient and at-risk students with emigrant fathers do not differ significantly in their Permissive Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the resilient and at-risk students is -3.39, which reveals that resilient and at-risk students with emigrant fathers differ significantly in their Negligent Parenting Style. The mean score obtained for Negligent Parenting Style is low among resilient students ($M=6.88$) and the mean score is high among at-risk students ($M=9.12$).

Discussion of Result. Among the eleven learner related variables, resilient students with emigrant fathers demonstrate significantly higher mean scores in the Academic Self-efficacy, Cognitive, Emotional and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence. These findings indicate that students with emigrant fathers demonstrating strengths in these particular dimensions are more likely to be resilient, positioning them to navigate challenges effectively and achieve academic success. Hence these variables act as learner related protective factors among resilient students with emigrant fathers. At the same time, at-risk students with emigrant fathers exhibit significantly higher mean scores in Academic Procrastination and Extrinsic Academic Motivation. These findings suggest that these factors may impede students' ability to excel academically, marking them as risk factors among at-risk students with emigrant fathers. Hence these variables act as learner related risk factors among at-risk students with emigrant fathers.

Among the five home-related variables, resilient students with emigrant fathers exhibit significantly higher mean scores in Home Environment and Authoritative Parenting Style compared to at-risk students with emigrant fathers. This suggests that these factors contribute positively to student resilience, identifying them as home related protective factors for resilient students with emigrant fathers. But at-risk students with emigrant fathers demonstrate significantly higher mean scores in Negligent Parenting Style, indicating that this parenting style is likely associated with

academic difficulties. Hence this variable is home related risk factors among at-risk students with emigrant fathers.

Learner and home related risk and protective factors among resilient and at-risk students with emigrant fathers are given in Table 40.

Table 40

Learner and Home Related Risk and Protective Factors Among Resilient and At-Risk Students With Emigrant Fathers

	Risk Factors	Protective Factors
Learner Related Factors	Academic Procrastination	Academic Self-efficacy
	Extrinsic Academic Motivation	Cognitive Academic Engagement
		Emotional Academic Engagement
		Behavioural Academic Engagement
		Intrinsic Academic Motivation
		Mastery Academic Goal Orientation
		Performance Academic Goal Orientation
		Peer Relationship
		Social Competence
	Home Related Factors	Negligent PS
Authoritative PS		

Mean Difference Analysis Between At-Risk (Achieve \leq 25th Percentile Score) and Non At-Risk Students (Achieve $>$ 25th Percentile Score) Students With Emigrant Fathers

Mean difference analysis is done in order to identify the risk factors that significantly differ between at-risk and non at-risk students with emigrant fathers. Scores obtained for the learner and home related factors of at-risk and non at-risk students with emigrant fathers are subjected to test of significance of difference between the means and the results are presented in Table 41.

Table 41

Test of Significance of Difference Between the Mean Scores of Factors in At-Risk (N=57) And Non At-Risk (N=206) Students Among Students With Emigrant Fathers

Variables	Resilient Status				t value
	At-Risk		Non At-Risk		
	Mean	SD	Mean	SD	
Academic Self-efficacy	88.47	14.87	98.46	15.19	-4.41**
Cognitive Academic Engagement	49.68	7.87	55.96	8.71	-4.9**
Emotional Academic Engagement	44.93	7.32	47.15	6.54	-2.21**
Behavioural Academic Engagement	43.04	8.62	47.95	6.43	-4.01**
Intrinsic Academic Motivation	24.28	5.13	28.13	4.59	-5.5**
Extrinsic Academic Motivation	17.58	4.39	14.77	5.64	4.01**
Mastery Academic Goal Orientation	27.93	6.08	30.75	5.43	-3.38**
Performance Academic Goal Orientation	28.21	7.62	31.93	5.26	-3.47**
Academic Procrastination	53.49	9.12	51.29	13.38	1.44
Peer Relationship	102.33	17.93	113.10	16.22	-4.09**
Social Competence	94.32	14.58	104.89	14.27	-4.93**

	Variables	Resilient Status				t value
		At-Risk		Non At-Risk		
		Mean	SD	Mean	SD	
Home Related	Home Environment	73.39	13.42	82.85	11.08	-4.88**
	Authoritative PS	19.75	5.17	21.72	3.79	-2.67**
	Authoritarian PS	11.09	4.41	10.07	4.00	1.67
	Permissive PS	15.26	3.61	15.83	3.66	-1.03
	Negligent PS	9.12	4.359	7.79	4.06	2.16*

**p≤.01 *p≤.05

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the at- risk and non at- risk students is -4.41, which reveals that at- risk and non at- risk students with emigrant fathers differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the non at-risk (M=98.46) than at-risk students (M=88.47).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the at- risk and non at- risk students is -4.9, which reveals that at- risk and non at- risk students with emigrant fathers differ significantly in their Cognitive Academic Engagement. The mean score obtained for Cognitive Academic Engagement is higher among the non at-risk (M=55.96) than at-risk students (M=49.68).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the at- risk and non at- risk students is -2.21, which reveals that at- risk and non at- risk students with emigrant fathers differ significantly in their Emotional Academic Engagement. The mean score

obtained for Emotional Academic Engagement is higher among the non at-risk (M=47.15) than at-risk students (M=44.93).

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the at- risk and non at- risk students is -4.01, which reveals that at- risk and non at- risk students with emigrant fathers differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the non at-risk (M=47.95) than at-risk students (M=43.04).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for the at- risk and non at- risk students is -5.46. which reveals that at- risk and non at- risk with emigrant fathers differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the non at-risk (M=28.13) than at-risk students (M=24.28).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for the at- risk and non at- risk students is 4.01, which reveals that at- risk and non at- risk students with emigrant fathers differ significantly in their Extrinsic Academic Motivation. The mean score obtained for Extrinsic Academic Motivation is low among non at-risk (M=14.77) and the mean score is high among at-risk students (M=17.58).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the at- risk and non at- risk

students is -3.38, which reveals that at-risk and non at-risk students with emigrant fathers differ significantly in their Mastery Academic Goal Orientation. The mean score obtained for Mastery Academic Goal Orientation is higher among the non at-risk (M=30.75) than at-risk students (M=27.93)

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the at-risk and non at-risk students is -3.47, which reveals that at-risk and non at-risk students with emigrant fathers differ significantly in their Performance Academic Goal Orientation. The mean score obtained for Performance Academic Goal Orientation is higher among the non at-risk (M=31.93) than at-risk students (M=28.21)

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the at-risk and non at-risk students is 1.44, which reveals that at-risk and non at-risk students with emigrant fathers do not differ significantly in their Academic Procrastination.

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the at-risk and non at-risk students is -4.09, which reveals that at-risk and non at-risk students with emigrant fathers differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the non at-risk (M=113.1) than at-risk students (M=102.33).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the at-risk and non at-risk students is -4.93, which reveals that at-risk and non at-risk students with emigrant fathers differ

significantly in their Social Competence. The mean score obtained for Social Competence is higher among the non at-risk (M=104.89) than at-risk students (M=94.32).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the at- risk and non at- risk students is -4.88, which reveals that at- risk and non at- risk students with emigrant fathers differ significantly in their home environment. The mean score obtained for Home environment is higher among the non at-risk (M=82.85) than at-risk students (M=73.39).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the at- risk and non at- risk students is -2.67, which reveals that at- risk and non at- risk students with emigrant fathers differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the non at-risk (M=21.72) than at-risk students (M=19.75).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the at- risk and non at- risk students is 1.67, which reveals that at- risk and non at- risk students with emigrant fathers do not differ significantly in their Authoritarian Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for the at- risk and non at- risk students is

-1.03, which reveals that at-risk and non at-risk students with emigrant fathers do not differ significantly in their Permissive Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the at-risk and non at-risk students is 2.16, which reveals that at-risk and non at-risk students with emigrant fathers differ significantly in their Negligent Parenting Style. The mean score obtained for Negligent Parenting Style is low among non at-risk ($M=7.79$) and the mean score is high among at-risk students ($M=9.12$).

Discussion of Result. Among the eleven learner related variables, at-risk students with emigrant fathers exhibit significantly higher mean score in Extrinsic Academic Motivation. These findings suggest that this variable may hinder students' ability to excel academically, marking them as risk factor among the at-risk students with emigrant fathers.

Among the five home related factors, at-risk students with emigrant fathers demonstrate significantly higher mean score in Negligent Parenting Style, indicating that this parenting style is likely associated with academic difficulties. Hence this factor acts as home related risk factor among at-risk students with emigrant fathers.

Learner and home related risk factors among at-risk and non at-risk students with emigrant fathers is given in Table 42.

Table 42

Learner and Home Related Risk Factors Among At-Risk and Non At-Risk Students With Emigrant Fathers

Learner Related Risk Factor	Home Related Risk Factor
Extrinsic Academic Motivation	Negligent Parenting Style

Mean Difference Analysis Between Resilient (Achieve ≥ 75 th Percentile Score) and Non-Resilient (Achieve < 75 th Percentile Score) Students With Emigrant Fathers

Mean difference analysis is done in order to identify the protective factors that significantly differ between resilient and non-resilient students with emigrant fathers. Scores obtained for the learner and home related factors of resilient and non-resilient students with emigrant fathers are subjected to test of significance of difference between the means and the results are presented in Table 43.

Table 43

Test of Significance of Difference Between the Mean Scores of Factors in Resilient (N=68) and Non -Resilient (N=195) Students With Emigrant Fathers

Variables	Resilient Status				t value
	Resilient		Non-Resilient		
	Mean	SD	Mean	SD	
Academic Self-efficacy	100.44	14.03	94.85	15.95	2.56*
Cognitive Academic Engagement	56.56	8.64	53.92	8.92	2.12*
Emotional Academic Engagement	47.76	6.31	46.29	6.89	1.56
Behavioural Academic Engagement	48.68	6.17	46.26	7.49	2.39*
Intrinsic Academic Motivation	28.51	4.26	26.87	5.14	2.37*

Variables	Resilient Status				t value	
	Resilient		Non-Resilient			
	Mean	SD	Mean	SD		
Learner related	Extrinsic Academic Motivation	12.90	4.93	16.24	5.44	-4.47**
	Mastery Academic Goal Orientation	30.74	5.00	29.93	5.91	1.01
	Performance Academic Goal Orientation	31.66	4.83	30.94	6.39	.97
	Academic Procrastination	49.26	12.57	52.64	12.52	-1.91
	Peer Relationship	115.96	12.31	108.95	18.23	3.53**
	Social Competence	106.93	12.78	101.09	15.39	2.81**
Home Related	Home Environment	84.38	9.99	79.55	12.72	3.19**
	Authoritative PS	22.32	3.07	20.93	4.48	2.83**
	Authoritarian PS	9.68	3.84	10.50	4.18	-1.43
	Permissive PS	14.99	3.83	15.95	3.56	-1.89
	Negligent PS	6.88	2.66	8.50	4.49	-3.55**

** $p \leq .01$ * $p \leq .05$

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Self-efficacy for the resilient and non-resilient students is 2.56, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Academic Self-efficacy. The mean score obtained for Academic Self-efficacy is higher among the resilient ($M=100.44$) than non-resilient students ($M=94.85$).

The critical ratio obtained for the test of significance of difference between the mean scores of Cognitive Academic Engagement for the resilient and non-resilient students is 2.12, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Cognitive Academic Engagement. The mean score

obtained for Cognitive Academic Engagement is higher among the resilient (M=56.56) than non- resilient students (M=53.92).

The critical ratio obtained for the test of significance of difference between the mean scores of Emotional Academic Engagement for the resilient and non-resilient students is 1.56, which reveals that resilient and non-resilient students with emigrant fathers do not differ significantly in their Emotional Academic Engagement.

The critical ratio obtained for the test of significance of difference between the mean scores of Behavioural Academic Engagement for the resilient and non-resilient students is 2.39, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Behavioural Academic Engagement. The mean score obtained for Behavioural Academic Engagement is higher among the resilient (M=48.68) than non- resilient students (M=46.26).

The critical ratio obtained for the test of significance of difference between the mean scores of Intrinsic Academic Motivation for the resilient and non-resilient students is 2.37, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Intrinsic Academic Motivation. The mean score obtained for Intrinsic Academic Motivation is higher among the resilient (M=28.51) than non- resilient students (M=26.87).

The critical ratio obtained for the test of significance of difference between the mean scores of Extrinsic Academic Motivation for the resilient and non-resilient students is -4.47, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Extrinsic Academic Motivation. The mean score

obtained for Extrinsic Academic Motivation is low among resilient ($M=12.90$) and the mean score is high among non-resilient students ($M=16.24$).

The critical ratio obtained for the test of significance of difference between the mean scores of Mastery Academic Goal Orientation for the resilient and non-resilient students is 1.01, which reveals that resilient and non-resilient students with emigrant fathers do not differ significantly in their Mastery Academic Goal Orientation.

The critical ratio obtained for the test of significance of difference between the mean scores of Performance Academic Goal Orientation for the resilient and non-resilient students is 0.97, which reveals that resilient and non-resilient students with emigrant fathers do not differ significantly in their Performance Academic Goal Orientation.

The critical ratio obtained for the test of significance of difference between the mean scores of Academic Procrastination for the resilient and non-resilient students is -1.91, which reveals that resilient and non-resilient students with emigrant fathers do not differ significantly in their Academic Procrastination.

The critical ratio obtained for the test of significance of difference between the mean scores of Peer relationship for the resilient and non-resilient students is 3.53, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Peer relationship. The mean score obtained for Peer relationship is higher among the resilient ($M=115.96$) than non-resilient students ($M=108.95$).

The critical ratio obtained for the test of significance of difference between the mean scores of Social Competence for the resilient and non-resilient students is 2.81,

which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Social Competence. The mean score obtained for Social Competence is higher among the resilient (M=106.93) than non-resilient students (M=101.09).

The critical ratio obtained for the test of significance of difference between the mean scores of Home Environment for the resilient and non-resilient students is 3.19, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their home environment. The mean score obtained for Home environment is higher among the resilient (M=84.38) than non-resilient students (M=79.55).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritative Parenting Style for the resilient and non-resilient students is 2.83, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Authoritative Parenting Style. The mean score obtained for Authoritative Parenting Style is higher among the resilient (M=22.32) than non-resilient students (M=20.93).

The critical ratio obtained for the test of significance of difference between the mean scores of Authoritarian Parenting Style for the resilient and non-resilient students is -1.43, which reveals that resilient and non-resilient students with emigrant fathers do not differ significantly in their Authoritarian Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Permissive Parenting Style for the resilient and non-resilient students

is -1.89, which reveals that resilient and non-resilient students with emigrant fathers do not differ significantly in their Permissive Parenting Style.

The critical ratio obtained for the test of significance of difference between the mean scores of Negligent Parenting Style for the resilient and non-resilient students is -3.55, which reveals that resilient and non-resilient students with emigrant fathers differ significantly in their Negligent Parenting Style. The mean score obtained for Negligent Parenting Style is low among resilient ($M=6.88$) and the mean score is high among non- resilient students ($M=8.50$).

Discussion of Result. Among the eleven learner related variables, resilient students with emigrant fathers demonstrate significantly higher mean scores in the Academic Self-efficacy, Cognitive and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence. That means these variables are contributing positively to the students' resilience, suggesting that students who exhibit strengths in these factors are more likely to overcome challenges and perform well academically. Hence these variables are identified as learner related protective factors among resilient students with emigrant fathers.

Among the five home related variables, resilient students with emigrant fathers exhibit significantly higher mean scores in Home Environment and Authoritative Parenting Style than non-resilient students with emigrant fathers. That means these variables are contributing positively to the students' resilience. Hence these variables are identified as home related protective factors among resilient students with emigrant fathers.

Learner and home related protective factors among resilient and non-resilient students with emigrant fathers are given in Table 44.

Table 44

Learner and Home Related Protective Factors Among Resilient and Non-Resilient Students With Emigrant Fathers

Learner Related Protective Factors	Home Related Protective Factors
Academic Self-efficacy	Home Environment
Cognitive Academic Engagement	Authoritative Parenting Style
Behavioural Academic Engagement	
Intrinsic Academic Motivation	
Peer Relationship	
Social Competence	

Identified Learner and Home Related Risk and Protective Factors of Academic Resilience Among Students with Emigrant Fathers

A comprehensive approach to identify learner and home-related risk and protective factors of academic resilience among students with emigrant fathers was employed through mean difference analysis. In the first method of comparison, both learner and home-related risk and protective factors were identified. Subsequently, a second method of mean difference analysis pinpointed learner and home-related risk factors of academic resilience among students with emigrant fathers. The third method of comparison was utilized to identify learner and home-related protective factors of academic resilience among students with emigrant fathers.

From the discussion of results from Table 40, Table 42 and Table 44, the identified learner and home related risk and protective factors of academic resilience among students with emigrant fathers are presented in Table 45.

Table 45*Identified Learner and Home Related Risk and Protective Factors of Academic Resilience Among Students With Emigrant Fathers*

Categories of Comparison	Learner Related Risk Factors	Learner Related Protective Factors	Home Related Risk Factors	Home Related Protective Factors
Resilient Vs At-Risk Students	Academic Procrastination Extrinsic Academic Motivation	Academic Self-efficacy Cognitive Academic Engagement Emotional Academic Engagement Behavioural Academic Engagement Intrinsic Academic Motivation Mastery Academic Goal Orientation Performance Academic Goal Orientation Peer Relationship Social Competence	Negligent PS	Home Environment Authoritative PS
Non At-Risk Vs At-Risk Students	Extrinsic Academic Motivation		Negligent PS	
Resilient Vs Non-Resilient Students		Academic Self-Efficacy Cognitive Academic Engagement Behavioural Academic Engagement Intrinsic Academic Motivation Peer Relationship Social Competence		Home Environment Authoritative PS

Table 45 demonstrates the learner and home-related risk and protective factors of academic resilience among students with emigrant fathers identified through the initial method of comparison align consistently with the findings from the second and third methods of comparison.

Conclusion of Results

From the discussion of results from Table 30, Table 38 and Table 45, the identified learner and home related risk and protective factors of academic resilience among secondary school students, secondary school students with non emigrant fathers and secondary school students with emigrant fathers are summarized as follows:

Two learner related variables viz., Academic Procrastination and Extrinsic Academic Motivation are the learner related risk factors of Academic Resilience among secondary school students in Malappuram district. Nine learner-related variables viz., Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the learner related protective factors of Academic Resilience among secondary school students in Malappuram district.

Two home related variables viz., Authoritarian parenting Style and Negligent Parenting Style are the home related risk factors of Academic Resilience among secondary school students in Malappuram district. Two home related variables viz., Home Environment and Authoritative parenting Style are the home related protective

factors of Academic Resilience among secondary school students in Malappuram district.

Two learner related variables viz., Academic Procrastination and Extrinsic Academic Motivation are the learner related risk factors of Academic Resilience among secondary school students with Non-Emigrant fathers in Malappuram district. Nine learner-related variables viz., Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the learner related protective factors of Academic Resilience among secondary school students with Non-Emigrant fathers in Malappuram district.

Two home related variables viz., Authoritarian parenting Style and Negligent Parenting Style are the home related risk factors of Academic Resilience among secondary school students with Non-Emigrant fathers in Malappuram district. Two home related variables viz., Home Environment and Authoritative parenting Style are the home related protective factors of Academic Resilience among secondary school students with Non-Emigrant fathers in Malappuram district.

Extrinsic Academic Motivation is the learner related risk factor of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district. Six learner-related variables viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence are the learner related protective factors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

Negligent Parenting Style is the home related risk factor of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district. Two home related variables viz., Home Environment and Authoritative parenting Style are the home related protective factors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

Influence of Identified Risk and Protective Factors on Academic Resilience Among Students With Emigrant Fathers

Influence of identified risk and protective factors on Academic Resilience among students with emigrant fathers is carried out in two ways

1. Influence of Identified Risk Factors on Academic Resilience among Students with Emigrant Fathers
2. Influence of Identified Protective Factors on Academic Resilience among Students with Emigrant Fathers

Influence of Identified Risk Factors on Academic Resilience Among Students With Emigrant Fathers

From mean difference analysis, out of 16 independent variables, Extrinsic Academic Motivation is the learner related risk factor of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district. Negligent Parenting Style is the home related risk factor of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

The major objective of the study was to predict the factors that significantly contribute to Academic Resilience among secondary students with emigrant fathers.

The identified learner and home related risk factors are categorised into 4 pair of groups namely Low- and High -group (mean as cut point), Low- group verses Others (first Quartile as cut point), High- group verses Others (third quartile as cut point), High, Average- and Low- group (first and third quartile as cut point). This criterion helps to identify the level of classification of risk factors which significantly differentiate resilient status. Details of classification of learner and home related risk factors in four levels based on mean and percentile cut points are given in Table 46.

Table 46

Mean and Percentile Cut Points for Risk Factors

Risk Factors	Mean Cut Point	Percentile Cut Points		
		25 th	50 th	75 th
Extrinsic Academic Motivation	15.46	11	15	19
Negligent Parenting Style	8.59	5	7	11

The identified risk factors are tested for chi square test of independence to test the influence of learner and home related risk factors on resilient status.

Influence of Learner and Home Related Risk Factors on Resilient Status

Extrinsic Academic Motivation is identified as learner related risk factor of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district. Negligent Parenting Style is identified as home related risk factor of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

The identified one learner related risk factor among students with emigrant fathers is Extrinsic Academic Motivation and one home related factor is Negligent Parenting Style are tested for chi square test of independence.

Influence of Extrinsic Academic Motivation on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Extrinsic Academic Motivation on Resilient Status among students with emigrant fathers. The results are given in Table 47.

Table 47

Results of Chi-square Test for Extrinsic Academic Motivation by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Extrinsic Academic Motivation	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	19	122	41	12.03(.001)
High	38	84	122	
Low	5	72	77	14.78(.000)
Others	52	134	186	
High	39	164	203	3.18(.075)
Other	18	42	60	
Low	5	72	77	15.01(.001)
Average	34	92	126	
High	18	42	60	

Table 47 shows chi-square value as 12.03 [χ^2 (1, N=263) = 12.03, $p \leq .01$], which indicates that there is significant association between Extrinsic Academic

Motivation and Resilient Status. The obtained value of χ^2 (12.03) is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Extrinsic Academic Motivation is significantly associated with Resilient Status at 0.01 level when using the mean as cut point.

Table 47 shows chi-square value as 14.78 [$\chi^2(1, N=263) = 14.78, p \leq .01$], which indicates that there is significant association between Extrinsic Academic Motivation and Resilient Status. The obtained value of χ^2 (5.44) is significant at 0.05 level as required value for significance at .01 level with $df=1$, is 6.63. Hence Extrinsic Academic Motivation is significantly associated with Resilient Status at 0.01 level when using the first quartile as cut point.

Table 47 shows chi-square value as 3.18 [$\chi^2(1, N=263) = 3.18, p \leq .05$], which indicates that there is no significant association between Extrinsic Academic Motivation and Resilient Status. The obtained value of χ^2 (3.18) is significant at 0.05 level as required value for significance at .01 level with $df=1$, is 3.84. That is, Resilient Status is independent of Extrinsic Academic Motivation when using the third quartile as cut point.

Table 47 shows chi-square value as 15.01 [$\chi^2(2, N=263) = 15.01, p \leq .01$], which indicates that there is significant association between Resilient Status and Extrinsic Academic Motivation. The obtained value of χ^2 (15.01) is significant at 0.01 level as required value for significance at .01 level with $df=2$, is 9.21. That is, Extrinsic Academic Motivation is significantly associated with Resilient Status at 0.01 level when using the first and third quartile as cut points.

Influence of Negligent Parenting Style on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Negligent Parenting Style on Resilient Status among students with emigrant fathers. The results are given in Table 48.

Table 48

Results of Chi-square Test for Negligent Parenting Style by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Negligent Parenting Style	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	25	61	86	4.12(.042)
High	32	145	177	
Low	18	100	118	5.20(.023)
Others	39	106	145	
High	37	165	202	5.78(.016)
Others	20	41	61	
Low	18	100	118	7.35(.025)
Average	19	65	84	
High	20	41	61	

Table 48 shows chi-square value as 4.12 [$\chi^2(1, N=263) = 4.12, p \leq .05$], which indicates that there is significant association between Negligent Parenting Style and Resilient Status. The obtained value of $\chi^2(4.12)$ is significant at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Negligent

Parenting Style is significantly associated with Resilient Status at 0.05 level when using the mean as cut point.

Table 48 shows chi-square value as 5.20 [$\chi^2(1, N=263) = 5.20, p \leq .05$], which indicates that there is significant association between Negligent Parenting Style and Resilient Status. The obtained value of $\chi^2(5.20)$ is significant at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. Hence Negligent Parenting Style is significantly associated with Resilient Status at 0.05 level when using the first quartile as cut point.

Table 48 shows chi-square value as 5.78 [$\chi^2(1, N=263) = 5.78, p \leq .01$], which indicates that there is significant association between Negligent Parenting Style and Resilient Status. The obtained value of $\chi^2(5.78)$ is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Negligent Parenting Style is significantly associated with Resilient Status at 0.01 level when using the third quartile as cut point.

Table 48 shows chi-square value as 7.35 [$\chi^2(2, N=263) = 7.35, p \leq .05$], which indicates that there is significant association between Resilient Status and Academic Self-Efficacy. The obtained value of $\chi^2(7.35)$ is significant at 0.05 level as required value for significance at .05 level with $df=2$, is 5.99. That is, Negligent Parenting Style is significantly associated with Resilient Status at 0.05 level when using the first and third quartile as cut points.

Conclusion of Results

Extrinsic Academic Motivation is significantly associated with the Resilient Status of students with emigrant fathers except in the third quartile as cut point. Negligent Parenting Style has significant influence on the Resilient Status of students with emigrant fathers across various cut points.

Influence of Identified Protective Factors on Academic Resilience Among Students With Emigrant Fathers

From mean difference analysis, out of 16 independent variables, six learner related variables viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence and two home related variables viz., Home Environment and Authoritative Parenting Style are identified as protective factors of Academic Resilience among students with emigrant fathers.

The major objective of the study was to predict the factors that significantly contribute to Academic Resilience among secondary students with emigrant fathers. The identified learner and home related protective factors are categorised into 4 pair of groups namely Low- and High -group (mean as cut point), Low- group verses Others (first Quartile as cut point), High- group verses Others (third quartile as cut point), High, Average and Low group (first and third quartile as cut point). This criterion helps to identify the level of classification of protective factors which significantly differentiate resilient status. Details of classification of learner and home related protective factors in four levels based on mean and percentile cut points are given in Table 49.

Table 49*Mean and Percentile Cut Points for Protective Factors*

Protective Factors	Mean Cut Point	Percentile Cut Points		
		25 th	50 th	75 th
Academic Self-efficacy	96.3	84	96	108
Cognitive Academic Engagement	54.6	48	54	60
Behavioural Academic Engagement	46.88	42	48	52
Intrinsic Academic motivation	27.3	24	28	31
Peer relationship	110.76	100	115	124
Social competence	102.6	92	104	114
Home Environment	80.8	73	83	90
Authoritative Parenting Style	21.29	20	23	25

The identified protective factors are tested for chi square test of independence to test the influence of learner and home related protective factors on resilient status.

Influence of Learner and Home Related Protective Factors on Resilient Status

The identified six learner related factors among students with emigrant fathers viz., Academic Self-Efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence and two home related factors viz., Home Environment and Authoritative Parenting Style are tested for chi square test of independence.

Influence of Academic Self-Efficacy on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Academic Self-efficacy on Resilient Status among students with emigrant fathers. The results are given in Table 50.

Table 50

Results of Chi-square Test for Academic Self-Efficacy by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Academic Self-Efficacy	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	24	111	35	9.44(.002)
High	44	84	128	
Low	9	53	62	5.44(.03)
Others	59	142	201	
High	38	140	178	5.84(.016)
Others	30	55	85	
Low	6	53	59	8.15(.017)
Average	29	87	125	
High	30	55	79	

Table 50 shows chi-square value as 9.44 [$\chi^2(1, N=263) = 9.44, p \leq .01$], which indicates that there is significant association between Academic Self-efficacy and Resilient Status. The obtained value of $\chi^2(9.44)$ is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Academic Self-Efficacy is significantly associated with Resilient Status at 0.01 level when using the mean as cut point.

Table 50 shows chi-square value as 5.44 [$\chi^2(1, N=263) = 5.44, p \leq .05$], which indicates that there is significant association between Academic Self-efficacy and Resilient Status. The obtained value of $\chi^2(5.44)$ is significant at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. Hence Academic Self-Efficacy

is significantly associated with Resilient Status at 0.05 level when using the first quartile as cut point.

Table 50 shows chi-square value as 5.84 [$\chi^2(1, N=263) = 5.84, p \leq .05$], which indicates that there is significant association between Academic Self-efficacy and Resilient Status. The obtained value of $\chi^2(5.84)$ is significant at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Academic Self-Efficacy is significantly associated with Resilient Status at 0.05 level when using the third quartile as cut point.

Table 50 shows chi-square value as 9.80 [$\chi^2(2, N=263) = 9.80, p \leq .01$], which indicates that there is significant association between Resilient Status and Academic Self-efficacy. The obtained value of $\chi^2(9.80)$ is significant at 0.01 level as required value for significance at .01 level with $df=2$, is 9.21. That is, Academic Self-Efficacy is significantly associated with Resilient Status at 0.01 level when using the first and third quartile as cut points.

Influence of Cognitive Academic Engagement on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Cognitive Academic Engagement on resilient status among students with emigrant fathers. The results are given in Table 51.

Table 51

Results of Chi-square Test for Cognitive Academic Engagement by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Cognitive Academic Engagement	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	33	107	140	0.82(.367)
High	35	88	123	
Low	14	56	70	1.71(.191)
Others	54	139	193	
High	42	156	198	9.01(.003)
Others	26	39	65	
Low	14	56	70	9.02(.011)
Average	28	100	128	
High	26	39	65	

Table 51 shows chi-square value as 0.82 [$\chi^2(1, N=263) = 0.82, p \leq .05$], which indicates that there is no significant association between Cognitive Academic Engagement and Resilient status. The obtained value of $\chi^2(0.82)$ is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Resilient Status is independent of Cognitive Academic Engagement when using the mean as cut point.

Table 51 shows chi-square value as 1.71 [$\chi^2(1, N=263) = 1.71, p \leq .05$], which indicates that there is no significant association between Cognitive Academic Engagement and Resilient status. The obtained value of $\chi^2(1.71)$ is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84.

That is, Resilient Status is independent of Cognitive Academic Engagement when using the first quartile as cut point.

Table 51 shows chi-square value as 9.01 [$\chi^2(1, N=263) = 9.01, p \leq .01$], which indicates that there is significant association between Resilient Status and Cognitive Academic Engagement. The obtained value of $\chi^2(9.01)$ is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Cognitive Academic Engagement is significantly associated with Resilient Status at 0.01 level when using the third quartile as cut point.

Table 51 shows chi-square value as 9.02 [$\chi^2(1, N=263) = 9.02, p \leq .05$], which indicates that there is significant association between Resilient Status and Cognitive Academic Engagement. The obtained value of $\chi^2(9.02)$ is significant at 0.01 level as required value for significance at .05 level with $df=2$, is 5.99. That is, Cognitive Academic Engagement is significantly associated with Resilient Status at 0.05 level when using the first and third quartile as cut points.

Influence of Behavioural Academic Engagement on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Behavioural Academic Engagement on resilient status among students with emigrant fathers. The results are given in Table 52.

Table 52

Results of Chi-square Test for Behavioural Academic Engagement by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Behavioral Academic Engagement	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	28	101	29	2.28(.132)
High	40	94	134	
Low	10	52	62	4(.04)
Others	58	143	201	
High	47	141	188	0.252(.61)
Others	21	54	75	
Low	10	52	62	4.05(.132)
Average	37	89	126	
High	21	54	75	

Table 52 shows chi-square value as 2.28 [$\chi^2(1, N=263) = 2.28, p \leq .05$], which indicates that there is no significant association between Behavioural Academic Engagement and Resilient Status. The obtained value of $\chi^2(2.28)$ is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Resilient Status is independent of Behavioural Academic Engagement when using the mean as cut point.

Table 52 shows chi-square value as 4 [$\chi^2(1, N=263) = 4, p \leq .05$], which indicates that there is significant association between Behavioural Academic Engagement and Resilient Status. The obtained value of $\chi^2(4)$ is significant at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is,

Behavioural Academic Engagement is significantly associated with Resilient Status at 0.05 level when using the first quartile as cut point.

Table 52 shows chi-square value as 0.25 [$\chi^2(1, N=263) = 0.25, p \leq .05$], which indicates that there is no significant association between Behavioural Academic Engagement and Resilient Status. The obtained value of $\chi^2(0.25)$ is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, is independent of Behavioural Academic Engagement when using the third quartile as cut point.

Table 52 shows chi-square value [$\chi^2(1, N=263) = 4.05, p \leq .05$], which indicates that there is no significant association between Behavioural Academic Engagement and Resilient Status. The obtained value of $\chi^2(4.05)$ is not significant at 0.05 level as required value for significance at .05 level with $df=2$, is 5.99. That is, Resilient Status is independent of Behavioural Academic Engagement when using the first and third quartile as cut points.

Influence of Intrinsic Academic Motivation on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Intrinsic Academic Motivation on resilient status among students with emigrant fathers. The results are given in Table 53.

Table 53

Results of Chi-square Test for Intrinsic Academic Motivation by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Intrinsic Academic Motivation	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	24	102	126	5.85(.016)
High	44	93	137	
Low	14	60	74	2.59(.10)
Others	54	135	189	
High	42	140	182	2.38(.123)
Others	26	55	81	
Low	14	60	74	3.51(.173)
Average	28	80	108	
High	26	55	81	

Table 53 shows chi-square value as 5.85 [$\chi^2(1, N=263) = 5.85, p \leq .05$], which indicates that there is significant association between Intrinsic Academic Motivation and Resilient Status. The obtained value of $\chi^2(5.85)$ is significant at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Intrinsic Academic Motivation is significantly associated with Resilient Status at 0.05 level when using the mean as cut point.

Table 53 shows chi-square value as 2.59 [$\chi^2(1, N=263) = 2.59, p \leq .05$], which indicates that there is no significant association between Intrinsic Academic Motivation and Resilient Status. The obtained value of $\chi^2(2.59)$ is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is,

Resilient Status is independent of Intrinsic Academic Motivation when using the first quartile as cut point.

Table 53 shows chi-square value as 2.38 [$\chi^2(1, N=263) = 2.38, p \leq .05$], which indicates that there is no significant association between Intrinsic Academic Motivation and Resilient Status. The obtained value of $\chi^2(2.38)$ is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Resilient Status is independent of Intrinsic Academic Motivation when using the third quartile as cut point.

Table 53 shows chi-square value as 3.51 [$\chi^2(1, N=263) = 3.51, p \leq .05$], which indicates that there is no significant association between Intrinsic Academic Motivation and Resilient Status. The obtained value of $\chi^2(3.51)$ is not significant even at 0.05 level as required value for significance at .05 level with $df=2$, is 5.99. That is, Resilient Status is independent of Intrinsic Academic Motivation when using the first and third quartile as cut points.

Influence of Peer Relationship on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Peer Relationship on resilient status among students with emigrant fathers. The results are given in Table 54.

Table 54

Results of Chi-square Test for Peer Relationship by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Peer Relationship	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	14	70	84	5.44(.020)
High	54	125	179	
Low	5	50	55	10.2(.001)
Others	63	145	208	
High	48	153	201	1.74(.188)
Others	20	42	62	
Low	5	50	55	10.37(.006)
Average	43	103	146	
High	20	42	62	

Table 54 shows chi-square value as 5.44 [$\chi^2(1, N=263) = 5.44, p \leq .05$], which indicates that there is significant association between Peer Relationship and Resilient Status. The obtained value of $\chi^2(5.44)$ is significant at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Peer Relationship is significantly associated with Resilient Status at 0.05 level when using the mean as cut point.

Table 54 shows chi-square value as 10.2 [$\chi^2(1, N=263) = 10.2, p \leq .01$], which indicates that there is significant association between Peer Relationship and Resilient Status. The obtained value of $\chi^2(10.2)$ is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Peer Relationship is significantly associated with Resilient Status at 0.01 level when using the first quartile as cut point.

Table 54 shows chi-square value as 1.74 [$\chi^2(1, N=263) = 1.74, p \leq .05$], which indicates that there is no significant association between Peer Relationship and Resilient Status. The obtained value of $\chi^2(1.74)$ is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Peer Relationship is independent of Resilient Status when using the third quartile as cut point.

Table 54 shows chi-square value as 10.37 [$\chi^2(1, N=263) = 10.37, p \leq .01$] which indicates that there is significant association between Peer Relationship and Resilient Status. The obtained value of $\chi^2(10.37)$ is significant at 0.01 level as required value for significance at .01 level with $df=2$, is 9.21. That is, Peer Relationship is significantly associated with Resilient Status at 0.01 level when using the first and third quartile as cut points.

Influence of Social Competence on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Social Competence on resilient status among students with emigrant fathers. The results are given in Table 55.

Table 55

Results of Chi-square Test for Social Competence by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Social Competence	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	25	95	120	2.9(.08)
High	43	100	143	
Low	6	50	56	8.51(.004)
Others	62	145	207	
High	42	155	201	8.42(.004)
Others	26	40	62	
Low	6	50	56	13.02(.001)
Average	36	105	141	
High	26	40	66	

Table 55 shows chi-square value as 2.9 [χ^2 (1, N=263) = 2.9, $p \leq .05$], which indicates that there is no significant association between Social Competence and Resilient Status. The obtained value of χ^2 (2.9) is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Resilient Status is independent of Social Competence when using the mean as cut point.

Table 55 shows chi-square value as 8.51 [χ^2 (1, N=263) = 8.51, $p \leq .01$], which indicates that there is significant association between Social Competence and Resilient Status. The obtained value of χ^2 (8.51) is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Social Competence is significantly associated with Resilient Status at 0.01 level when using the first quartile as cut point.

Table 55 shows chi-square value as 8.42 [$\chi^2 (1, N=263) = 8.42, p \leq .05$], which indicates that there is significant association between Social Competence and Resilient Status. The obtained value of $\chi^2 (8.42)$ is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Social Competence is significantly associated with Resilient Status at 0.01 level when using the third quartile as cut point.

Table 55 shows chi-square value as 13.02 [$\chi^2 (1, N=263) = 13.02, p \leq .01$], which indicates that there is significant association between Social Competence and Resilient Status. The obtained value of $\chi^2 (13.02)$ is significant at 0.01 level as required value for significance at .01 level with $df=2$, is 9.21. That is, Social Competence is significantly associated with Resilient Status at 0.01 level when using the first and third quartile as cut points.

Influence of Home Environment on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Home Environment on resilient status among students with emigrant fathers. The results are given in Table 56.

Table 56

Results of Chi-square Test for Home Environment by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Home Environment	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	20	93	113	6.88(.009)
High	48	102	150	
Low	6	53	59	9.76(.002)
Others	62	142	204	
High	42	142	184	1.6(.205)
Others	26	53	79	
Low	6	53	59	9.8(.007)
Average	36	89	125	
High	26	53	79	

Table 56 shows chi-square value as 6.88 [$\chi^2 (1, N=263) = 6.88, p \leq .01$], which indicates that there is significant association between Home Environment and Resilient Status. The obtained value of χ^2 (6.88) is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Home Environment is significantly associated with Resilient Status at 0.01 level when using the mean as cut point.

Table 56 shows chi-square value as 9.76 [$\chi^2 (1, N=263) = 9.76, p \leq .01$], which indicates that there is significant association between Home Environment and Resilient Status. The obtained value of χ^2 (9.76) is significant at 0.01 level as required value for significance at .01 level with $df=1$, is 6.63. That is, Home Environment is

significantly associated with Resilient Status at 0.01 level when using the first quartile as cut point.

Table 56 shows chi-square value as 1.6 [χ^2 (1, N=263) = 1.6, $p \leq .05$], which indicates that there is no significant association between Home Environment and Resilient Status. The obtained value of χ^2 (1.6) is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Resilient Status is independent of Home Environment when using the third quartile as cut point.

Table 56 shows chi-square value as 9.8 [χ^2 (1, N=263) = 9.8, $p \leq .01$] which indicates that there is significant association between Home Environment and Resilient Status. The obtained value of χ^2 (9.8) is significant at 0.01 level as required value for significance at .01 level with $df=2$, is 9.21. That is, Home Environment is significantly associated with Resilient Status at 0.01 level when using the first and third quartile as cut points.

Influence of Authoritative Parenting Style on Resilient Status Among Students With Emigrant Fathers

Chi-square test of independence is used to study the association of Authoritative Parenting Style on resilient status among students with emigrant fathers. The results are given in Table 57.

Table 57

Results of Chi-square Test for Authoritative Parenting Style by Resilient Status Among Students With Emigrant Fathers (Category Based)

Category Based on Authoritative Parenting Style	Resilient Status			χ^2 with level of significance
	Resilient	Non-Resilient	Total	
Low	24	85	109	1.43(.232)
High	44	110	154	
Low	12	53	65	2.23(.136)
Others	56	143	199	
High	45	143	188	1.27(.262)
Others	23	52	75	
Low	12	52	64	2.63(.269)
Average	33	91	124	
High	23	53	75	

Table 57 shows chi-square value as 1.43 [χ^2 (1, N=263) = 1.43, $p \leq .05$], which indicates that there is no significant association between Authoritative Parenting Style and Resilient Status. The obtained value of χ^2 (1.43) is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Resilient Status is independent of Authoritative Parenting Style when using the mean as cut point.

Table 57 shows chi-square value as 2.23 [χ^2 (1, N=263) = 2.23, $p \leq .05$], which indicates that there is no significant association between Authoritative Parenting Style and Resilient Status. The obtained value of χ^2 (2.23) is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Resilient

Status is independent of Authoritative Parenting Style when using the first quartile as cut point.

Table 57 shows chi-square value as 1.27 [χ^2 (1, N=263) = 1.27, $p \leq .05$], which indicates that there is no significant association between Authoritative Parenting Style and Resilient Status. The obtained value of χ^2 (1.6) is not significant even at 0.05 level as required value for significance at .05 level with $df=1$, is 3.84. That is, Resilient Status is independent of Authoritative Parenting Style when using the third quartile as cut point.

Table 57 shows chi-square value as 2.63 [χ^2 (1, N=263) = 2.63, $p \leq .05$], which indicates that there is no significant association between Authoritative Parenting Style and Resilient Status. The obtained value of χ^2 (2.63) is not significant at 0.05 level as required value for significance at .05 level with $df=2$, is 5.99. That is, Resilient Status is independent of Authoritative Parenting Style when using the first and third quartile as cut points.

Conclusion of Results

Academic Self-efficacy has significant influence on the Resilient Status of students with emigrant fathers across various cut points. Cognitive Academic Engagement demonstrates a significant association with Resilient Status except in taking mean and first quartile as cut points. Behavioural Academic Engagement is significantly associated with Resilient Status when the first quartile is taken as the cut point. Intrinsic Academic Motivation exhibits a significant association with Resilient Status when the mean as the cut point. Peer Relationship is significantly associated

with the Resilient Status of students with emigrant fathers except in the third quartile as cut point. Social Competence is found to be significantly associated with Resilient Status of students with emigrant fathers except in mean as cut point. Home environment is significantly associated with Resilient Status of students with emigrant fathers except in taking the third quartile as cut point. Authoritative Parenting Style has no significant influence on the Resilient Status of students with emigrant fathers even in any of the category.

Predictors of Academic Resilience Among Students With Emigrant Fathers

Through the mean difference analysis of 16 independent variables, six learner-related factors viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship, Social Competence, along with the two home-related factors viz., Home Environment and Authoritative Parenting Style were identified as protective factors of Academic Resilience among students with emigrant fathers.

From chi square test of independence, it is found that six learner related factors viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship, Social Competence and one home related factor viz., Home Environment has an association with resilient status of students with emigrant fathers.

As the major objective of the study was to find out the significant predictors of Academic Resilience among students with emigrant fathers, the variables viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship, Social Competence and Home Environment are used as predictors in binary logistic regression. Logistic regression

calculates the probability of resilient students over the probability of non-resilient students. Following the chi-square analysis, the grouping where the chi square value significantly differentiates the two categories of students based on their Resilient Status is taken for binary logistics regression analysis.

Binary logistic regression was performed to predict the learner and home related protective factors of Academic Resilience. The six learner related protective factors namely Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence and the home related factor viz., Home Environment were considered for binary logistic regression analysis. These seven variables were together entered as predictors in binary regression to test their combined predictive efficiency on Academic Resilience among students with emigrant fathers. Results are given in Table 58.

Table 58

Results of Binary Logistic Regression for the Select Learner and Home Related Protective Factors

Predictor	B	SE	Wald	df	Sig	Exp(B)
Peer relationship	.934	.39	5.81	1	.016	2.54
Home environment	.945	.38	6.17	1	.013	2.57
Intrinsic Academic Motivation	1.04	.35	8.60	1	.003	2.82
Constant	-2.42	.29	66.07	1	.000	.089

Cox & Snell R Square=0.143
Nagelkerke R Square=0.221
Model Chi-square (3) = 40.72, p<.01

Specificity (% of students rightly Identified as Academically Non- Resilient) 94.7
Sensitivity (% of students rightly Identified as Academically resilient) 26.3
Overall (% of students rightly screened as Academically Resilient or Academically Non-resilient) 79.8

The model included seven protective factors as predictors. A test of the model with three predictors (Peer Relationship, Intrinsic Academic Motivation and Home Environment) from among the seven protective factors for identifying Academic Resilience of students with emigrant fathers against a constant only model was statistically significant, indicating that the predictors as a set reliably distinguished between resilient students and non-resilient students [chi square (3) =40.72, $p < .01$]. The other four protective factors viz., Behavioural, and Cognitive Academic Engagement, Academic Self-Efficacy and Social Competence were dropped from the model.

The model with Intrinsic Academic Motivation, Peer Relationship and Home Environment as a whole explained between 14.3% (Cox and Snell R square) and 22.1% (Nagelkerke R squared) of the variance in non-resilient students, and the prediction success overall was 79.8% [26.3% for academically resilient (sensitivity) and 94.7% for academically non-resilient (specificity)]. The positive value of B indicates that an increase in the independent variable score will result in an increased probability of the case being identified as resilient.

The odd ratio of 2.54 for Peer Relationship is greater than 1, indicating that an increase in peer relationship makes students with emigrant fathers 2.54 times more likely to become resilient students. The odd ratio of 2.57 for Home Environment is greater than 1, indicating that an increase in Home Environment makes students with emigrant fathers 2.57 times more likely to become resilient students. The odd ratio of 2.82 for Intrinsic Academic Motivation is greater than 1, indicating that an increase

in Intrinsic Academic Motivation makes students with emigrant fathers 2.82 times more likely to become resilient students.

Conclusion of Results

Out of the seven (six learner one and home) related protective factors of Academic Resilience, through binary logistic regression analysis the three factors viz., Intrinsic Academic Motivation, Peer Relationship and Home Environment were identified as the predictive protective factors of academic resilience of students with emigrant fathers. The positive odds ratios for Peer Relationship, Home Environment, and Intrinsic Academic Motivation further emphasized their influential role indicating that an increase in these factors significantly enhances the likelihood of students with emigrant fathers to be academically resilient.

Summary of Findings

Through the mean difference analysis, among the eleven learner related variables, two learner related factors viz., Academic Procrastination and Extrinsic Academic Motivation are the learner related risk factors of Academic Resilience among secondary school students in Malappuram district. Nine learner-related factors viz., Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the learner related protective factors of Academic Resilience among secondary school students in Malappuram district.

Through the mean difference analysis, among the five home related variables, two home related factors viz., Authoritarian parenting Style and Negligent Parenting Style are the home related risk factors of Academic Resilience among secondary school students in Malappuram district. Two home related factors viz., Home Environment and Authoritative parenting Style are the home related protective factors of Academic Resilience among secondary school students in Malappuram district.

Through the mean difference analysis, among the eleven learner related variables, two learner related factors viz., Academic Procrastination and Extrinsic Academic Motivation are the learner related risk factors of Academic Resilience among secondary school students with Non-Emigrant fathers in Malappuram district. Nine learner-related factors viz., Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the learner related protective factors of Academic Resilience among secondary school students with Non-Emigrant fathers in Malappuram district.

Through the mean difference analysis, among the five home related variables, two home related factors viz., Authoritarian parenting Style and Negligent Parenting Style are the home related risk factors of Academic Resilience among secondary school students with Non-Emigrant fathers in Malappuram district. Two home related factors viz., Home Environment and Authoritative parenting Style are the home related protective factors of Academic Resilience among secondary school students with Non-Emigrant fathers in Malappuram district.

Through the mean difference analysis, among the eleven learner related variables, Extrinsic Academic Motivation is the learner related risk factors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district. Six learner-related factors viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence are the learner related protective factors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

Through the mean difference analysis, among the five home related variables, Negligent Parenting Style is the home related risk factors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district. Two home related factors viz., Home Environment and Authoritative parenting Style are the home related protective factors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

From chi square test of independence, it is found that one learner related risk factor ie., Extrinsic Academic Motivation and one home related risk factor ie., Negligent Parenting Style have an association with resilient status among secondary school students with Emigrant fathers in Malappuram district.

From chi square test of independence, it is found that six learner related protective factors viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship, Social Competence and one home related protective factor viz., Home Environment has an association

with resilient status among secondary school students with Emigrant fathers in Malappuram district.

Through the binary logistic regression analysis, among the select learner and home related protective factors which have significant relation with resilient status among secondary school students with Emigrant fathers in Malappuram district. Intrinsic Academic Motivation, Peer Relationship are the identified learner predictors of resilient status among secondary school students with Emigrant fathers in Malappuram district. Home environment is the identified home predictor of resilient status among secondary school students with Emigrant fathers in Malappuram district.

Tenability of Hypotheses

1. The first hypothesis states that “Each select Learner related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district”.

From chi square test of independence, it is found that only one learner related risk factor i.e., Extrinsic Academic Motivation has an association with resilient status among secondary school students with Emigrant fathers in Malappuram district. Thus, the first hypothesis is only partially substantiated.

2. The second hypothesis states that “Each select Home related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district”.

From chi square test of independence, it is found that only one home related risk factor ie., Negligent Parenting Style has an association with

resilient status among secondary school students with Emigrant fathers in Malappuram district. Thus, the second hypothesis is only partially substantiated.

3. The third hypothesis states that “Each select Learner related Protective factors have significant influence on Academic Resilience among students with Emigrant fathers in secondary schools of Malappuram district.

From chi square test of independence, it is found that six learner related factors viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship, Social Competence are significantly associated with Resilient Status among secondary school students with Emigrant fathers in Malappuram district. Thus, the third hypothesis is partially substantiated.

4. The fourth hypothesis states that “Each select Home related Protective factors have significant influence on Academic Resilience among students with Emigrant fathers in secondary schools of Malappuram district.

From chi square test of independence, it is found that Home Environment is significantly associated with Resilient Status among secondary school students with Emigrant fathers in Malappuram district. Thus, the fourth hypothesis is partially substantiated.

5. The fifth hypotheses states that “Academic Resilience of secondary school students with emigrant fathers can be significantly predicted from the select learner and home related protective factors”.

The Binary Logistic Regression analysis showed that three out of seven (six learner and one home) related factors viz., Intrinsic Academic Motivation, Peer Relationship and Home Environment were identified as the predictive protective factors of academic resilience among secondary school students with Emigrant fathers in Malappuram district. The positive odds ratios for Peer Relationship, Home Environment, and Intrinsic Academic Motivation further emphasized their influential role indicating that an increase in these factors significantly enhances the likelihood of students with emigrant fathers to be academically resilient. Thus, the fifth hypothesis is fully substantiated.

SUMMARY AND FINDINGS

- Study in Retrospect
- Major Findings of the Study
- Tenability of Hypotheses

SUMMARY AND FINDINGS

This chapter highlights the significant stages of the study, important findings, their educational implications and suggestions for further research.

Restatement of the Problem

The study was entitled “**Factors Affecting Academic Resilience Among Secondary School Students With Emigrant Fathers in Malappuram District**”.

The present study identifies the learner and home related risk and protective factors that contribute to academic resilience among secondary school students with emigrant fathers in Malappuram district. The study also tries to find out the influence of select learner and home related risk and protective factors on Academic Resilience. Further, the study tries to identify the significant predictors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

Hence, the present study is restated as **Factors Affecting Academic Resilience Among Secondary School Students with Emigrant Fathers in Malappuram District**.

Variables

This study has one criterion variable and eleven learner and five home related predictive variables.

Criterion variable

In this study, Academic Resilience is a categorical criterion variable.

Predictive variables

The select predictive variables for the study are the following.

Learner related variables

1. Academic Self-efficacy
2. Cognitive Academic Engagement
3. Behavioural Academic Engagement
4. Emotional Academic Engagement
5. Intrinsic Academic Motivation
6. Extrinsic Academic Motivation
7. Mastery Academic Goal Orientation
8. Performance Academic Goal Orientation
9. Academic Procrastination
10. Peer Relationship
11. Social Competence

Home related variables

1. Home Environment
2. Authoritative Parenting Style
3. Authoritarian Parenting Style
4. Permissive Parenting Style
5. Negligent Parenting Style

Research Questions

1. Whether the Learner and Home related Risk factors of Academic Resilience differ among secondary school students, secondary school students with Non-Emigrant fathers and secondary school students with Emigrant fathers?
2. Whether the Learner and Home related Protective factors of Academic Resilience differ among secondary school students, secondary school students with Non-Emigrant fathers and secondary school students with Emigrant fathers?
3. What is the influence of each select Learner related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
4. What is the influence of each select Home related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
5. What is the influence of each select Learner related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?
6. What is the influence of each select Home related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district?

7. Can we predict Academic Resilience from the select Learner and Home related Protective factors among secondary school students with Emigrant fathers in Malappuram district?

Objectives

The major objective of the study is to identify the learner and home related risk and protective factors that contribute to Academic Resilience among secondary school students with emigrant fathers in Malappuram district. This is achieved through the following specific objectives.

1. To find out the Learner and Home related Risk factors of Academic Resilience among
 - a) Secondary school students
 - b) Secondary school students with Non-Emigrant fathers
 - c) Secondary school students with Emigrant fathers
2. To find out the Learner and Home related Protective factors of Academic Resilience among
 - a) Secondary school students
 - b) Secondary school students with Non-Emigrant fathers
 - c) Secondary school students with Emigrant fathers
3. To find out the influence of each select Learner related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

4. To find out the influence of each select Home related Risk factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
5. To find out the influence of each select Learner related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
6. To find out the influence of each select Home related Protective factors on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
7. To identify the predictors of Academic Resilience from the select Learner and Home related Protective factors among secondary school students with Emigrant fathers in Malappuram district.

Hypotheses

The hypotheses of the study are as follows:

1. Each select Learner related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
2. Each select Home related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

3. Each select Learner related Protective factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
4. Each select Home related Protective factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
5. Academic Resilience of secondary school students with emigrant fathers can be predicted from the select Learner and Home related Protective factors.

Methodology

Sample

The study was conducted on a sample of 560 secondary school students in Malappuram district.

Tools

The tools used for the study were

1. Scale on Academic Behaviour
2. Scale on Peer Relationship
3. Scale on Social Competence
4. Scale on Home Environment
5. Scale on Parenting styles
6. Academic Achievement Test.

Statistical Techniques Used

After the preliminary statistical analysis, the following techniques were used

1. Two-tailed test of significance of means for large independent samples
2. Chi-Square test of independence
3. Binary logistic regression analysis

Major Findings of the Study

The findings of the study can be summarized as follows

A. Identification of Learner and Home Related Risk and Protective Factors

a. Among Secondary School Students

Extrinsic Academic Motivation and Academic Procrastination are the two *learner related risk factors* among *Resilient and At-Risk Students* in secondary school students in Malappuram district

- (i) The resilient and at-risk students differ significantly in their **Extrinsic Academic Motivation** ($t = -7.48, p \leq .01$).
- (ii) The resilient and at-risk students differ significantly in their **Academic Procrastination** ($t = -3.6, p \leq .01$).

Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the nine *learner*

related protective factors among **Resilient and At-Risk Students** in secondary school students in Malappuram district

- (i) The resilient and at-risk students differ significantly in their **Academic Self-efficacy** ($t= 8.03, p \leq .01$).
- (ii) The resilient and at-risk students differ significantly in their **Cognitive Academic Engagement** ($t= 6.9, p \leq .01$).
- (iii) The resilient and at-risk students differ significantly in their **Emotional Academic Engagement** ($t= 6.04, p \leq .01$).
- (iv) The resilient and at-risk students differ significantly in their **Behavioural Academic Engagement** ($t= 6.79, p \leq .01$).
- (v) The resilient and at-risk students differ significantly in their **Intrinsic Academic Motivation** ($t= 7.09, p \leq .01$).
- (vi) The resilient and at-risk students differ significantly in their **Mastery Academic Goal Orientation** ($t= 6.43, p \leq .01$).
- (vii) The resilient and at-risk students differ significantly in their **Performance Academic Goal Orientation** ($t= 6.99, p \leq .01$).
- (viii) The resilient and at-risk students differ significantly in their **Peer Relationship** ($t= 10.75, p \leq .01$).
- (ix) The resilient and at-risk students differ significantly in their **Social Competence** ($t= 10.02, p \leq .01$).

Authoritarian parenting Style and Negligent Parenting Style are the two *home related risk factors* among *Resilient and At-Risk Students* in secondary school students in Malappuram district

- (i) The resilient and at-risk students differ significantly in their **Authoritarian Parenting Style** ($t=-4.28, p\leq.01$).
- (ii) The resilient and at-risk students differ significantly in their **Negligent Parenting Style** ($t=-5.52, p\leq.01$).

Home Environment and Authoritative parenting Style are the two *home related protective factors* among *Resilient and At-Risk Students* in secondary school students in Malappuram district

- (i) The resilient and at-risk students differ significantly in their *Home Environment* ($t=9.15, p\leq.01$).
- (ii) The resilient and at-risk students differ significantly in their *Authoritative parenting Style* ($t=5.88, p\leq.01$).

The resilient and at-risk students do not differ significantly in their *Permissive Parenting Style* ($t=1.01$).

Extrinsic Academic Motivation and Academic Procrastination are the two *learner related risk factors* among *At-Risk and Non At-Risk Students* in secondary school students in Malappuram district

- (i) The at-risk and non at-risk students differ significantly in their **Extrinsic Academic Motivation** ($t= 5.99, p\leq.01$).

- (ii) The at-risk and non at-risk students differ significantly in their **Academic Procrastination** ($t= 3.13, p \leq .01$).

Authoritarian parenting Style and Negligent Parenting Style are the two *home related risk factors* among *At-Risk and Non At-Risk Students* in secondary school students in Malappuram district

- (i) The at-risk and non at-risk students differ significantly in their **Authoritarian Parenting Style** ($t=4.08, p \leq .01$).
- (ii) The at-risk and non at-risk students differ significantly in their **Negligent Parenting Style** ($t=4.59, p \leq .01$).

Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the nine *learner related protective factors* among *Resilient and Non-Resilient Students* in secondary school students in Malappuram district

- (i) The resilient and non-resilient students differ significantly in their **Academic Self-efficacy** ($t= 4.89, p \leq .01$).
- (ii) The resilient and non-resilient students differ significantly in their **Cognitive Academic Engagement** ($t= 4.43, p \leq .01$).
- (iii) The resilient and non-resilient students differ significantly in their **Emotional Academic Engagement** ($t= 4.19, p \leq .01$).

- (iv) The resilient and non-resilient students differ significantly in their **Behavioural Academic Engagement** ($t= 5.19, p \leq .01$).
- (v) The resilient and non-resilient students differ significantly in their **Intrinsic Academic Motivation** ($t= 5.02, p \leq .01$).
- (vi) The resilient and non-resilient students differ significantly in their **Mastery Academic Goal Orientation** ($t= 4.16, p \leq .01$).
- (vii) The resilient and non-resilient students differ significantly in their **Performance Academic Goal Orientation** ($t= 4.42, p \leq .01$).
- (viii) The resilient and non-resilient students differ significantly in their **Peer Relationship** ($t= 7.54, p \leq .01$).
- (ix) The resilient and non-resilient students differ significantly in their **Social Competence** ($t= 6.79, p \leq .01$).

Home Environment and Authoritative parenting Style are the two home related protective factors among *Resilient and Non-Resilient Students* in secondary school students in Malappuram district

- (i) The resilient and non-resilient students differ significantly in their *Home Environment* ($t=6.27, p \leq .01$).
- (ii) The resilient and non-resilient students differ significantly in their *Authoritative parenting Style* ($t=4.99, p \leq .01$).

b. Among Secondary School Students With Non-Emigrant Fathers

Extrinsic Academic Motivation and Academic Procrastination are the two learner related risk factors among *Resilient and At-Risk Students* in secondary school students with non-emigrant fathers in Malappuram district

- (i) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Extrinsic Academic Motivation** ($t = -5.07, p \leq .01$).
- (ii) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Academic Procrastination** ($t = -2.92, p \leq .01$).

Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the nine *learner related protective factors* among *Resilient and At-Risk Students* in secondary school students with non-emigrant fathers in Malappuram district

- (i) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Academic Self-efficacy** ($t = 6.62, p \leq .01$).
- (ii) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Cognitive Academic Engagement** ($t = 5.21, p \leq .01$).
- (iii) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Emotional Academic Engagement** ($t = 5.83, p \leq .01$).
- (iv) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Behavioural Academic Engagement** ($t = 5.39, p \leq .01$).
- (v) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Intrinsic Academic Motivation** ($t = 5.23, p < .01$).
- (vi) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Mastery Academic Goal Orientation** ($t = 6.27, p \leq .01$).

- (vii) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Performance Academic Goal Orientation** ($t= 6.79, p \leq .01$).
- (viii) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Peer Relationship** ($t= 10.18, p \leq .01$).
- (ix) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Social Competence** ($t= 8.82, p \leq .01$).

Authoritarian parenting Style and Negligent Parenting Style are the two *home related risk factors* among *Resilient and At-Risk Students* in secondary school students with non-emigrant fathers in Malappuram district

- (i) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Authoritarian Parenting Style** ($t=-4.36, p \leq .01$).
- (ii) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Negligent Parenting Style** ($t=-4.24, p \leq .01$).

Home Environment and Authoritative parenting Style are the two *home related protective factors* among *Resilient and At-Risk Students* in secondary school students with non-emigrant fathers in Malappuram district

- (i) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Home Environment** ($t=7.65, p \leq .01$).
- (ii) The resilient and at-risk students with non-emigrant fathers differ significantly in their **Authoritative parenting Style** ($t=4.89, p \leq .01$).

The resilient and at-risk students with non-emigrant fathers do not differ significantly in their **Permissive Parenting Style** ($t=1.84$).

Extrinsic Academic Motivation and Academic Procrastination are the two *learner related risk factors* among *At-Risk and Non At-Risk Students* in secondary school students with non-emigrant fathers in Malappuram district

- (i) The at-risk and non at-risk students with non-emigrant fathers differ significantly in their **Extrinsic Academic Motivation** ($t= 4.48, p\leq.01$).
- (ii) The at-risk and non at-risk students with non-emigrant fathers differ significantly in their **Academic Procrastination** ($t= 2.83, p\leq.01$).

Authoritarian parenting Style and Negligent Parenting Style are the two *home related risk factors* among *At-Risk and Non At-Risk Students* in secondary school students with non-emigrant fathers in Malappuram district

- (i) The at- risk and non at- risk students with non-emigrant fathers differ significantly in their **Authoritarian Parenting Style** ($t=3.84, p\leq.01$).
- (ii) The at- risk and non at- risk students with non-emigrant fathers differ significantly in their **Negligent Parenting Style** ($t=4.07, p\leq.01$).

Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the nine *learner related protective factors* among *Resilient and Non-Resilient Students* in secondary school students with non-emigrant fathers in Malappuram district

- (i) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Academic Self-efficacy** ($t= 3.82, p\leq.01$).

- (ii) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Cognitive Academic Engagement** ($t= 4.02, p \leq .01$).
- (iii) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Emotional Academic Engagement** ($t= 4.09, p \leq .01$).
- (iv) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Behavioural Academic Engagement** ($t= 4.24, p \leq .01$).
- (v) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Intrinsic Academic Motivation** ($t= 4.38, p \leq .01$).
- (vi) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Mastery Academic Goal Orientation** ($t= 4.82, p \leq .01$).
- (vii) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Performance Academic Goal Orientation** ($t= 5.08, p \leq .01$).
- (viii) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Peer Relationship** ($t= 7.00, p \leq .01$).
- (ix) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Social Competence** ($t= 6.39, p \leq .01$).

Home Environment and Authoritative parenting Style are the two *home related protective factors* among *Resilient and Non-Resilient Students* in secondary school students with non-emigrant fathers in Malappuram district

- (i) The resilient and non-resilient students with non-emigrant fathers differ significantly in their **Home Environment** ($t=5.57, p \leq .01$).

- (ii) The resilient and non-resilient students with non-emigrant fathers differ significantly in their *Authoritative parenting Style* ($t=4.15$, $p\leq.01$).

c. Among Secondary School Students With Emigrant Fathers

Extrinsic Academic Motivation and Academic Procrastination are the two *learner related risk factors* among *Resilient and At-Risk Students* in secondary school students with emigrant fathers in Malappuram district

- (i) The resilient and at-risk students with emigrant fathers differ significantly in their **Extrinsic Academic Motivation** ($t= -5.56$, $p\leq.01$).
- (ii) The resilient and at-risk students with emigrant fathers differ significantly in their **Academic Procrastination** ($t=-2.17$, $p\leq.05$).

Academic Self-efficacy, Cognitive, Emotional and Behavioural Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the nine *learner related protective factors* among *Resilient and At-Risk Students* in secondary school students with emigrant fathers in Malappuram district

- (i) The resilient and at-risk students with emigrant fathers differ significantly in their **Academic Self-efficacy** ($t= 4.62$, $p\leq.01$).
- (ii) The resilient and at-risk students with emigrant fathers differ significantly in their **Cognitive Academic Engagement** ($t= 4.62$, $p\leq.01$).
- (iii) The resilient and at-risk students with emigrant fathers differ significantly in their **Emotional Academic Engagement** ($t= 2.33$, $p\leq.05$).

- (iv) The resilient and at-risk students with emigrant fathers differ significantly in their **Behavioural Academic Engagement** ($t= 4.13, p \leq .01$).
- (v) The resilient and at-risk students with emigrant fathers differ significantly in their **Intrinsic Academic Motivation** ($t= 5.04, p \leq .01$).
- (vi) The resilient and at-risk students with emigrant fathers differ significantly in their **Mastery Academic Goal Orientation** ($t= 2.83, p \leq .01$).
- (vii) The resilient and at-risk students with emigrant fathers differ significantly in their **Performance Academic Goal Orientation** ($t= 2.96, p \leq .01$).
- (viii) The resilient and at-risk students with emigrant fathers differ significantly in their **Peer Relationship** ($t= 4.86, p \leq .01$).
- (ix) The resilient and at-risk students with emigrant fathers differ significantly in their **Social Competence** ($t= 5.15, p \leq .01$).

Negligent Parenting Style is the *home related risk factor* among *Resilient and At-Risk Students* in secondary school students with emigrant fathers in Malappuram district

- (i) The resilient and at-risk students with emigrant fathers differ significantly in their **Negligent Parenting Style** ($t=-3.39, p \leq .01$).

Home Environment and Authoritative parenting Style are the two *home related protective factors* among *Resilient and At-Risk Students* in secondary school students with emigrant fathers in Malappuram district

- (i) The resilient and at-risk students with emigrant fathers differ significantly in their **Home Environment** ($t=5.11, p \leq .01$).

- (ii) The resilient and at-risk students with emigrant fathers differ significantly in their *Authoritative parenting Style* ($t=3.29, p\leq.01$).

The resilient and at-risk students with emigrant fathers do not differ significantly in their *Authoritarian Parenting Style* ($t=-1.91$).

The resilient and at-risk students with emigrant fathers do not differ significantly in their *Permissive Parenting Style* ($t=-0.42$).

Extrinsic Academic Motivation is the *learner related risk factor* among *At-Risk and Non At-Risk Students* in secondary school students with emigrant fathers in Malappuram district

- (i) The at- risk and non at- risk students with emigrant fathers differ significantly in their **Extrinsic Academic Motivation** ($t= 4.01, p\leq.01$).

Negligent Parenting Style is the *home related risk factor* among *At-Risk and Non At-Risk Students* in secondary school students with emigrant fathers in Malappuram district

- (i) The at- risk and non at- risk students with emigrant fathers differ significantly in their **Negligent Parenting Style** ($t=2.16, p\leq.05$).

Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence are the six *learner related protective factors* among *Resilient and Non-Resilient Students* in secondary school students with emigrant fathers in Malappuram district

- (i) The resilient and non-resilient students with emigrant fathers differ significantly in their **Academic Self-efficacy** ($t= 2.56, p\leq.01$).

- (ii) The resilient and non-resilient students with emigrant fathers differ significantly in their **Cognitive Academic Engagement** ($t= 2.12, p\leq.05$).
- (iii) The resilient and non-resilient students with emigrant fathers differ significantly in their **Behavioural Academic Engagement** ($t= 2.39, p\leq.05$).
- (iv) The resilient and non-resilient students with emigrant fathers differ significantly in their **Intrinsic Academic Motivation** ($t= 2.37, p\leq.05$).
- (v) The resilient and non-resilient students with emigrant fathers differ significantly in their **Peer Relationship** ($t= 3.53, p\leq.01$).
- (vi) The resilient and non-resilient students with emigrant fathers differ significantly in their **Social Competence** ($t= 2.81, p\leq.01$).

Home Environment and Authoritative parenting Style are the two *home related protective factors* among *Resilient and Non-Resilient Students* in secondary school students with emigrant fathers in Malappuram district

- (i) The resilient and non-resilient students with emigrant fathers differ significantly in their *Home Environment* ($t=3.19, p\leq.01$).
- (ii) The resilient and non-resilient students with emigrant fathers differ significantly in their *Authoritative parenting Style* ($t=2.83, p\leq.01$).

A Summary of identified Learner and Home Related Risk and Protective factors in three groups [TG = Total Group (Secondary school students), SWNE (Secondary school students with Non-Emigrant Fathers), SWE (Secondary school students with Emigrant Fathers) is depicted in Figure 3. [Note: Red colour indicate the Risk Factors and Green colour indicate the protective factors]

Figure 3

Identified Learner and Home Related Risk and Protective Factors in Three Groups

	Learner Related											Home Related										
	ASE	CAE	EAE	BAE	IAM	EAM	MAG	O	PAG	O	AP	PR	SC	HE	AVE	PS	ATN	PS	PER	PS	NEG	PS
Resilient Vs At Risk(TG)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	
At Risk Vs Non At Risk (TG)						✓					✓						✓				✓	
Resilient Vs Non Resilient (TG)	✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓							
Resilient Vs At Risk(SWNE)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	
At Risk Vs Non At Risk (SWNE)						✓					✓						✓				✓	
Resilient Vs Non Resilient (SWNE)	✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓							
Resilient Vs At Risk(SWE)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓
At Risk Vs Non At Risk (SWE)						✓																✓
Resilient Vs Non Resilient (SWE)	✓	✓		✓	✓						✓	✓	✓	✓	✓							

B. Influence of Identified Risk and Protective Factors on Academic Resilience Among Students With Emigrant Fathers

Findings from the analysis of Chi Square Test of Independence as summarized as follows:

1. The learner related risk factor viz., **Extrinsic Academic Motivation** [χ^2 (1, N=263) = 14.78, $p \leq .01$], has significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
2. The home related risk factor viz., **Negligent Parenting Style** [χ^2 (1, N=263) = 5.78, $p \leq .01$], has significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

3. Six learner related protective factors viz., **Academic Self-efficacy** [χ^2 (1, N=263) = 9.44, $p \leq .01$], **Cognitive** [χ^2 (1, N=263) = 9.01, $p \leq .01$], and **Behavioural Academic Engagement** [χ^2 (1, N=263) = 4, $p \leq .05$], **Intrinsic Academic Motivation** [χ^2 (1, N=263) = 5.85, $p > .05$], **Peer Relationship** [χ^2 (1, N=263) = 10.2, $p \leq .01$], and **Social Competence** [χ^2 (1, N=263) = 13.02, $p \leq .01$], have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
4. The home related factor viz., **Home Environment** [χ^2 (1, N=263) = 9.76, $p \leq .01$], has significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

C. Predictors of Academic Resilience Among Students With Emigrant Fathers

Findings from the analysis of Binary Logistic Regression as summarized as follows:

1. **Intrinsic Academic Motivation** and **Peer Relationship** are the Learner predictors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.
2. **Home environment** is the Home predictor of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district.

Tenability of Hypotheses

1. The first hypothesis states that “Each select Learner related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district”.

From chi square test of independence, it is found that only one learner related risk factor i.e., Extrinsic Academic Motivation has an association with resilient status among secondary school students with Emigrant fathers in Malappuram district. Thus, the first hypothesis is only partially substantiated.

2. The second hypothesis states that “Each select Home related Risk factors have significant influence on Academic Resilience among secondary school students with Emigrant fathers in Malappuram district”.

From chi square test of independence, it is found that only one home related risk factor i.e., Negligent Parenting Style has an association with resilient status among secondary school students with Emigrant fathers in Malappuram district. Thus, the second hypothesis is only partially substantiated.

3. The third hypothesis states that “Each select Learner related Protective factors have significant influence on Academic Resilience among students with Emigrant fathers in secondary schools of Malappuram district.

From chi square test of independence, it is found that six learner related factors viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship, Social Competence are significantly associated with Resilient Status among secondary school students with

Emigrant fathers in Malappuram district. Thus, the third hypothesis is partially substantiated.

4. The fourth hypothesis states that “Each select Home related Protective factors have significant influence on Academic Resilience among students with Emigrant fathers in secondary schools of Malappuram district.

From chi square test of independence, it is found that Home Environment is significantly associated with Resilient Status among secondary school students with Emigrant fathers in Malappuram district. Thus, the fourth hypothesis is partially substantiated.

5. The fifth hypotheses states that “Academic Resilience of secondary school students with emigrant fathers can be significantly predicted from the select learner and home related protective factors”.

The Binary Logistic Regression analysis showed that three out of seven (six learner and one home) related factors viz., Intrinsic Academic Motivation, Peer Relationship and Home Environment were identified as the predictive protective factors of academic resilience among secondary school students with Emigrant fathers in Malappuram district. The positive odds ratios for Peer Relationship, Home Environment, and Intrinsic Academic Motivation further emphasized their influential role indicating that an increase in these factors significantly enhances the likelihood of students with emigrant fathers to be academically resilient. Thus, the fifth hypothesis is fully substantiated

Chapter Six

CONCLUSION AND RECOMMENDATIONS

- Conclusions
- Educational Implications of the Study
- Recommendations for Further Research

CONCLUSION AND RECOMMENDATIONS

The study mainly focused on Academic Resilience of secondary school students with emigrant fathers in Malappuram district. The researcher also identifies the learner and home related risk and protective factors that contribute to academic resilience among secondary school students with emigrant fathers in Malappuram district. Further, the study tries to identify the significant predictors of Academic Resilience among secondary school students with Emigrant fathers in Malappuram district. The results and findings in the chapter 4 and 5 substantiate the hypotheses of the study and thus the researcher reached into certain conclusions. The conclusion, implications and recommendations for further research related to the study is given in detail in the following sessions of this chapter.

Conclusion

Academic resilience emerges as a critical factor in determining an individual's ability to overcome challenges and setbacks in the pursuit of educational goals. This quality goes beyond mere academic achievement, encompassing a resilient mindset, adaptability, and perseverance in the face of obstacles. As students encounter various difficulties, such as academic stress, failures, or external pressures, those with higher levels of academic resilience tend to exhibit greater determination and an ability to bounce back from setbacks.

Risk and Protective Factors

While considering secondary school students in Malappuram district, it was found that among the eleven learner related variables viz., Academic Self-efficacy, Cognitive, Emotional and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the learner related protective factors. This finding confirms similar results obtained from the earlier studies like Cassidy(2015), Chen (2018), Sturtevant (2014) and Wang, King and Leung(2022). This indicates that students demonstrating strengths in above particular dimensions are more likely to be resilient, positioning them to navigate challenges effectively and achieve academic success. At the same time, Academic Procrastination and Extrinsic Academic Motivation are act as learner related risk factors. This suggests that above factors may impede students' ability to excel academically, marking them as risk factors.

Among the five home-related variables viz., Home Environment and Authoritative Parenting Style contribute positively to student resilience, identifying them as home related protective factors. This finding further confirms similar results obtained on a study on perceived parenting styles and resilience (Mishra & Sethi, 2024). Authoritarian and Negligent Parenting Style are associated with academic difficulties, identifying them as home related risk factors.

In the case of secondary school students with non-emigrant fathers in Malappuram district, among the eleven learner related variables viz., Academic Self-efficacy, Cognitive, Emotional and Behavioural dimensions of Academic

Engagement, Intrinsic Academic Motivation, Mastery and Performance Academic Goal Orientation, Peer Relationship and Social Competence are the learner related protective factors. This indicates that students demonstrating strengths in above particular dimensions are more likely to be resilient, positioning them to navigate challenges effectively and achieve academic success. At the same time, Academic Procrastination and Extrinsic Academic Motivation are act as learner related risk factors which suggest that these factors may impede students' ability to excel academically, marking them as risk factors.

Among the five home-related variables viz., Home Environment and Authoritative Parenting Style contribute positively to student resilience, identifying them as home related protective factors. Authoritarian and Negligent Parenting Style are likely associated with academic difficulties, identifying them as home related risk factors.

In the case of secondary school students with emigrant fathers in Malappuram district, among the eleven learner related variables viz., Academic Self-efficacy, Cognitive and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence are the learner related protective factors. This indicates that students demonstrating strengths in these particular dimensions are more likely to be resilient, positioning them to navigate challenges effectively and achieve academic success. At the same time, Extrinsic Academic Motivation are act as learner related risk factor. This suggests that these factors may impede students' ability to excel academically, marking them as risk factors.

Among the five home-related variables viz., Home Environment and Authoritative Parenting Style contribute positively to student resilience, identifying them as home related protective factors. Negligent Parenting Style is likely associated with academic difficulties, identifying them as home related risk factor.

Influence of Risk and Protective Factors on Academic Resilience Among Students With Emigrant Fathers

It was found that the learner related risk factor viz., Extrinsic Academic Motivation and home related risk factor viz., Negligent Parenting Style are significantly associated with the Resilient Status among secondary school students with emigrant fathers.

Among the six learner related protective factors identified through mean difference analysis viz., Academic Self-efficacy, Cognitive and Behavioural Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence have significant influence on the Resilient Status among secondary school students with emigrant fathers

Among the identified two home related protective factors viz., Home environment is significantly associated with Resilient Status among secondary school students with emigrant fathers while Authoritative Parenting Style has no significant influence on the Resilient Status among secondary school students with emigrant fathers.

Predictors of Academic Resilience

Out of the seven (six learner and one home) related protective factors of Academic Resilience, through binary logistic regression analysis the three factors viz., Intrinsic Academic Motivation, Peer Relationship and Home Environment were identified as the predictive protective factors of Academic Resilience of students with emigrant fathers. The positive odds ratios for Peer Relationship, Home Environment, and Intrinsic Academic Motivation further emphasized their influential role indicating that an increase in these factors significantly enhances the likelihood of students with emigrant fathers to be academically resilient.

The above findings of the study have led to identification of factors that will help predict Academic Resilience of students with emigrant fathers. The study has arrived at the conclusion that, Academic Self-efficacy, Cognitive and Behavioural dimensions of Academic Engagement, Intrinsic Academic Motivation, Peer Relationship and Social Competence are the learner related protective factors among secondary school students with emigrant fathers in Malappuram district. Home Environment and Authoritative Parenting Style are the home related protective factors among secondary school students with emigrant fathers in Malappuram district. Through binary logistic regression analysis, the three factors viz., Intrinsic Academic Motivation, Peer Relationship and Home Environment were identified as the predictive protective factors of academic resilience of students with emigrant fathers.

Educational Implications of the Study

Risk and protective factors significantly influence academic resilience, shaping the educational journey of individuals. Risk factors may pose challenges and obstacles while protective factors emerge as vital shields that mitigate these challenges. Present study has proved that secondary school students with emigrant fathers face certain risk from learner and home related factors which affect their academic performance. The network of learner and home related protective factors helps the students to overcome these challenges.

Two broad areas of implications for school practice that emerge from the present study are i) Minimizing the effect of learner and home related risk factors ii) Strengthening the effect of learner and home related protective factors.

Minimizing Learner and Home Related Risk Factors

The findings of the study indicate that extrinsic academic motivation is a learner related risk factor and negligent parenting style is a home related risk factor. Thus, the importance is given to minimize the effect of the risk factors among secondary school students with emigrant fathers in Malappuram district.

Minimizing Extrinsic Academic Motivation

Since extrinsic academic motivation is identified as a risk factor, teachers should be vigilant to minimize dependence on external rewards and punishments. This is done by promoting a mastery-oriented learning environment, where the focus is on personal growth and achievement rather than grades or external validation. Encourage

goal-setting and self-reflection to foster a more intrinsic approach to academic pursuits.

For appropriate goal setting and self-reflection, teachers should

- Introduce the concept of goal setting through structured instruction, emphasizing the criteria for establishing clear, measurable, achievable, relevant and time-bound objectives.
- Share personal goals and experiences to demonstrate the path of success by citing specific examples from their life to highlight the accomplishments.
- Schedule regular check-ins to review progress and provide support, encouraging students to reflect on their achievements and challenges.
- Celebrate accomplishments to highlight the importance of creating and achieving goals.
- Create a positive classroom atmosphere that prioritizes personal growth, cooperation, and peer support.
- Provide resources and feedback, and also promote flexibility so that students can form a lifelong habit of setting meaningful goals and engaging in self-reflection, allowing them to prosper academically and personally.

Addressing Negligent Parenting Style

Recognizing negligent parenting style as a risk factor for academic resilience, teachers should be equipped to identify and address signs of neglect. It is necessary to take essential steps for establish channels for communication between school and

parents, provide resources for parenting support, and offer counselling services to families facing challenges. Collaboration with social services may be necessary in extreme cases.

To address the negligent parenting styles, teachers should

- Ensure a supportive and structured classroom environment that all students feel valued.
- Pay individual attention to students who seem neglected and offer additional support and encouragement.
- Build strong, empathetic relationships with students and recognize their efforts to boost self-esteem.
- Collaborate with school counsellors to address the students' emotional and psychological needs.
- Organize parent education programs that address effective parenting strategies and the importance of involvement in their ward's education.
- Maintain open communication with parents for regular updates on their child's progress and well-being.
- Advocate for school policies that support students who are neglected at home.
- Organize programmes that will help the teachers to identify, address, and effectively support students who are experiencing neglect.

Strengthening Learner and Home Related Protective Factors

The findings of the study indicate that academic self-efficacy, cognitive and behavioural dimensions of academic engagement, intrinsic academic motivation, peer relationship and social competence are the learner related protective factors among secondary school students with emigrant fathers in Malappuram district. Home environment and Authoritative parenting style contribute positively to student resilience, identifying them as home related protective factors among secondary school students with emigrant fathers in Malappuram district. Teachers as well as students can remain resilient by strengthening the effect of learner and home related protective factors.

The study highlights the predictive role of intrinsic academic motivation, peer relationship and home environment on academic resilience among students with emigrant fathers.

Fostering Intrinsic Academic Motivation

In order to foster intrinsic academic motivation among students with emigrant fathers, teachers can employ the following strategies.

Build a Positive and Meaningful Learning Environment

- Create a supportive and inclusive learning environment where students feel valued, respected, and connected to their peers and teachers.

- Foster positive relationships between students and between students and teachers since positive relationships can enhance students' sense of belonging and motivation to succeed academically.
- Design learning activities that are relevant to students' lives and interests.
- Incorporate hands-on activities, projects, and problem-solving tasks.
- Relate lessons to real-world applications, helping students see the relevance and importance of what they are learning. When students see the relevance and purpose of their studies, they are more likely to engage deeply and persist in the face of obstacles.

Promote Autonomy

- Encourage students to have control over their learning process by allowing them to choose topics of interest, select learning materials, and set personal goals. When students feel a sense of autonomy, they are more likely to be intrinsically motivated to overcome challenges.
- Encourage independent thinking and decision-making.

Set Realistic and Challenging Goals

- Help students set realistic, challenging and achievable goals that align with their abilities and interests.
- Break larger goals into smaller, manageable tasks to maintain motivation.

- Teachers and parents can encourage students to reflect on their strengths, weaknesses, interests, and aspirations so that students can set goals that align with their abilities and passions.

Emphasize Mastery Over Grades

- Emphasize the importance of learning and growth rather than focusing solely on grades or performance outcomes.
- Provide timely and specific feedback that helps students understand their progress and areas for improvement.
- Educate learners on the importance of believing in their ability to develop knowledge and abilities through dedication and practice.
- Shift the focus from grades to the process of learning and understanding.

Encourage Curiosity

- Foster a culture of curiosity by encouraging students to ask questions, explore new ideas, and seek deeper understanding.
- Provide opportunities for open-ended inquiry and discovery to stimulate intrinsic motivation.
- Foster a sense of curiosity by posing thought-provoking questions and encouraging students to explore topics beyond the curriculum.
- Allow time for students to pursue their interests and passions.

Promote Self- Reflection

- Teachers can demonstrate self-reflection by sharing their own experiences and thought processes while reflecting on their teaching practices or personal growth.
- Incorporate structured activities or assignments that prompt students to reflect on their learning experiences, achievements, challenges, and areas for improvement.
- Provide opportunities for self-assessment and goal setting to help students take ownership of their learning journey.

Celebrate Progress and Success

- Recognize and celebrate students' achievements, progress, and efforts along the way.
- Positive reinforcement can reinforce intrinsic motivation and build confidence and resilience.
- Create a positive and supportive atmosphere that reinforces the value of hard work and dedication.

Fostering Peer Relationship

Maintaining positive peer relationships is crucial for the social and emotional development of adolescent students. Schools can create a supportive environment that nurtures positive peer relationships and ultimately enhance students' academic

resilience. Teachers can help to promote peer relationship and support students in developing resilience needed to thrive academically.

Here are some strategies through which teachers can foster positive peer relationships and enhance academic resilience among secondary school students with emigrant fathers.

Promote a Positive and Inclusive classroom

- Create an inclusive classroom environment where every student feels valued and respected regardless of their background, abilities, or interests.
- Emphasize the importance of diversity and inclusion and discourage any form of discrimination or bullying.
- Organize activities that celebrate diversity and encourage students to learn about different cultures, backgrounds, and perspectives. This can promote understanding, respect, and acceptance among peers.
- Establish a safe and non-judgmental space where students feel comfortable expressing their thoughts, feelings, and opinions.
- Encourage open communication and active listening.
- Provide opportunities for students in decisions that affect them, such as choosing group projects, activities, or themes. This fosters a sense of ownership and belonging.

Encourage Teamwork/Collaborative Learning Activities

- Design learning activities that promote collaboration and teamwork among students.
- Foster a sense of shared responsibility and achievement for strengthening peer bonds.
- Organize team-building exercises and cooperative learning activities that encourage students to work together towards a common goal.
- Incorporate group projects, problem-solving tasks, or outdoor activities that require collaboration.
- Create formal or informal gatherings which provide a platform for students to share experiences, offer assistance, and provide emotional support during challenging times.
- Establish mentorship programs where peer mentors can provide guidance, encouragement, and a sense of belonging, which are crucial for building resilience.
- Foster a culture of positive peer feedback where students recognize and appreciate each other's strengths and contributions. This can boost self-esteem, build trust, and strengthen peer relationships.

Social Skills Training

- Implement programmes or workshops that teach students essential social skills such as active listening, empathy, conflict resolution, and communication skills.
- Offer guidance on how to initiate and maintain conversations.
- Use a variety of instructional methods like interactive discussions, role-playing exercises, multimedia presentations, group activities, and real-life scenarios to engage students in the learning process to teach social skills.
- Provide ample opportunities for students to practice and apply the social skills they learn in simulated or real-life situations.
- Encourage peer mentoring, cooperative learning activities, and positive peer interactions to reinforce social skill acquisition.

Regular Communication with Parents

- Maintain open communication with parents to keep them informed about their child's social and academic progress.
- Encourage parental involvement in school activities and initiatives aimed at promoting positive peer relationships, such as parent-teacher meetings, family events, and workshops on social skills development.

Providing Supportive Home Environment

Recognizing the positive impact of a supportive home environment, schools can collaborate with parents to create a conducive atmosphere for learning. School can facilitate workshops or informational sessions for parents, emphasizing the importance of involvement in their children's education.

- Create an open and supportive environment where children feel comfortable expressing their thoughts, feelings, and concerns about school. Listen actively, validate their experiences, and offer encouragement and reassurance during challenging times.
- Communicate to children that their parents believe in their abilities and value their educational success, which can motivate them to work harder and persevere through challenges.
- Set up a daily schedule that includes designated study times, breaks, and family activities. This helps children develop good study habits and provides them with a sense of structure and stability.
- Teach children to embrace challenges and view failures as opportunities for growth. This mindset fosters resilience and a willingness to persevere in the face of academic obstacles.
- Acknowledge and celebrate both small and big achievements like improvements in grades, completing challenging assignments, or mastering

difficult concepts to reinforce positive behaviour and motivate continued effort.

- Cultivate curiosity and a passion for knowledge by exposing children to a variety of learning experiences beyond the classroom.
- Allow children to take ownership of their learning by involving them in decision-making processes regarding their education. Encourage them to set goals, manage their time, and seek out resources independently. Empowering children in this way builds confidence and resilience.
- Regular communication between parents and teachers can help identify challenges early on and address them effectively. This collaboration ensures that students receive the necessary support both at home and in school.
- Schools can support parents in adopting and maintaining authoritative parenting practices since authoritative parenting style, characterized by warmth, responsiveness, and clear expectations, contribute to positive academic outcomes.
- Provide assistance to the parents to be capable of having effective communication and setting realistic expectations.

Strengthening Academic Self-efficacy

Academic self-efficacy refers to a student's belief in their ability to accomplish academic tasks and achieve academic goals. Students can gradually strengthen their

academic self-efficacy by incorporating the strategies given by their teachers and parents. Some strategies are given below.

- Encourage students to set specific, achievable goals for their academic pursuits.
- Offer constructive feedback that highlights strengths and areas for improvement.
- Encourage students to reflect on their successes and challenges by identifying strategies that worked well and areas where they can improve.
- Teach students how to effectively plan and monitor their progress increase their sense of control over their academic outcomes.
- Foster a supportive learning environment where students feel comfort to seek help from peers, teachers, and mentors.
- Develop effective study habits among students by making them aware about the importance of active learning techniques like summarizing, teaching others, creating flashcards, or engaging in discussions. Regular review of study techniques and strategies helps reinforce learning and adapt to individual needs.

Fostering Cognitive and Behavioural Academic Engagement

Cognitive Academic Engagement is crucial for effective learning. Schools should emphasize strategies that promote active thinking and problem-solving among students with emigrant fathers through implementation of inquiry-based learning,

critical thinking activities, and collaborative projects to stimulate cognitive engagement.

- Teachers should use varied instructional methods that cater to different learning styles, promoting a deeper understanding of academic content.
- Promote positive behaviours in the academic context to maintain a conducive learning environment.
- Implement positive behaviour reinforcement systems, such as reward programs, to acknowledge and encourage desirable behaviours.
- Provide additional support or interventions for students who may struggle with behavioural engagement.
- Strategies should be implemented to reduce disruptive behaviours and enhance student focus on learning.
- Develop and enforce clear classroom expectations.

Promoting Social Competence

Social competence is essential for building positive relationships and navigating social situations effectively.

- Schools should prioritize the development of social skills along with academic skills by incorporating social-emotional learning programs into the curriculum to teach communication, empathy, and conflict resolution skills.

- Encourage group activities and cooperative learning to enhance social interactions among students.

Recommendations for Further Research

Further investigation of various learner and home-related risk and protective factors could improve research on academic resilience of secondary school students with emigrant fathers in Malappuram district. Here are some recommendations for further areas of research.

1. School protective factors had an impact on academic resilience. There is a need to explore the role of teachers, counsellors and other school staffs in promoting academic resilience. Hence, future researches may attempt academic resilience focused on school protective factors. Exploring the impact of school protective factors on academic resilience by assessing the effectiveness of school environment and support services for students with emigrant fathers is recommended.
2. Future research endeavours could centre on academic resilience with a specific focus on community protective factors. Impact of community protective factors on academic resilience, focusing on the involvement of community organizations, religious institutions and other local resources is to be carried out.
3. Longitudinal studies be conducted to track students' academic progress over time and identify factors related with resilience, as well as the implementation of intervention programmes aimed at increasing resilience among students

with emigrant fathers. Further investigation may attempt whether boys and girls experience and cope with challenges differently and explore the implications for intervention strategies.

4. Further research may attempt in the area that how students with emigrant fathers cope with the emotional and psychological challenges arising from parental separation and its implications for their academic performance.
5. Investigation may be done in the role of family dynamics, including the presence of the other family members or extended family members in providing support and fostering academic resilience among students with emigrant fathers.
6. Further research may attempt by examine students' psychological well-being and the coping mechanisms they employ to navigate challenges associated with parental emigration. Explore the efficacy of various coping strategies, such as problem-solving skills, emotional regulation, and seeking social support in promoting academic resilience.

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APPENDICES

FAROOK TRAINING COLLEGE
SCALE ON ACADEMIC BEHAVIOUR

Dr. Mumthas N.S.
 Professor

Himna P.A.
 Research Scholar

പേര് :ആൺ/പെൺ:.....

ക്ലാസ്സ്: സ്കൂൾ:.....

നിർദ്ദേശങ്ങൾ

പഠനത്തിൽ നിങ്ങൾക്കുള്ള കഴിവ്, പഠനപ്രവർത്തനത്തിലുള്ള നിങ്ങളുടെ പങ്ക്, പഠനപ്രവർത്തനത്തിൽ നിങ്ങൾക്ക് എത്രത്തോളം പ്രചോദനമുണ്ട്, പഠനത്തിൽ നിങ്ങൾക്കുള്ള ലക്ഷ്യബോധം, നിങ്ങളുടെ പഠനരീതി എന്നിവയെ സംബന്ധിച്ചുള്ള ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. ഉത്തരങ്ങളിൽ ശരിയും തെറ്റും ഇല്ല എന്ന് പ്രത്യേകം ഓർക്കുക, കഴിയുവിധം കൃത്യമായ ഉത്തരം നൽകുക. ഇവിടെ തരുന്ന പ്രതികരണങ്ങൾ ഗവേഷണാവശ്യങ്ങൾക്കുമാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

i. ACADEMIC SELF-EFFICACY SCALE

പഠനത്തിൽ നിങ്ങൾക്കുള്ള കഴിവ് അറിയുന്നതിനുള്ള ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
1.	പഠനപ്രവർത്തനങ്ങളെ സമയനിഷ്ഠയോടെ ക്രമീകരിക്കാൻ എനിക്ക് സാധിക്കും.					
2.	അവധിദിവസങ്ങൾ കാര്യക്ഷമമായി ഉപയോഗിക്കാൻ എനിക്കാവില്ല.					
3.	പഠിച്ചത് വേണ്ടസമയത്ത് ഓർത്തെടുക്കാൻ എനിക്കാവില്ല.					
4.	എന്റെ പഠനലക്ഷ്യങ്ങൾ നിറവേറ്റാൻ എനിക്ക് സാധിക്കില്ല.					
5.	ഉയർന്ന മാർക്ക് നേടാൻ കഴിയുമെന്ന വിശ്വാസം എനിക്കുണ്ട്.					
6.	പ്രയാസമേറിയ പഠനപ്രവർത്തനങ്ങൾ ആണെങ്കിൽ പോലും പൂർത്തീകരിക്കാൻ എനിക്കു സാധിക്കും.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
7.	പ്രതിസന്ധികൾ മറികടന്നു പഠനത്തിലൂടെ ലക്ഷ്യത്തിലെത്താൻ കഴിയുമെന്ന വിശ്വാസം എനിക്കുണ്ട്.					
8.	കൂട്ടുചേർന്ന് പഠിക്കാൻ എനിക്കാവില്ല.					
9.	ഞാൻ നിർബന്ധമായും ചെയ്യേണ്ട പഠനകാര്യങ്ങൾ പോലും ചെയ്തു തീർക്കാൻ എനിക്കു കഴിയില്ല.					
10.	പഠനവുമായി ബന്ധപ്പെട്ട ചർച്ചകളിൽ എന്റെ ആശയങ്ങൾ വ്യക്തമായി അവതരിപ്പിക്കാൻ എനിക്ക് കഴിവുണ്ട്.					
11.	സഹപാഠികളുമായി വ്യക്തതയോടെ ആശയവിനിമയം നടത്താൻ എനിക്ക് സാധിക്കും.					
12.	ഏകാഗ്രതയോടെ പഠിക്കാൻ എനിക്കാവും.					
13.	അധ്യാപകരുടെ ഏത് ചോദ്യങ്ങൾക്കും ഉത്തരം നൽകാൻ എനിക്ക് കഴിവുണ്ട്.					
14.	പാഠഭാഗങ്ങളിലെ സംശയങ്ങൾ അതാതുസമയം തന്നെ അധ്യാപകനോട് ചോദിച്ചു ദുരീകരിക്കാൻ എന്നെകൊണ്ട് സാധിക്കും.					
15.	ഏൽപ്പിക്കപ്പെട്ട പഠനചുമതലകൾ ഉത്തരവാദിത്വത്തോടെ നിർവഹിക്കാനുള്ള കഴിവുവെനിക്കുണ്ട്.					
16.	പഠനപ്രവർത്തനങ്ങളിൽ സഹപാഠികൾക്ക് വേണ്ട സമയത്ത് സഹായം കൊടുക്കാൻ എനിക്ക് കഴിയും.					
17.	അധ്യാപകർ നൽകുന്ന പ്രോജക്ട്/ അസൈൻമെന്റ് തുടങ്ങിയവ ചെയ്യാൻ കഴിയുമോ എന്ന സംശയം എനിക്കുണ്ട്.					
18.	സ്കൂളിലെ പഠനപ്രവർത്തനങ്ങളിൽ എല്ലാവരോടും ഏകോപിച്ച് വിജയത്തിലെത്തിക്കാൻ എനിക്ക് സാധിക്കും.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
19.	പഠനകാര്യങ്ങൾ ആസൂത്രണം ചെയ്ത് പ്രാവർത്തികമാക്കാൻ എനിക്ക് കഴിയും.					
20.	പാഠഭാഗങ്ങൾ കൃത്യസമയത്ത് പഠിച്ചുതീർക്കാൻ എനിക്കാവില്ല.					
21.	പരീക്ഷകളിൽ വിജയിക്കുമെന്ന് എനിക്ക് വിശ്വാസമുണ്ട്.					
22.	എല്ലാ ക്ലാസുകളും ശ്രദ്ധിക്കാൻ എനിക്കാവില്ല.					
23.	പഠ്യവസ്തുതകൾ വായിച്ചു മനസ്സിലാക്കാൻ എനിക്ക് പറ്റാറില്ല.					
24.	മനസ്സിലെ ആശയങ്ങൾ അടുകൂറും ചിട്ടയോടുകൂടി പരീക്ഷകളിൽ എഴുതാൻ എന്നെക്കൊണ്ട് പറ്റും.					
25.	ക്ലാസ് നോട്ടുകൾ കൃത്യതയോടെ എഴുതുവാൻ എനിക്ക് കഴിയും.					
26.	മറ്റ് ചുമതലകൾ ഉണ്ടെങ്കിൽ കൂടിയും പഠനം ഉത്തരവാദിത്വത്തോടെ നിർവഹിക്കാൻ കഴിയും.					

ii. ACADEMIC ENGAGEMENT SCALE

പഠനപ്രവർത്തനത്തിലുള്ള നിങ്ങളുടെ പങ്ക് എത്രത്തോളം അറിയുന്നതിനുള്ള ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
1.	സ്കൂളിലെ നിയമാവലികൾ ഞാൻ പാലിക്കാറുണ്ട്					
2.	കൃത്യസമയത്ത് സ്കൂളിൽ എത്തുന്ന സ്വഭാവക്കാരനാണ് ഞാൻ.					
3.	ഹോംവർക്കുകൾ കൃത്യസമയത്ത് ചെയ്തുതീർക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പുർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
4.	ക്ലാസുകളിൽ കയറാതിരിക്കുന്ന സ്വഭാവം എനിക്കുണ്ട്.					
5.	പഠനപ്രവർത്തനങ്ങളിൽ എന്റെ സജീവമായ പങ്കാളിത്തം ഉറപ്പുവരുത്താറുണ്ട്					
6.	സംശയങ്ങൾ യഥാസമയം ചോദിക്കാൻ എനിക്ക് മടിയാണ്.					
7.	പാഠഭാഗങ്ങളിൽ എനിക്കുണ്ടാകുന്ന സംശയങ്ങൾ അധ്യാപകരോട് ചോദിച്ചു മനസ്സിലാക്കാറുണ്ട്.					
8.	സ്കൂളിൽ വെറുതെയിരുന്നു സമയം കളയുന്ന സ്വഭാവം എനിക്കില്ല.					
9.	ക്ലാസിലെ പ്രവർത്തനങ്ങളിൽ ഒന്നിലും ഞാൻ പ്രതികരിക്കാറില്ല.					
10.	സ്കൂളിലെ പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ എന്റെ സജീവ പങ്കാളിത്തം ഉറപ്പുവരുത്താറുണ്ട്.					
11.	എത്ര പ്രയാസമേറിയ ചോദ്യങ്ങൾ ആണെങ്കിൽ പോലും ഉത്തരം കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
12.	പാഠഭാഗവുമായി ബന്ധപ്പെട്ട് കൂടുതൽ ആഴത്തിലുള്ള പഠനം ഞാൻ നടത്താറുണ്ട്.					
13.	ഞാൻ സ്കൂളിൽ സന്തോഷവാനാണ്.					
14.	സഹപാഠികളുമായുള്ള ഊഷ്മളമായ ബന്ധം എന്നിൽ സംതൃപ്തി ഉണ്ടാക്കുന്നു.					
15.	അവധി ദിവസങ്ങൾ എന്നിൽ വിരസതയുണ്ടാക്കുന്നു.					
16.	സ്കൂളിലെ ഒരു പ്രവൃത്തിയിലും എനിക്ക് താൽപര്യം തോന്നാറില്ല.					
17.	ചെറിയ വിഷമങ്ങൾ പോലും എന്നെ സ്കൂൾ പ്രവർത്തനങ്ങളിൽ നിന്നും പിൻതിരിപ്പിക്കാറുണ്ട്.					
18.	അധ്യാപകരുമായുള്ള സൗഹൃദപരമായ ബന്ധം എന്നിൽ ആത്മവിശ്വാസം വർദ്ധിപ്പിക്കുന്നു.					

ക്രമ നമ്പർ	പ്രസ്താവന	പുർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
19.	ക്ലാസിലെ എല്ലാ പഠനപ്രവർത്തനങ്ങളും സംതൃപ്തിയോടെയാണ് ഞാൻ ചെയ്യുന്നത്.					
20.	പുതിയ അറിവുകൾ നേടുന്നത് എനിക്കിഷ്ടമാണ്.					
21.	വ്യക്തിപരമായ കാര്യങ്ങൾ അധ്യാപകരോട് തുറന്നുപറയാറുണ്ട്.					
22.	ക്ലാസ് ചർച്ചകളിൽ എതിരഭിപ്രായം ആണെങ്കിൽ പോലും തുറന്നുപറയുമ്പോൾ സംതൃപ്തി തോന്നാറുണ്ട്.					
23.	മറ്റുള്ളവരുടെ പ്രോത്സാഹനം എനിക്ക് നല്ല രീതിയിൽ മുന്നോട്ട് വരുന്നതിന് പ്രചോദനമാകുന്നു.					
24.	പേടികാരണം അധ്യാപകരോട് പഠന കാര്യങ്ങൾ ചർച്ച ചെയ്യാറില്ല.					
25.	പഠനകാര്യങ്ങൾ എനിക്കുണ്ടാകുന്ന തെറ്റുകൾ കണ്ടെത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
26.	പാഠ്യസംബന്ധമായ സംശയം മറ്റുള്ളവരോട് ചോദിക്കാറുണ്ട്.					
27.	വായിക്കുമ്പോൾ മനസ്സിലാവാത്ത വാക്കുകളുടെ അർത്ഥം ഞാൻ സ്വയം കണ്ടെത്താറുണ്ട്.					
28.	എനിക്ക് മനസ്സിലാകാത്ത പാഠഭാഗങ്ങൾ ഞാൻ വീണ്ടും വായിക്കാറുണ്ട്.					
29.	ക്ലാസിലെടുക്കുന്നതിലുപരിയായി പാഠഭാഗങ്ങളെക്കുറിച്ച് കൂടുതൽ വായിക്കാറുണ്ട്.					
30.	പഠനപ്രവർത്തനങ്ങളുമായി ബന്ധപ്പെട്ട് സോഷ്യൽ മീഡിയകളിൽ വരുന്ന പരിപാടികൾ/വാർത്തകൾ ഒഴിവാക്കാറില്ല.					
31.	പരീക്ഷയ്ക്ക് വേണ്ടി മാത്രം പഠിക്കുന്നയാളാണ് ഞാൻ.					
32.	ക്ലാസിൽ ഒന്നാമനാകാൻ വേണ്ടി കഠിനമായി പ്രയത്നിക്കാറുണ്ട്.					
33.	ഏകാഗ്രതയോടെ പഠിക്കാൻ കഴിയാറില്ല.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
34.	ഒരേ കാര്യം തന്നെ പലരീതിയിൽ പഠിക്കുന്നത് എന്റെ സ്വഭാവമാണ്.					
35.	പ്രയാസമേറിയ പാഠഭാഗങ്ങൾ ഒഴിവാക്കുകയാണ് ഞാൻ ചെയ്യുന്നത്.					
36.	അധ്യാപകരുടെ ഫീഡ്ബാക്കിനനുസരിച്ച് എന്റെ പഠനരീതി മാറ്റാറുണ്ട്.					
37.	മുൻവർഷങ്ങളിലെ ചോദ്യപേപ്പറുകൾ ചെയ്തു പഠിക്കുന്ന സ്വഭാവം എനിക്കില്ല.					
38.	പഠനപ്രവർത്തനങ്ങൾക്കാവശ്യമായ റഫറൻസുകളും മറ്റും സ്വയം കണ്ടെത്താറുണ്ട്.					
39.	പഠനപ്രവർത്തനങ്ങളിൽ സഹപാഠികളോടൊത്ത് യുക്തിപരമായി ചിന്തിച്ച് പ്രവർത്തിക്കാറുണ്ട്.					

iii. ACADEMIC MOTIVATION SCALE

പഠനപ്രവർത്തനത്തിൽ നിങ്ങൾക്ക് എത്രത്തോളം പ്രചോദനമുണ്ടെന്ന് അറിയുന്നതിനുള്ള ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
1.	എന്തും നന്നായി ചെയ്യണമെന്നത് എന്റെ സ്വഭാവമാണ്.					
2.	പാഠ്യപദ്ധതിയിൽ ഒതുങ്ങി നിൽക്കാതെ പഠിക്കണമെന്നത് എനിക്ക് നിർബന്ധമാണ്.					
3.	പുതിയ അറിവുകൾ നേടുന്നതിൽ ഞാൻ സന്തോഷവാനാണ്.					
4.	പഠനസംബന്ധമായ ചർച്ചയിൽ പങ്കെടുക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
5.	സെമിനാർ/ഡിബേറ്റ്/പ്രൊജക്ട് മുതലായവയിൽ പങ്കെടുക്കുന്നതിനുള്ള അവസരം ഞാൻ പാഴാക്കാറില്ല.					
6.	എന്റെ ഉത്തരവാദിത്വങ്ങൾ ആരുടേയും പ്രേരണ കൂടാതെ നിറവേറ്റാറുണ്ട്.					
7.	ബുദ്ധിമുട്ടേറിയ പാഠഭാഗങ്ങൾ ഏത് വിധേയനയും പഠിക്കാറുണ്ട്.					
8.	രക്ഷിതാക്കളുടെ നിർബന്ധം കൊണ്ടുമാത്രമാണ് ഞാൻ പഠിക്കുന്നത്.					
9.	എനിക്ക് വേണ്ടിയല്ല ഞാൻ സ്കൂളിൽ പോകുന്നത്.					
10.	അധ്യാപകരുടെ അംഗീകാരങ്ങൾക്കുവേണ്ടിയാണ് ഞാൻ കാര്യങ്ങൾ ചെയ്യാറുള്ളത്.					
11.	പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഞാനായിട്ട് മുൻകൈ എടുക്കാറില്ല.					
12.	അധ്യാപകരോടുള്ള ഭയം കൊണ്ടു മാത്രമാണ് പഠനപ്രവർത്തനങ്ങൾ ചെയ്യുന്നത്.					
13.	മുതിർന്നവരിൽ നിന്ന് പ്രശംസ കിട്ടുമെന്നുള്ളത് കൊണ്ട് ഞാൻ കാര്യങ്ങൾ ചെയ്യാറുണ്ട്.					
14.	ഹോംവർക്ക് ചെയ്യുന്നത് ശിക്ഷയിൽ നിന്ന് ഒഴിവാക്കാൻ വേണ്ടിയാണ്.					

iv. ACADEMIC GOAL ORIENTATION SCALE

പഠനത്തിൽ നിങ്ങൾക്കുള്ള ലക്ഷ്യബോധം അറിയുന്നതിനുള്ള ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
1.	ആഴത്തിലുള്ള അറിവ് നേടലാണ് എന്റെ ലക്ഷ്യം.					
2.	വ്യക്തമായ ലക്ഷ്യത്തോടുകൂടിയാണ് എന്റെ പഠനം.					
3.	പഠനകാര്യങ്ങളിൽ ദീർഘ വീക്ഷണത്തോടുകൂടിയുള്ള സമീപനമാണ് എന്റേത്.					
4.	മുൻകൂട്ടിയുള്ള ആസൂത്രണത്തോടുകൂടിയുള്ള പഠനം എന്റെ ലക്ഷ്യമല്ല.					
5.	പാഠഭാഗത്തുണ്ടാകുന്ന സംശയങ്ങൾ അതാത് സമയം തീർത്തിട്ടുള്ള ഒരു പഠനരീതിയിലാണ് എന്റെ ശ്രദ്ധ.					
6.	ഓരോ പാഠഭാഗത്തിനും അനുയോജ്യമായ പഠനരീതി കണ്ടെത്തി പഠിക്കാനാണ് എന്റെ ശ്രമം.					
7.	പഠനത്തിലൂടെ അറിവുകളും നൈപുണികളും വളർത്തിയെടുക്കലാണ് എന്റെ പരിശ്രമം.					
8.	പഠനത്തിലൂടെ ഉയരങ്ങളിൽ എത്താനാണ് എന്റെ ശ്രമം.					
9.	എന്റെ പഠനം മറ്റുള്ളവരേക്കാൾ മികച്ചതാക്കാനാണ് എന്റെ ലക്ഷ്യം.					
10.	എനിക്കുണ്ടാകുന്ന ഓരോ പഠനനേട്ടങ്ങളും തുടർന്നുള്ള വിജയത്തിന് അടിത്തറയാക്കി മുന്നോട്ട് കൊണ്ടുപോകാനാണ് എന്റെ പരിശ്രമം.					
11.	അസൈൻമെന്റുകൾ ചെയ്യുമ്പോൾ മുല്യനിർണ്ണയ സൂചനകൾ പരമാവധി പാലിക്കാനാണ് എന്റെ ശ്രമം.					
12.	എങ്ങനെയും തോൽവി ഒഴിവാക്കാനാണ് എന്റെ പരിശ്രമം.					
13.	മറ്റുള്ളവരേക്കാൾ മാർക്കുവാങ്ങുന്നതിലാണ് എന്റെ ശ്രദ്ധ.					

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
14.	അധ്യാപകരെക്കൊണ്ട് മോശം പറയിപ്പിക്കരുത് എന്നത് മാത്രമാണ് എന്റെ ലക്ഷ്യം.					
15.	സ്കൂളിൽ എനിക്ക് കിട്ടുന്ന അവസരങ്ങളൊന്നും പാഴാക്കാതിരിക്കാനാണ് എന്റെ ശ്രമം.					
16.	ഫീഡ്ബാക്കിനനുസരിച്ച് എന്റെ പഠനം മെച്ചപ്പെടുത്തണമെന്നാണ് എന്റെ ലക്ഷ്യം.					

v. ACADEMIC PROCRASTINATION SCALE

നിങ്ങളുടെ പഠനരീതിയെ സംബന്ധിച്ചിട്ടുള്ള ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
1.	പഠനകാര്യങ്ങൾ നീട്ടിവയ്ക്കുന്നത് എന്റെ രീതിയാണ്					
2.	രക്ഷിതാക്കളുടെ അഭാവത്തിൽ പഠനം നീട്ടിവയ്ക്കുക എന്നത് എന്റെ സ്വഭാവമാണ്					
3.	അവധി ലഭിക്കുമ്പോൾ മുൻകൂട്ടി നിശ്ചയിച്ച പ്രകാരം പഠിക്കാൻ സാധിക്കാറില്ല					
4.	ഏകാഗ്രതയോടെ കൂറേയധികം സമയം പഠനകാര്യങ്ങളിൽ ഏർപ്പെടാൻ കഴിയാത്തതിനാൽ പഠനം നീണ്ട് പോകാറുണ്ട്					
5.	അത്യാവശ്യകാര്യങ്ങൾ ആണെങ്കിൽ പോലും അവസാന നിമിഷം മാത്രമേ ചെയ്യാറുള്ളൂ					
6.	പഠനസംബന്ധമായ കാര്യങ്ങളിൽ ഒഴിവ് കഴിവുകൾ പറഞ്ഞ് രക്ഷപ്പെടാറുണ്ട്					
7.	മറ്റുള്ളവരുടെ സഹായം കിട്ടുന്നത് വരെ അറിയുന്ന പഠനകാര്യങ്ങൾ പോലും ഞാൻ നീട്ടിവയ്ക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പുർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
8.	പരീക്ഷാദിവസങ്ങളിൽ മാത്രമാണ് ഞാൻ പഠിക്കാറുള്ളത്					
9.	പഠനകാര്യങ്ങൾ കാരണമില്ലാതെ വൈകിപ്പിക്കാറുണ്ട്					
10.	എന്തും അവസാനം ചെയ്യുക എന്നത് എന്റെ ശീലമാണ്					
11.	വീട്ടിലെ സാഹചര്യങ്ങൾ കാരണം പഠനം യഥാസമയം തീർക്കാൻ എനിക്ക് കഴിയാറില്ല					
12.	മറ്റുള്ളവരുടെ പ്രേരണയില്ലാതെ എനിക്കൊന്നും സമയത്തിന് ചെയ്യാൻ പറ്റാറില്ല.					
13.	എന്നെക്കൊണ്ട് സാധ്യമായ കാര്യങ്ങൾ പോലും ചെയ്യാൻ മടിയാണ്					
14.	എന്തും നീട്ടിവയ്ക്കുക എന്റെ സ്വഭാവമാണ്					
15.	പഠനകാര്യങ്ങൾ അന്നന്നുതന്നെ തീർക്കണമെന്ന് എനിക്ക് നിർബന്ധമാണ്.					
16.	പഠനകാര്യങ്ങൾ തീർന്നതിനുശേഷമേ മറ്റു വിനോദങ്ങളിൽ ഏർപ്പെടുകയുള്ളൂ					
17.	എന്നിലുള്ള വിശ്വാസകുറവ് പഠനകാര്യങ്ങൾ നീട്ടിവയ്ക്കാൻ കാരണമാകാറുണ്ട്					
18.	ഓരോ ദിവസവും പഠനകാര്യങ്ങൾ തുടങ്ങിക്കിട്ടാൻ വലുപ്പമാണ്					
19.	പഠനസംബന്ധമായ എന്തു കാര്യത്തിലും പെട്ടെന്ന് തീരുമാനമെടുക്കാറുണ്ട്.					
20.	പഠനസംബന്ധമായ കാര്യങ്ങളിൽ തീരുമാനമെടുത്താലും അത് നടപ്പിലാക്കുന്നതിൽ കാലതാമസം വരാറുണ്ട്.					

FAROOK TRAINING COLLEGE
SCALE ON ACADEMIC BEHAVIOUR

Dr. Mumthas N.S.
Professor

Himna P.A.
Research Scholar

Name: Girl/ Boy:.....

Class: School:.....

Instruction:

The statements given below are about your self-efficacy, academic engagement, academic motivation, goal orientation and learning style. Mark your responses using a tick mark (✓). Try to give accurate response for each, there are no right/ wrong answers. The responses given here will be used only for the research purposes. Make sure that you have given your response to all the statements.

i. ACADEMIC SELF-EFFICACY SCALE

The statements given below are about your self-efficacy, academic engagement, academic motivation, goal orientation and learning style. Mark your responses using a tick mark (✓).

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1.	I can schedule study activities on a timely basis					
2.	I cannot use the holidays efficiently.					
3.	I cannot remember what I learned when it is needed.					
4.	I cannot meet my study goals.					
5.	I am confident that I can get high marks.					
6.	I believe that it is possible to overcome crises and reach goals through learning					
7.	I will be able to complete even the most difficult learning tasks.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
8.	I can't study together.					
9.	I'm not even able to do the things I'm compelled to do.					
10.	I have the ability to articulate my ideas clearly in discussions related to learning.					
11.	I can communicate clearly with my classmates.					
12.	I can study with concentration.					
13.	I have the ability to answer any questions from teachers.					
14.	I can ask the teacher to clear up any doubts in the lessons in a timely manner.					
15.	I have the ability to carry out the assigned study responsibilities responsibly.					
16.	I can help my classmates with their studies when needed.					
17.	I doubt if I can do the projects/assignments that the teachers give me.					
18.	I can co-ordinate everyone in school learning activities and lead them to success.					
19.	I can plan and implement learning matters.					
20.	I can't finish the lessons on time.					
21.	I am confident that I will pass the exams.					
22.	I cannot pay attention to all the classes.					
23.	I cannot read and comprehend the text/ learning facts.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
24.	I can write the ideas in my mind systematically in exams.					
25.	I can write class notes accurately.					
26.	Study tasks can be performed responsibly even if there are other responsibilities.					

ii. ACADEMIC ENGAGEMENT SCALE

The statements given below are about your academic engagement. Mark your responses using a tick mark (✓).

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1.	I follow the rules of the school.					
2.	I am a person who arrives at school on time.					
3.	Homeworks are done on time.					
4.	I have a habit of not going to classes.					
5.	I ensure my active participation in learning activities.					
6.	I am reluctant to ask questions in a timely manner.					
7.	I often ask my doubts based on lessons to my teachers.					
8.	I do not have the habit of wasting time at school.					
9.	I do not respond to any of the activities in the class.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
10.	I ensure my active participation in extracurricular activities at the school.					
11.	I try to find answers even to the most difficult questions.					
12.	I do more in-depth study related to the lesson.					
13.	I am happy in the school.					
14.	The warm relationship with my peers makes me happy.					
15.	Holidays make me bored.					
16.	I am not interested in any activities at school.					
17.	Even minor setbacks can discourage me from attending school activities.					
18.	Friendly relationships with teachers boost my self-confidence.					
19.	I do all the learning activities in the class with satisfaction.					
20.	I love gaining new knowledge.					
21.	Personal matters are openly communicated to the teachers.					
22.	Even when there is disagreement in class discussions, it feels satisfactory to be outspoken.					
23.	The encouragement of others inspires me to move forward in a positive way.					
24.	Study matters are not discussed with teachers due to fear.					
25.	I try to find the mistakes I make in my studies and learning habits.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
26.	Doubts about the subject are often asked to others.					
27.	As I read, I discover the meaning of new words that I do not understand, on my own.					
28.	I often re-read texts that I do not understand.					
29.	I read more about the lessons than the areas discussed in the class.					
30.	Events / news related to learning in the social media are never avoided.					
31.	I am a person who study only for the exam.					
32.	I work hard to be the first in class.					
33.	I cannot concentrate in my studies.					
34.	It is my nature to learn the same thing in many different ways.					
35.	I skip difficult lessons.					
36.	I change my style of learning according to the teacher's feedback.					
37.	I do not have the habit of practicing / learning previous year question papers.					
38.	I find the reference materials and learning activities myself.					
39.	I think and act logically with classmates in all the learning activities.					

iii. ACADEMIC MOTIVATION SCALE

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1.	It is my nature to do everything well.					
2.	It is imperative for me to study things without confining myself to curricula.					
3.	I am happy in gaining new knowledge.					
4.	I like to take part in study related discussions.					
5.	I never lose any opportunity to take part in debate/discussion/project.					
6.	I fulfil my responsibilities without anyone's motivation.					
7.	The difficult parts are learned in anyway.					
8.	I study only at the insistence of my parents.					
9.	I am not going to school for myself.					
10.	I do things for teacher's appreciations					
11.	I never take the initiative in curricular and extracurricular activities.					
12.	Learning activities are done only due to the fear of teachers.					
13.	I do things because I get compliments from adults.					
14.	Homework is done to get rid of punishment.					

iv. ACADEMIC GOAL ORIENTATION SCALE

The statements given below are about your goal orientation. Mark your responses using a tick mark (✓).

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1.	My goal is to gain in-depth knowledge.					
2.	My study is with a clear purpose/ goal.					
3.	My approach to learning is far-sighted.					
4.	Studying with advance planning is my goal.					
5.	My focus is on a learning style in which the doubts that arise in the lesson are resolved in a timely manner.					
6.	My goal is to find and learn the right learning style for each lesson.					
7.	My endeavour is to develop knowledge and skills through study.					
8.	My goal is to reach heights through study.					
9.	My goal is to make my study better than others.					
10.	My endeavour is to carry forward each of my learning achievements as a basis for further success.					
11.	My aim is to follow the evaluation guidelines as much as possible while doing assignments.					
12.	My goal is to avoid failure anyway.					
13.	My focus is on getting marks more than others.					
14.	My only goal is not to make teachers say bad things about me.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
15.	I try not to waste any of the opportunities I get in school.					
16.	My goal is to improve my learning based on feedback.					

v. ACADEMIC PROCRASTINATION SCALE

The statements given below are about your learning style. Mark your responses using a tick mark (✓).

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1.	It is my habit to procrastinate learning					
2.	It is my behaviour to procrastinate my study in the absence of parents.					
3.	I cannot study as planned during holidays.					
4.	My study gets procrastinated as I cannot concentrate for a long time in learning.					
5.	I do things at the last minute only, even if it is an urgent matter.					
6.	I find excuses to escape from study related matters.					
7.	I procrastinate the learning works which I am able to do of my own, until I get help from others.					
8.	I learn only during the exam days.					
9.	I delay the learning without any reason.					
10.	It is my habit to do everything at the last minute.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
11.	I cannot complete the study on time due to the situations in home.					
12.	I cannot do anything on time without others' encouragement / motivation.					
13.	I am lazy/ reluctant to do even the things that I can do best.					
14.	It is my habit to procrastinate everything.					
15.	It is a must for me to complete the learning on the very same day.					
16.	I engage in other activities/ entertainments only after completing my study.					
17.	Lack of faith in myself cause procrastination in my learning.					
18.	It is very difficult to get started with my learning every day.					
19.	I take quick decisions in all learning related matters.					
20.	Even when the decisions are made in learning, there are delays in implementing them.					

FAROOK TRAINING COLLEGE
SCALE ON PEER RELATIONSHIP

Dr. Mumthas N.S.
Professor

Himna P.A.
Research Scholar

പേര് :ആൺ/പെൺ:.....

ക്ലാസ്സ്: സ്കൂൾ:.....

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ ക്ലാസ്സിലെ മറ്റു കുട്ടികളുമായുള്ള സൗഹൃദവുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. ഉത്തരങ്ങളിൽ ശരിയും തെറ്റും ഇല്ല എന്ന് പ്രത്യേകം ഓർക്കുക, കഴിയുംവിധം കൃത്യമായ ഉത്തരം നൽകുക. ഇവിടെ തരുന്ന പ്രതികരണങ്ങൾ ഗവേഷണാവശ്യങ്ങൾക്കുമാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	പൂർണ്ണമായും യോജിക്കുന്നു	പൂർണ്ണമായും യോജിക്കുന്നു	പൂർണ്ണമായും യോജിക്കുന്നു
1	കുട്ടുകാർ പഠനപ്രവർത്തനങ്ങളിൽ എന്നെ കൂട്ടാറില്ല.					
2	എന്റേതായ ഒന്നും മറ്റൊരാളുമായി പങ്കിടുന്നത് എനിക്കിഷ്ടമല്ല.					
3	കുട്ടുകാർക്ക് ഒരു പ്രശ്നം വരുമ്പോൾ എനിക്ക് കഴിയുന്നത് ഞാൻ ചെയ്യാറുണ്ട്.					
4	കുട്ടുകാരോട് പോലും മനസ് തുറന്നുസംസാരിക്കാറില്ല.					
5	സഹപാഠികൾക്ക് എന്നെ ഇഷ്ടമാണ്.					
6	എന്റെ വിഷമങ്ങൾ കുട്ടുകാരോട് പറയാറുണ്ട്.					
7	എന്റെ അഭിപ്രായങ്ങൾ കുട്ടുകാർ ഗൗനിക്കാറില്ല.					
8	കുട്ടുകാരുടെ നേട്ടങ്ങളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.					
9	ഞാൻ ക്ലാസിൽ ഒറ്റപ്പെടുന്നുണ്ട്.					
10	ക്ലാസിൽ വരാത്ത കുട്ടുകാരോട് അതിന്റെ കാരണം ചോദിക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പുണ്യമരണപര്യായം	പ്രാർത്ഥന	പ്രാർത്ഥന	പ്രാർത്ഥന	പ്രാർത്ഥന
11	എല്ലാ കുട്ടികാര്യവും ഒരുമിച്ച് കൊണ്ടുപോകാൻ കഴിയാറുണ്ട്.					
12	കുട്ടികാരുടെ തെറ്റുകളെ ചൂണ്ടിക്കാണിക്കാനുള്ള സ്വാതന്ത്ര്യം എനിക്കുണ്ട്.					
13	കുട്ടികാർ വേദനിപ്പിച്ചാൽ പോലും അവരുമായി പെട്ടെന്നുതന്നെ രമ്യതയിൽ എത്താറുണ്ട്.					
14	പോരായ്മകൾ ചൂണ്ടിക്കാണിക്കുന്ന സുഹൃത്തുക്കളെ എനിക്കിഷ്ടമല്ല.					
15	ഒരു നല്ല സുഹൃദ്വലയം എനിക്കുണ്ട്.					
16	കുട്ടികാരുമായുള്ള സുഹൃദ്ബന്ധം സ്കൂളിൽ മാത്രം ഒതുങ്ങി നിൽക്കുന്നതാണ്.					
17	കുട്ടികാരെ എനിക്ക് വിശ്വാസമാണ്.					
18	കുട്ടികാരുടെ ബുദ്ധിമുട്ടുകൾ മനസ്സിലാക്കി അതിനനുസരിച്ചു പെരുമാറാൻ എനിക്ക് കഴിയില്ല.					
19	കുട്ടികാരുടെ നേട്ടങ്ങളിൽ എനിക്ക് അസൂയയാണ്.					
20	വിഷമങ്ങൾ തരണം ചെയ്യുന്നതിൽ കുട്ടികാർ ഒരു മുതൽക്കൂട്ടാണ്.					
21	കുട്ടികാരുടെ പ്രശ്നങ്ങൾ എന്റേതുകൂടിയാണ്.					
22	കുട്ടികൂടി പഠിക്കുന്നത് എനിക്കിഷ്ടമല്ല.					
23	ഏതൊരു ആപത്ഘട്ടത്തിലും കുട്ടികാരെ സഹായിക്കാനുള്ള മനസ്സ് എനിക്കുണ്ട്.					
24	എന്റെ പല പ്രവർത്തികളും കുട്ടികാരെ എന്നിൽ നിന്ന് അകറ്റാറുണ്ട്.					
25	കുട്ടികാർക്കുണ്ടാകുന്ന ബുദ്ധിമുട്ടുകൾ എനോട് തുറന്നുപറയാറുണ്ട്.					
26	സുഖത്തിലും ദുഃഖത്തിലും ഒപ്പം നിൽക്കുന്ന കുട്ടികാർ എനിക്കുണ്ട്.					
27	ദേഷ്യം, സങ്കടം തുടങ്ങി എല്ലാ വികാരങ്ങളും പങ്കുവയ്ക്കുന്ന കുട്ടികാർ എനിക്കില്ല.					

Appendix 4

FAROOK TRAINING COLLEGE SCALE ON PEER RELATIONSHIP

Dr. Mumthas N.S.
Professor

Himna P.A.
Research Scholar

Name: Girl/ Boy.....

Class: School:

Instruction:

The statements given below are about your peer relationship. Mark your responses using a tick mark (✓). Try to give accurate response for each, there are no right/ wrong answers. The responses given here will be used only for the research purposes. Make sure that you have given your response to all the statements.

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1.	Friends do not involve me in learning activities.					
2.	I do not like to share anything of my own with anyone else.					
3.	I do what I can when friends have a problem.					
4.	I do not even talk openly with my friends.					
5.	Classmates like me.					
6.	I tell my friends about my problems.					
7.	Friends do not care about my comments.					
8.	The achievements of friends are encouraging.					
9.	I feel isolated in class.					
10.	Friends who do not come to class are often asked why.					
11.	Being able to co-ordinate all the friends together.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
12.	I have the freedom to point out the mistakes of friends.					
13.	Even when friends hurt me, I quickly reconcile with them.					
14.	I do not like friends who point out shortcomings.					
15.	I have a good circle of friends.					
16.	My friendships are limited to school.					
17.	I trust friends.					
18.	I cannot understand the difficulties of my friends and act accordingly.					
19.	I'm jealous of my friends' achievements.					
20.	Friends are an asset in overcoming adversity.					
21.	The problems of friends are mine too.					
22.	I do not like to study in group.					
23.	I have a mind to help my friends in any disaster.					
24.	Many of my actions keep my friends away from me.					
25.	Friends tell me about their difficulties.					
26.	I have friends who stand by me in both happiness and sorrow.					
27.	I do not have friends with whom I can share all emotions, from anger to sadness.					

FAROOK TRAINING COLLEGE
SCALE ON SOCIAL COMPETENCE

Dr. Mumthas N.S.
Professor

Himna P.A.
Research Scholar

പേര് :ആൺ/പെൺ:.....

ക്ലാസ്സ്: സ്കൂൾ:.....

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ ക്ലാസ്സിലെ മറ്റു കുട്ടികളുമായുള്ള സൗഹൃദവുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. ഉത്തരങ്ങളിൽ ശരിയും തെറ്റും ഇല്ല എന്ന് പ്രത്യേകം ഓർക്കുക, കഴിയുംവിധം കൃത്യമായ ഉത്തരം നൽകുക. ഇവിടെ തരുന്ന പ്രതികരണങ്ങൾ ഗവേഷണാവശ്യങ്ങൾക്കുമാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
1.	ഗ്രൂപ്പ് പ്രവർത്തനങ്ങൾ ഞാൻ ഉത്തരവാദിത്വത്തോടെ ചെയ്യാറുണ്ട്.					
2.	മറ്റുള്ളവരെ സഹായിക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.					
3.	സമൂഹത്തിലെ എല്ലാവരെയും യാതൊരു വ്യത്യാസവുമില്ലാതെ കാണാൻ സാധിക്കാറുണ്ട്.					
4.	ഏതുമത്സരത്തിലും സജീവമായി ഞാൻ പങ്കെടുക്കാറുണ്ട്.					
5.	കാര്യങ്ങൾ വ്യക്തതയോടെ മറ്റുള്ളവരിൽ എത്തിക്കാൻ എനിക്ക് കഴിയാറില്ല.					
6.	തർക്കങ്ങളെ സമാധാനപരമായി അവസാനിപ്പിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.					
7.	മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങളെ മാനിക്കാറില്ല.					
8.	എന്നെ ദോഷമായി ബാധിക്കുന്ന ചുറ്റുപാടിൽ നിന്ന് മാറിനിൽക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പുറംതൊഴിലുറപ്പ് യോജിപ്പിക്കുന്നില്ല	എറക്ടറുടെ യോജിപ്പിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	എറക്ടറുടെ യോജിപ്പുന്നു	തീർത്തും യോജിപ്പുന്നു
9.	ഏതൊരു സാഹചര്യത്തെയും അഭിമുഖീകരിക്കാൻ സാധിക്കാറുണ്ട്.					
10.	വിമർശനങ്ങളെ നല്ല രീതിയിൽ ഉപയോഗിക്കാൻ എനിക്ക് സാധിക്കാറില്ല.					
11.	ഒരു കാര്യവും മറ്റുള്ളവരുമായി പങ്കിടാൻ എനിക്ക് താൽപര്യമില്ല.					
12.	സ്കൂളിലെ പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ നിന്ന് ഒഴിഞ്ഞുമാറാനാണ് ഞാനിഷ്ടപ്പെടുന്നത്.					
13.	സാമൂഹികമായ പ്രശ്നങ്ങളിൽ വ്യക്തമായ നിലപാട് എടുക്കാൻ സാധിക്കാറുണ്ട്.					
14.	മറ്റുള്ളവരുടെ പ്രലോഭനങ്ങളിൽ ഞാൻ വീഴാറില്ല.					
15.	പ്രശ്നം പരിഹരിക്കാൻ മുന്നോട്ട് വരുന്നത് എന്റെ രീതിയല്ല.					
16.	പ്രശ്നസങ്കല്പങ്ങൾ വേണ്ടിയാണ് ഞാൻ സാമൂഹ്യപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുന്നത്.					
17.	പല സന്ദർഭങ്ങളിലും ഞാൻ സ്വയം നിയന്ത്രിക്കാറുണ്ട്.					
18.	എല്ലാവരോടും നല്ല സൗഹൃദബന്ധം നിലനിർത്താൻ എനിക്ക് സാധിക്കാറില്ല.					
19.	മറ്റുള്ളവരുടെ പ്രശ്നങ്ങൾക്ക് ഞാൻ വേണ്ടത്ര വില കൽപ്പിക്കാറില്ല.					
20.	മറ്റുള്ളവരുടെ ആവശ്യങ്ങളെ അവരുടെ കണ്ണിലൂടെ കാണാൻ സാധിക്കാറുണ്ട്.					
21.	എന്നോട് തർക്കിക്കുന്നവരോട് ദേഷ്യം കാണിക്കാറുണ്ട്.					
22.	ആവശ്യമായ കാര്യങ്ങൾ മറ്റുള്ളവരുമായി ചർച്ച ചെയ്ത് ലക്ഷ്യത്തിൽ എത്തിച്ചേരാറുണ്ട്.					
23.	ക്ലാസ് പ്രവർത്തനങ്ങളിൽ മറ്റുള്ളവരോടൊപ്പം യോജിച്ച് കൊണ്ടുപോവാൻ സാധിക്കാറില്ല.					

ക്രമ നമ്പർ	പ്രസ്താവന	പുരണ്മയും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
24.	മുതിർന്നവരുമായി ഇടപഴകുന്നതിൽ മടികാണിക്കാറില്ല.					
25.	കൂട്ടത്തിൽ ജീവിക്കാൻ എനിക്ക് ഇഷ്ടമല്ല.					
26.	സാമൂഹിക പ്രശ്നങ്ങളിൽ യുക്തിയോടെ പെരുമാറാൻ സാധിക്കാറുണ്ട്.					
27.	എന്റെ സഹായം ആവശ്യമുള്ളവർക്ക് കൊടുക്കാൻ മടി കാണിക്കാറില്ല.					

FAROOK TRAINING COLLEGE
SCALE ON SOCIAL COMPETENCE

Dr. Mumthas N.S.
Professor

Himna P.A.
Research Scholar

Name: Girl/ Boy.....

Class: School:

Instruction:

The statements given below are about your social competence. Mark your responses using a tick mark (✓). Try to give accurate response for each, there are no right/ wrong answers. The responses given here will be used only for the research purposes. Make sure that you have given your response to all the statements.

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1.	I do group activities responsibly.					
2.	I like to help others.					
3.	Everyone in the community can be seen without distinction.					
4.	I am an active participant in any competition.					
5.	I'm not able to convey things clearly to others.					
6.	I cannot end disputes peacefully.					
7.	Does not respect the opinions of others.					
8.	I tend to stay away from the situation that affects me badly.					
9.	It is possible to face any situation.					
10.	I cannot use criticism well.					
11.	I do not want to share anything with others.					
12.	I like to stay away from extracurricular activities at school.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
13.	It is possible to take a clear stand on social issues.					
14.	I do not succumb to the temptations of others.					
15.	It is not my way of coming forward to solve the problem.					
16.	I engage in social work for the sake of praise.					
17.	In many cases I control myself.					
18.	I cannot maintain good friendships with everyone.					
19.	I do not value the problems of others enough.					
20.	Able to see the needs of others through their own eyes.					
21.	I get angry with those who argue with me.					
22.	Discussing the necessary things with others and to attain the goal.					
23.	Unable to co-operate with others in class activities.					
24.	Not reluctant to interact with adults.					
25.	I do not like to live in groups.					
26.	It is possible to deal rationally with social issues.					
27.	I do not hesitate to give my help to those who need it.					

FAROOK TRAINING COLLEGE
SCALE ON HOME ENVIRONMENT

Dr. Mumthas N.S.
Professor

Himna P.A.
Research Scholar

പേര് :ആൺ/പെൺ:.....

ക്ലാസ്സ്: സ്കൂൾ:.....

നിങ്ങളുടെ അച്ഛൻ/അമ്മ അവസാനമായി വിദേശത്തുനിന്ന് വന്ന് പോയത്? :.....

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ കുടുംബാന്തരീക്ഷത്തെ സംബന്ധിച്ചിട്ടുള്ള ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. ഉത്തരങ്ങളിൽ ശരിയും തെറ്റും ഇല്ല എന്ന് പ്രത്യേകം ഓർക്കുക, കഴിയുംവിധം കൃത്യമായ ഉത്തരം നൽകുക. ഇവിടെ തരുന്ന പ്രതികരണങ്ങൾ ഗവേഷണാവശ്യങ്ങൾക്കുമാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ ഇല്ല വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
1.	ഞാൻ പഠനത്തിൽ വിജയം നേടുമെന്ന പ്രതീക്ഷ മാതാപിതാക്കൾക്കുണ്ട്					
2.	മോശമായ പ്രവൃത്തികളൊന്നും എന്നിൽ നിന്നും ഉണ്ടാകില്ലെന്നാണ് മാതാപിതാക്കളുടെ വിശ്വാസം					
3.	എന്റെ പഠനകാര്യങ്ങളെക്കുറിച്ച് മാതാപിതാക്കൾ ചോദിക്കാറില്ല					
4.	പൊതുവെ സ്നേഹത്തിന്റേതായ ഒരു അന്തരീക്ഷമാണ് വീട്ടിലുള്ളത്					
5.	ഏതൊരു പ്രതിസന്ധിയിലും എന്നോടൊപ്പം നിൽക്കാൻ എന്റെ കുടുംബാംഗങ്ങൾ തയ്യാറാണ്					
6.	കുടുംബത്തിന്റെ സാമ്പത്തികസ്ഥിതി അനുസരിച്ച് ജീവിക്കാൻ എനിക്ക് പറ്റില്ലെന്നാണ് മാതാപിതാക്കൾ കരുതുന്നത്.					
7.	എനിക്ക് ഒരു നല്ല ഭാവി ഉണ്ടാകുമെന്ന പ്രതീക്ഷയൊന്നും എന്റെ വീട്ടുകാർക്കില്ല					
8.	എന്റെ ദൈനംദിന കാര്യങ്ങൾ തിരക്കുന്നതിൽ മാതാപിതാക്കൾ ഒരു പരാജയമാണ്.					

ക്രമ നമ്പർ	പ്രസ്താവന	പുണ്യമായി യോജിക്കുന്നില്ല	പ്രശ്നം യോജിക്കുന്നില്ല	പ്രശ്നം വിശദീകരിക്കാൻ പറ്റാത്ത	പ്രശ്നം യോജിക്കുന്നു	പ്രശ്നം യോജിക്കുന്നു
9.	അച്ഛൻ/അമ്മ എന്നോടൊപ്പം ഇല്ലാത്തത് എന്നെ ഒരു തരത്തിലും ബാധിക്കാറില്ല					
10.	എന്ത് കാര്യവും തുറന്ന് സംസാരിക്കാൻ പറ്റുന്ന സാഹചര്യമാണ് എന്റെ വീട്ടിലുള്ളത്					
11.	എനിക്കുണ്ടാവുന്ന തോൽവികൾ വീട്ടിൽ പറയാൻ പേടിയാണ്					
12.	എന്റെ സുഹൃത്തുക്കളെക്കുറിച്ച് പോലും വ്യക്തമായി വീട്ടുകാർക്കറിയാം					
13.	എനിക്ക് വേണ്ട എല്ലാ പ്രോത്സാഹനങ്ങളും തരുന്നതിൽ വീട്ടുകാർ ശ്രദ്ധാലുക്കളാണ്.					
14.	മാതാപിതാക്കളല്ലാതെ വീട്ടിലെ മറ്റാരും എന്റെ പഠനത്തിൽ ശ്രദ്ധിക്കാറില്ല					
15.	എന്റെ ജയപരാജയങ്ങൾ അതാത് സമയം തന്നെ അധ്യാപകരുമായി സംസാരിക്കാൻ മാതാപിതാക്കൾ സമയം കണ്ടെത്താറുണ്ട്					
16.	പഠിക്കാനാവശ്യമായ എല്ലാ സൗകര്യങ്ങളും വീട്ടിലുണ്ട്.					
17.	എന്നെപ്പറ്റി യാതൊരു പ്രതീക്ഷയും വീട്ടുകാർക്കില്ല.					
18.	എന്റെ കഴിവുകളും കഴിവുകേടുകളും വ്യക്തമായി വീട്ടുകാർക്ക് ധാരണയുണ്ട്					
19.	ഞാൻ അപരിചിതരുമായി സൗഹൃദം പങ്കിടാമെന്ന് മാതാപിതാക്കൾ പ്രതീക്ഷിക്കുന്നില്ല.					
20.	മാതാപിതാക്കൾ അടുത്തില്ലെങ്കിൽ പോലും അവർ ഫോൺ/വീഡിയോകോളിലൂടെ എന്റെ കാര്യങ്ങൾ അന്വേഷിക്കുന്നതിൽ മുടക്കം വരുത്താറില്ല.					

FAROOK TRAINING COLLEGE
SCALE ON HOME ENVIRONMENT

Dr. Mumthas N.S.
Professor

Himna P.A.
Research Scholar

Name: Girl/ Boy.....

Class: School:

The last visit of your father/mother from abroad?:.....

Instruction:

The statements given below are about your family atmosphere. Mark your responses using a tick mark (✓). Try to give accurate response for each, there are no right/ wrong answers. The responses given here will be used only for the research purposes. Make sure that you have given your response to all the statements.

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
1.	My parents hope for the success in my studies.					
2.	My parents' belief is that there will be no bad deeds from me.					
3.	Parents do not ask me about my studies.					
4.	At home, there is lovable atmosphere usually.					
5.	My family members are ready to be with me at any crisis.					
6.	Parents think that I cannot live according to my family's financial status.					
7.	My family has no hope that I will have a better future.					
8.	Parents fail to enquire my daily routine.					
9.	The fact that my father or mother is not with me does not affect me in anyway.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
10.	There is a situation in my house where I can talk openly about anything					
11.	I am afraid to talk about my failures at home.					
12.	My family knows well about my friends.					
13.	The family is concerned to give me all the encouragement I need.					
14.	No one at home pays attention to my studies except my parents.					
15.	Parents often find time to talk to teachers about my successes and failures on time.					
16.	My house has all the facilities to study.					
17.	My family has no hope about me.					
18.	My family has clear understanding about my strengths and weaknesses.					
19.	Parents do not expect me to befriend with strangers.					
20.	Even if parents are not with me, they do not stop enquiring about my updates through phone or videocalls.					

FAROOK TRAINING COLLEGE
SCALE ON PARENTING STYLES

Dr. Mumthas N.S.
Professor

Himna P.A.
Research Scholar

പേര് :ആൺ/പെൺ:.....

ക്ലാസ്സ്: സ്കൂൾ:.....

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ മാതാപിതാക്കളുടെ രക്ഷാകർതൃ ശൈലികളെ സംബന്ധിച്ചിട്ടുള്ള ചില പ്രസ്താവനകളാണ് താഴെ തന്നിട്ടുള്ളത്. ഈ പ്രസ്താവനകളോട് നിങ്ങളുടെ പ്രതികരണം എന്താണെന്ന് (✓) മാർക്ക് ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. ഉത്തരങ്ങളിൽ ശരിയും തെറ്റും ഇല്ല എന്ന് പ്രത്യേകം ഓർക്കുക, കഴിയുംവിധം കൃത്യമായ ഉത്തരം നൽകുക. ഇവിടെ തരുന്ന പ്രതികരണങ്ങൾ ഗവേഷണാവശ്യങ്ങൾക്കുമാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക.

ക്രമ നമ്പർ	പ്രസ്താവന	പൂർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
എന്റെ മാതാപിതാക്കൾ						
1.	എന്റെ പ്രായത്തിനനുസരിച്ചുള്ള ഉത്തരവാദിത്വങ്ങൾ എന്നെ ഏൽപ്പിക്കാറുണ്ട്.					
2.	ഞാൻ സ്വയം പര്യാപ്തത നേടുന്നതിന് പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.					
3.	എന്റെ ആവശ്യങ്ങൾക്ക് മുൻഗണന നൽകാറുണ്ട്					
4.	എന്റെ തെറ്റുകുറ്റങ്ങൾ എനിക്കു മനസിലാകുംവിധം ചൂണ്ടിക്കാണിക്കാറുണ്ട്					
5.	ഏതൊരു കാര്യവും വീട്ടിൽ ചർച്ച ചെയ്യാൻ സ്വാതന്ത്ര്യം തരാറുണ്ട്					
6.	എന്നോട് പറയുന്ന കാര്യങ്ങൾ അതേപടി ചെയ്യണമെന്ന് വാശിപിടിക്കാറുണ്ട്					
7.	എന്റെ അഭിപ്രായങ്ങൾക്ക് യാതൊരു വിലയും കൽപ്പിക്കാറില്ല					
8.	ചെറിയ കാര്യങ്ങൾക്ക്പോലും എന്നെ കഠിനമായി ശിക്ഷിക്കുന്നതിനാൽ പേടിയോടെയാണ് വീട്ടിൽ കഴിയുന്നത്					

ക്രമ നമ്പർ	പ്രസ്താവന	പുർണ്ണമായും യോജിക്കുന്നില്ല	ഏറെക്കുറെ യോജിക്കുന്നില്ല	യോജിപ്പോ വിയോജിപ്പോ ഇല്ല	ഏറെക്കുറെ യോജിക്കുന്നു	തീർത്തും യോജിക്കുന്നു
9.	എന്നോട് വളരെ കർക്കശമായി പെരുമാറാറുണ്ട്					
10.	വളരെകുറച്ച് മാത്രമേ എന്നോട് സംസാരിക്കാറുള്ളൂ.					
11.	പല സന്ദർഭങ്ങളിലും അതിനോടുള്ള എന്റെ അഭിപ്രായങ്ങൾ ചോദിക്കാറുണ്ട്					
12.	ഉത്തരവാദിത്വങ്ങളെക്കൊണ്ടും എന്റെ സ്വാതന്ത്ര്യത്തിനാണ് മതിയായ വില കൽപിക്കുന്നത്					
13.	സ്ഥിരമായ നിയമങ്ങളോ ചിട്ടകളോ ഒന്നും പാലിക്കാൻ ആവശ്യപ്പെടാറില്ല					
14.	എന്റെ പ്രായത്തിനനുസരിച്ചുള്ള പെരുമാറ്റങ്ങളൊന്നും എന്നിൽനിന്നും പ്രതീക്ഷിക്കുന്നില്ല					
15.	മാതാപിതാക്കൾ എന്നതിലുപരി എന്നെ സുഹൃത്തായാണ് കാണുന്നത്					
16.	എനിക്ക് കിട്ടേണ്ട ഒരു പരിഗണനയും തരാറില്ല					
17.	അവരുടേതായ തിരക്ക് പിടിച്ച ജീവിതവുമായി പോകുന്നതിനാൽ എന്റെ യാതൊരു ആവശ്യങ്ങളും കണക്കിലെടുക്കാറില്ല					
18.	എന്റെ ഒരു പ്രവൃത്തിയിലും താൽപര്യം കാണിക്കാറില്ല					
19.	ഞാൻ എന്തായി തീരണം എന്നുള്ള പ്രതീക്ഷകളൊന്നും വച്ച് പുലർത്തുന്നില്ല					
20.	എന്നോടുള്ള സ്നേഹം പ്രകടിപ്പിക്കുന്നതിൽ പരാജിതരാണ്.					

FAROOK TRAINING COLLEGE
SCALE ON PARENTING STYLES

Dr. Mumthas N.S.
 Professor

Himna P.A.
 Research Scholar

Name: Girl/ Boy.....

Class: School:

Instruction:

The statements given below are about your parents' parenting styles. Mark your responses using a tick mark (✓). Try to give accurate response for each, there are no right/ wrong answers. The responses given here will be used only for the research purposes. Make sure that you have given your response to all the statements.

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
My parents						
1.	Assign me responsibilities as per my age.					
2.	Encourage me to be self-sufficient.					
3.	Prioritise my needs.					
4.	Points out my faults in a way that I can understand.					
5.	Give freedom to discuss anything at home.					
6.	Insist on doing things in the way that am told to do.					
7.	Do not value my opinions.					
8.	Punish me severely due to which I stay at home with fear.					
9.	Treat me harshly.					
10.	Talk very less to me.					

Sl. No.	Statement	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
11.	Ask me my opinion in many situations.					
12.	Value my freedom more than responsibilities.					
13.	Do not ask me to follow permanent rules or regulations.					
14.	Do not expect me to behave according to my age.					
15.	See me as a friend rather than a parent.					
16.	Never gives any consideration to me that I deserve.					
17.	Take into account none of my needs as they go on with their own busy lives					
18.	Show no interest in any of my activities.					
19.	Do not hold any expectation about what I should become.					
20.	Failed to express love for me.					

FAROOK TRAINING COLLEGE
ACADEMIC ACHIEVEMENT TEST - DRAFT
(For Standard IX Students)

Dr. Abdul Gafoor K.
Professor
University of Calicut

Himna P.A
Research Scholar
Farook Training College

Dr. Mumthas N.S.
Professor
Farook Training College

നിർദ്ദേശങ്ങൾ

1. 1 മുതൽ 50 വരെയുള്ള ചോദ്യങ്ങൾക്ക് a, b, c, d, എന്നീ നാലു പ്രതികരണങ്ങൾ നൽകിയിരിക്കുന്നു. ഓരോ ചോദ്യത്തിനും കൊടുത്തിട്ടുള്ള പ്രത്യേക നിർദ്ദേശമനുസരിച്ച് തന്നിട്ടുള്ള ഉത്തരക്കടലാസ്സിൽ ശരിയായ ഉത്തരത്തെ സൂചിപ്പിക്കുന്ന അക്ഷരത്തിനു താഴെ (✓) അടയാളപ്പെടുത്തുക.
2. ഉത്തരം രേഖപ്പെടുത്തിയതിനുശേഷം ഉത്തരക്കടലാസും ചോദ്യക്കടലാസും വൃത്തിയായി തിരിച്ചെൽപ്പിക്കുക.
3. ചോദ്യക്കടലാസിൽ നിങ്ങളുടെ പേരോ, ക്ലാസ്സോ മറ്റു വിവരങ്ങളോ രേഖപ്പെടുത്തരുത്.

1. താഴെ തന്നിരിക്കുന്നവയിൽ ഏഷ്യ ഉപഭൂഖണ്ഡത്തിൽ വരുന്ന രാജ്യങ്ങൾ മാത്രമുള്ള ശ്രേണി ഏത്?
 - a) ഇന്ത്യ, ഇന്തോനേഷ്യ, ഈജിപ്ത്, നേപ്പാൾ
 - b) ബംഗ്ലാദേശ്, അഫ്ഗാനിസ്ഥാൻ, മ്യാൻമർ, നേപ്പാൾ
 - c) ഇംഗ്ലണ്ട്, അഫ്ഗാനിസ്ഥാൻ, ബ്രസീൽ, ശ്രീലങ്ക
 - d) ബ്രസീൽ, അഫ്ഗാനിസ്ഥാൻ, തായ്‌ലന്റ്, നേപ്പാൾ
2. ഇന്ത്യയിൽ കച്ചവടത്തിനായി വന്ന വിദേശികളെ കാലഗണനാക്രമത്തിൽ കാണിക്കുന്ന ശ്രേണി ഏത്?
 - a) ഡച്ച്, ബ്രിട്ടീഷ്, ഫ്രഞ്ച്, പോർച്ചുഗീസ്
 - b) ഫ്രഞ്ച്, ബ്രിട്ടീഷ്, ഡച്ച്, പോർച്ചുഗീസ്
 - c) പോർച്ചുഗീസ്, ഡച്ച്, ഫ്രഞ്ച്, ബ്രിട്ടീഷ്
 - d) ബ്രിട്ടീഷ്, പോർച്ചുഗീസ്, ഫ്രഞ്ച്, ഡച്ച്

3. ഇന്ത്യയുടെ ഭരണഘടനാശില്പിയെ കണ്ടുപിടിക്കാമോ?



(a) (b) (c) (d)

4. (i) കയർ, (ii) റബ്ബർ, (iii) കശുവണ്ടി (iv) സുഗന്ധവിള എന്നിവക്ക് പ്രാധാന്യമുള്ള ജില്ലകൾ കണ്ടെത്തി ഉത്തരം അടയാളപ്പെടുത്തുക

1.	വയനാട്	
2.	കൊല്ലം	
3.	കോട്ടയം	
4.	ആലപ്പുഴ	

- a) (1), (4), (2), (3) b) (2), (1), (3), (4)
 c) (4), (3), (2), (1) d) (1), (2), (4), (3)

5. മനുഷ്യന്റെ സ്ഥിരതാമസത്തിനു വഴി തെളിച്ച കണ്ടുപിടുത്തം ഏതായിരുന്നു?

- a) ചക്രം b) തീ c) ലോഹം d) കൃഷി

6. താഴെ തന്നിരിക്കുന്ന സംഭവങ്ങളെ കാലഗണനാക്രമത്തിൽ എഴുതുക

- (i) ഉപ്പു സത്യാഗ്രഹം (ii) ജാലിയൻ വാലാ ബാഗ്
 (iii) മലബാർ കലാപം (iv) ഒന്നാം സ്വാതന്ത്ര്യസമരം
 a) i, iii, ii, iv b) iv, ii, iii, i
 c) ii, iii, iv, i d) i, ii, iii, iv

7. ഇന്ത്യയിലെ ആദ്യ റെയിൽപാത

- a) കൽക്കട്ട മുതൽ ബോംബെ വരെ b) ബോംബെ മുതൽ കൽക്കട്ട വരെ
 c) താനെ മുതൽ ബോംബെ വരെ d) ബോംബെ മുതൽ താനെ വരെ

8. പച്ച, കരി, താടി, മിനുക്ക് ഇത് എന്റെ വേഷമാണ്. കേരളസംസ്കാരത്തിന്റെ ഭാഗമായ ഞാനാരാണ്



(a) (b) (c) (d)

18. താഴെ പറയുന്നവയിൽ ഏതാണ് അന്തരീക്ഷത്തിൽ കാർബൺഡൈഓക്സൈഡിന്റെ അളവ് കുറയ്ക്കാൻ സഹായിക്കുന്നത്?

- a) മരങ്ങൾ നട്ടുവളർത്തുക
- b) വാഹനങ്ങളുടെ എണ്ണം വർദ്ധിപ്പിക്കുക
- c) മാലിന്യ നിക്ഷേപം നിയന്ത്രിക്കുക
- d) ഇവയൊന്നുമല്ല

19. രക്തം കട്ടപിടിക്കുന്നതിന് സഹായിക്കുന്ന രക്താണു ഏത്?

- a) അരുണരക്താണു
- b) ശ്വേതരക്താണു
- c) പ്ലേറ്റ്‌ലറ്റ്സ്
- d) ഇവയൊന്നുമല്ല

20. വൈദ്യുതഘാതമേറ്റു ഒരാൾക്ക് നൽകേണ്ട പ്രഥമശുശ്രൂശ ക്രമപ്പെടുത്തുക

- i) ശ്വാസോചാരസം പരിശോധിക്കുക
 - ii) പവർസ്വൈച്ച ഓഫ് ചെയ്യുക
 - iii) ആഘാതമേറ്റു വൃക്കിയെ ഉണങ്ങിയ മരവടി ഉപയോഗിച്ച് ബന്ധം വിച്ഛേദിക്കുക
 - iv) ആവശ്യമെങ്കിൽ കൃത്രിമ ശ്വാസം നൽകുക
- a) i, iii, ii, iv
 - b) ii, iii, i, iv
 - c) iv, i, ii, iii
 - d) i, ii, iii, iv

21. 'p' ഒരു ഒറ്റസംഖ്യ ആയാൽ അടുത്ത ഒറ്റ സംഖ്യ ഏത്?





- (a) p+2
- b) p-2
- c) p+1
- d) p-1

22. $\frac{4}{x} = \frac{20}{40}$ ആയാൽ X ന്റെ വില?

- a) 12
- b) 16
- c) 8
- d) 5

23. ഒരു സംഖ്യയുടെ രണ്ടു മടങ്ങിനേക്കാൾ ഒന്നു കൂട്ടിയതിൽ നിന്ന് ആ സംഖ്യ കുറച്ചാൽ 9 കിട്ടും എന്ന വാചകം സമവാക്യരൂപത്തിൽ എഴുതുക?

- a) $x^2+1-x=9$
- b) $2x+1-x=9$
- c) $2(x+1)-x=9$
- d) $2^2+1-x=9$

24. $\frac{7}{1000}$ ന്റെ ദശാംശരൂപമെന്ത്?
 a) 0.007 b) 0.7 c) 0.07 d) 0.0007
25. 36ന്റെ $\frac{1}{3}$ ന്റെ $\frac{1}{4}$ എത്ര?
 a) 2 b) 1 c) 4 d) 3
26. $(1\frac{1}{2})^3 =$ _____
 a) $\frac{3}{8}$ b) $3\frac{3}{8}$ c) $2\frac{2}{8}$ d) $\frac{2}{8}$
27. $a^4 \times a^9 =$ _____
 a) a^5 b) a^{-5} c) a^{13} d) a^{36}
28. 95നും 100നും ഇടയിലുള്ള അഭജ്യസംഖ്യ?
 a) 96 b) 98 c) 99 d) 97
29. സിമന്റും മണലും 2 : 7 എന്ന അംശബന്ധത്തിൽ ചേർത്താണ് സിമന്റ് ചാൽ ഉണ്ടാക്കുന്നതെങ്കിൽ 12 ചാക്ക് സിമന്റിന് എത്ര ചാക്ക് മണൽ വേണം?
 a) 24 b) 42 c) 40 d) 36
30. താഴെ തന്നിരിക്കുന്നവയിൽ സാമാന്തരികമേത്?
 a)  b)  c)  d) 

31 മുതൽ 37 വരെയുള്ള ചോദ്യങ്ങൾക്ക് താഴെ തന്നിരിക്കുന്ന ഖണ്ഡിക വായിച്ചശേഷം ഖണ്ഡികയിൽ സൂചിപ്പിച്ച ചോദ്യങ്ങൾക്ക് ശരിയായ ഉത്തരം തിരഞ്ഞെടുത്തഴുതുക:-

എന്താണ് ചെറുകുമയെന്ന് ഒരു വാക്യത്തിൽ നിർവചിക്കാനാവില്ല. തനിക്ക് ചുറ്റും എന്തു നടക്കുന്നു എന്നറിയാനുള്ള തടയാനാവാത്ത അറിയാനുള്ള ആഗ്രഹം (31) മനുഷ്യനെ കഥാശ്രവണകൃത്യകിയാക്കി. ഈ താൽപ്പര്യത്തിന്റെ ക്രമാനുഗതമായ പുരോഗതിയത്രേ ചെറുകഥ എന്ന സാഹിത്യരൂപം. ബാഹ്യമോ ആന്തരമോ ആയ ഒരൊറ്റ സംഭവത്തെക്കുറിച്ച് പ്രതിപാദിക്കുന്ന ഭാവനാസൃഷ്ടിയാണ് ചെറുകഥ. അതിന്റെ പ്രതിപാദ്യത്തിന് അവബന്ധത വേണം, മൗലികമാകണം, ഉള്ളിൽ തട്ടുംവീധം ആവിഷ്കരിക്കുകയും വേണം. ഒരു വലിയ കഥ ചുരുക്കി എഴുതിയാൽ ചെറുകഥ ആകുമെന്ന ധാരണ തെറ്റാണ്. ലഘുവെങ്കിലും ജീവസ്പർശിയായ ഒരനുഭവമോ സംഭവമോ വികാരാത്മകമായി ആവിഷ്കരിക്കലാണ് ചെറുകഥ. ഒരു ചെറുകഥയിൽ ഒരേയൊരാശയമോ നിബന്ധിക്കാവൂ. ആലക്ഷ്യം ഏകാഗ്രതയോടെ, ജ്ജുവായി സാഹചര്യത്തിലെത്തിക്കാനായിരിക്കണം കഥാകൃത്ത് പ്രയത്നിക്കേണ്ടത്. ചെറുകഥയ്ക്ക് വായനക്കാരന്റെ മനസ്സിൽ തീവ്രാനുഭൂതി (32) കഴിയണം. പ്രാതലികമായി (33) അത് വികാരോത്തജകമാണ്. രണ്ടാമതേ ചെറുകഥയിൽ ബുദ്ധിക്ക് സ്ഥാനമുള്ളൂ. കരുത്തും ഔചിത്യവും നിറഞ്ഞ ഒരു കേന്ദ്രബിന്ദുവിൽ കോർത്തിണക്കിയ ജീവിതത്തിന്റെ പ്രകാശപൂർണ്ണമായ അനുഭവങ്ങളായിരിക്കണം. ചെറുകഥ ഒരു വികാരത്തിന്റെ ഒരനുഭവത്തിന്റെ ഒരനുഭൂതിയുടെ ഒരു മനോഭാവത്തിന്റെ മുർത്തമായ ആവിഷ്കരണം തന്നെയായിരിക്കണം. കഥ പരത്തിപ്പറയുന്നതിലല്ല, (34) പറയുന്നതിലാണ് കഥയുടെ വിജയം. ടോർച്ചിന്റെ വെളിച്ചം പായുന്നതുപോലെ ഒരു ചെറിയ പരിധിക്കുള്ളിൽ ശരിയായി വെളിച്ചം പരത്തുക, അവിടത്തെ യഥാർത്ഥ ചിത്രം തെളിമയോടെ

37. ചെറുകഥയുടെ ആത്മാംശം

- a) തത്വവിശദീകരണം b) വികാരതീവ്രത
- c) സംഭാഷണങ്ങൾ d) വർണ്ണനകൾ

38 മുതൽ 40 വരെ ചോദ്യങ്ങൾക്ക് നിർദ്ദേശാനുസരണം ഉത്തരം കണ്ടെത്തി അടയാളപ്പെടുത്തുക.

38. വേലി തന്നെ വിളവ് തിന്നുക എന്ന ശൈലിയുടെ അർത്ഥം

- a) വേലിക്കരികിൽ വിടവിട്ടാൽ കൃഷി നശിക്കും
- b) വേലിയ്ക്ക് വലിയ പണവേരുള്ള ചെടികൾ വെച്ചാൽ അവ തഴച്ചുവളരും. മണ്ണിലെ വളം നഷ്ടമാകും
- c) സംരക്ഷിക്കാൻ ചുമതലപ്പെട്ടവർ മോഷണം നടത്തുക
- d) ഇതൊന്നുമല്ല

39. താഴെ കൊടുത്തിരിക്കുന്നവയിൽ ശരിയായ വാക്യം എത്?

- a) മണിയടിച്ചതിനു ശേഷമാണ് ഞാൻ സ്കൂളിൽ എത്തിയത്
- b) മഹാകവിയുടെ അമ്മ ബാല്യത്തിലേ മരിച്ചുപോയി
- c) കുട്ടിക്ക് കാലിലിടാൻ രണ്ടു ചെരുപ്പു വാങ്ങണം
- d) സാധാരണയായി കാപ്പിയാണ് കുടിക്കുക പതിവ്

40. നിറകുടം തുളുമ്പിട്ടു എന്നതിലെ സൂചനയെന്ത്?

- a) നിറഞ്ഞകുടം തുളുമ്പുന്നില്ല
- b) നിറമേറേയുള്ള കുടം തുളുമ്പുന്നില്ല
- c) സമ്പത്തും സൗഖ്യവും ഉയർന്ന് മനസ്സിൽ തൃപ്തി വന്നവൻ അഹങ്കരിക്കുന്നില്ല
- d) ഇവയൊന്നുമല്ല

Read the given passage carefully. Some words/phrases, in the passage are kept blank. Filling the blank by choosing appropriate word/phrase from the following brackets. You need only to indicate your answer by putting an '✓' mark on a, b, c or d in the response sheet.

<p>Once an elephant came (41) a small town. People had read and heard of elephants but no one in the town had (42) one. Thus, a huge crowd (43) around the elephant and it was an occasion for great fun, especially for the children. Five blind men also lived (44) that town, and therefore, they also heard about the elephant. They had never seen as elephant before, and were eager to find out about elephant.</p>	<p>41. a) of b) to c) for d) at 42. a) see b) saw c) seen d) seeing 43. a) gathered b) dispersed c) diffused d) scattered 44. a) on b) through c) over d) in</p>
<p>Then, someone suggested that blind men could go and feel the elephant with their hands. They could then get an idea of what an elephant looked like. The five blind men (45) to the center of the town where all the people made room for them (46) the elephant.</p>	<p>45. a) go b) goes c) gone d) went 46. a) toch b) tuch c) touch d) toche</p>
<p>Later on, they sat down and (47) to discuss their experiences. One blind man, who had felt the trunk of the elephant, said "the elephant is like a thick tree branch." Another, who felt the tail and said, "The elephant probably looks like a snake or rope". The third man, who felt the leg, said "the shape of the elephant is like a pillar." The fourth man, who felt the ear, said, "the elephant is like a (48) fan; while the fifth, who felt the side, said it is like a wall".</p>	<p>47. a) finished b) began c) stopped d) begged</p>
<p>They sat for hours and argued, each one was sure that his view was correct. Obviously, they were all correct from their own point of view, but no one was willing to listen to the</p>	<p>48. a) small b) huge c) tiny d) little</p>

others. Finally they **(49)** to go to the wise man of the village and ask him who was correct. The wise man said, "Each one of you is correct; and each one of you is wrong. Because each one of you had only felt a part of the elephant's body. Thus you only have a partial view of the animal. If you put for partial views together. You will get an idea of what an elephant looks like."

(Answer questions 50 also)

49. a) decides b) deciding
c) decided d) decide

50. What title you will give to this story?
- a) The blind man
b) Elephant in the town
c) The Elephant
d) Elephant and blind men

FAROOK TRAINING COLLEGE
ACADEMIC ACHIEVEMENT TEST - DRAFT
(For Standard IX Students)

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Instructions

1. Four responses a, b, c, d are given for each of the following 50 items. Put a (✓) mark under the letter which represents the correct answer against the corresponding number of each item in the given response sheet
2. Return your test booklet and answer sheet after the completion of the test
3. Be careful not to write your name, class or any other details in your test booklet

1. Find out the countries that belong to Asian sub-continent from the following?
 - a) India, Indonesia, Egypt, Nepal
 - b) Bangladesh, Afganistan, Myanmar, Nepal
 - c) England, Afganistan, Brazil, Srilanka
 - d) Brazil, Afganistan, Thailand, Nepal
2. Which of the following gives the chronological order in which the foreign traders came to India?
 - a) Dutch, British, French, Portuguese
 - b) French, British, Dutch, Portuguese
 - c) Portuguese, Dutch, French, British
 - d) British, Portuguese, French, Dutch
3. Find out the architect of Indian Constitution



(a)



(b)



(c)



(d)

4. Find out the districts and mark the answer which gave importance to (i) coir (ii) rubber (iii) cashew nut (iv) spices;

1.	Wayanad	
2.	Kollam	
3.	Kottayam	
4.	Alappuzha	

- a) (1), (4), (2), (3) b) (2), (1), (3), (4)
 c) (4), (3), (2), (1) d) (1), (2), (4), (3)

5. Which invention led to the settled life of human beings?

- a) Wheel b) Fire c) Metal d) Agriculture

6. What is the chronological order of the following incidents?

- i) Salt Satyagraha ii) Jallianwala Bagh Massacre
 iii) Malabar Rebellion iv) First war of Indian Independence
 a) i, iii, ii, iv b) iv, ii, iii, i
 c) ii, iii, iv, i d) i, ii, iii, iv

7. The first train in India

- a) From Calcutta to Bombay b) From Bombay to Calcutta
 c) From Thane to Bombay d) From Bombay to Thane

8. Pacha, Kari, thadi, minuk are my dresses, and I am a part of Kerala culture. Who am I?



(a)



(b)



(c)



(d)

9. Which of the following is the first machine invented during industrial revolution?

- a) Steam Engine b) Flying shuttle
 c) Spinning Jenny d) None of these

10. Arrange the leaders in accordance with their positions held in India's first ministry

1.	Rajendra Prasad	i	Law
2.	Nehru	ii	President
3.	Ambedkar	iii	Prime Minister
4.	Azad	iv.	Education

iii) Move the person away from the source with a dry wooden stick

iv) Give artificial respiration if necessary.

a) i, iii, ii, iv

b) ii, iii, i, iv

c) iv, i, ii, iii

d) i, ii, iii, iv

21. If 'p' is an odd number, then what would be the next odd number?

(a) p+2

b) p-2

c) p+1

d) p-1

22. $\frac{4}{x} = \frac{20}{40}$, then the value of X?

a) 12

b) 16

c) 8

d) 5

23. When a number is substrated from one added to twice the number the answer is 9. Write the equation?

a) $x^2+1-x=9$

b) $2x+1-x=9$

c) $2(x+1)-x=9$

d) $2^2+1-x=9$

24. What is the decimel form of $\frac{7}{1000}$

a) 0.007

b) 0.7

c) 0.07 d) 0.0007

25. How much is $\frac{1}{4}$ of $\frac{1}{3}$ of 36?

a) 2

b) 1

c) 4

d) 3

26. $(1\frac{1}{2})^3 =$ _____

a) $\frac{3}{8}$

b) $3\frac{3}{8}$

c) $2\frac{2}{8}$

d) $\frac{2}{8}$

27. $a^4 \times a^9 =$ _____

a) a^5

b) a^{-5}

c) a^{13}

d) a^{36}

28. Which is the prime number in between 95 and 100?

a) 96

b) 98

c) 99

d) 97

29. If cement and sand required for mixing the cement is in the ratio 2:7, then how much sand is required for 12 sacks of cement?

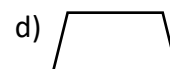
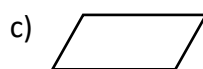
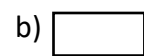
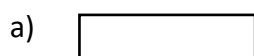
a) 24

b) 42

c) 40

d) 36

30. Which of the following is a parallelogram?



- c) സന്ദേശിക്കരുത്
 - d) വളരരുത്
36. ചെറുകഥയുടെ പ്രധാനഘടകങ്ങൾ
- a) തെളിഞ്ഞ ആവിഷ്കരണവും ഔചിത്യദീക്ഷയും
 - b) തീവ്രതയും ആവിഷ്കരണവും
 - c) സംഭാഷണങ്ങളും തത്ത്വവിശദീകരണവും
 - d) വർണ്ണനകളും തത്ത്വവിശദീകരണവും

37. ചെറുകഥയുടെ ആത്മാംശം
- a) തത്ത്വവിശദീകരണം
 - b) വികാരതീവ്രത
 - c) സംഭാഷണങ്ങൾ
 - d) വർണ്ണനകൾ

38 മുതൽ 40 വരെ ചോദ്യങ്ങൾക്ക് നിർദ്ദേശാനുസരണം ഉത്തരം കണ്ടെത്തി അടയാളപ്പെടുത്തുക.

38. വേലി തന്നെ വിളവ് തിന്നുക എന്ന ശൈലിയുടെ അർത്ഥം
- a) വേലിക്കരികിൽ വിടവിട്ടാൽ കൃഷി നശിക്കും
 - b) വേലിയ്ക്ക് വലിയ പണവേറുള്ള ചെടികൾ വെച്ചാൽ അവ തഴച്ചുവളരും. മണ്ണിലെ വളം നഷ്ടമാകും
 - c) സംരക്ഷിക്കാൻ ചുമതലപ്പെട്ടവർ മോഷണം നടത്തുക
 - d) ഇതൊന്നുമല്ല
39. താഴെ കൊടുത്തിരിക്കുന്നവയിൽ ശരിയായ വാക്യം എത്?
- a) മണിയടിച്ചതിനു ശേഷമാണ് ഞാൻ സ്കൂളിൽ എത്തിയത്
 - b) മഹാകവിയുടെ അമ്മ ബാല്യത്തിലേ മരിച്ചുപോയി
 - c) കുട്ടിക്ക് കാലിലിടാൻ രണ്ടു ചെറുപ്പു വാങ്ങണം
 - d) സാധാരണയായി കാപ്പിയാണ് കുടിക്കുക പതിവ്
40. നിറകുടം തുളുമ്പിട്ടു എന്നതിലെ സൂചനയെന്ത്?
- a) നിറഞ്ഞകുടം തുളുമ്പുന്നില്ല
 - b) നിറമേറിയുള്ള കുടം തുളുമ്പുന്നില്ല
 - c) സമ്പത്തും സൗഖ്യവും ഉയർന്ന് മനസ്സിൽ തൃപ്തി വന്നവൻ അഹങ്കരിക്കുന്നില്ല
 - d) ഇവയൊന്നുമല്ല

Read the given passage carefully. Some words/phrases, in the passage are kept blank. Filling the blank by choosing appropriate word/phrase from the following brackets. You need only to indicate your answer by putting an '✓' mark on a, b, c or d in the response sheet.

<p>Once an elephant came (41) a small town. People had read and heard of elephants but no one in the town had (42) one. Thus, a huge crowd (43) around the elephant and it was an occasion for great fun, especially for the children. Five blind men also lived (44) that town, and therefore, they also heard about the elephant. They had never seen as elephant before, and were eager to find out about elephant.</p>	<p>41. a) of b) to c) for d) at</p> <p>42. a) see b) saw c) seen d) seeing</p> <p>43. a) gathered b) dispersed c) diffused d) scattered</p> <p>44. a) on b) through c) over d) in</p>
<p>Then, someone suggested that blind men could go and feel the elephant with their hands. They could then get an idea of what an elephant looked like. The five blind men (45) to the center of the town where all the people made room for them (46) the elephant.</p>	<p>45. a) go b) goes c) gone d) went</p> <p>46. a) toch b) tuch c) touch d) toche</p>
<p>Later on, they sat down and (47) to discuss their experiences. One blind man, who had felt the trunk of the elephant, said "the elephant is like a thick tree branch." Another, who felt the tail and said, "The elephant probably looks like a snake or rope". The third man, who felt the leg, said "the shape of the elephant is like a pillar." The fourth man, who felt the ear, said, "the elephant is like a (48) fan; while the fifth, who felt the side, said it is like a wall".</p>	<p>47. a) finished b) began c) stopped d) begged</p>
<p>They sat for hours and argued, each one was sure that his view was correct. Obviously, they were all correct from their own point of view, but no one was willing to listen to the</p>	<p>48. a) small b) huge c) tiny d) little</p>

others. Finally they **(49)** to go to the wise man of the village and ask him who was correct. The wise man said, "Each one of you is correct; and each one of you is wrong. Because each one of you had only felt a part of the elephant's body. Thus you only have a partial view of the animal. If you put for partial views together. You will get an idea of what an elephant looks like."

(Answer questions 50 also)

49. a) decides b) deciding
c) decided d) decide

50. What title you will give to this story?
- a) The blind man
b) Elephant in the town
c) The Elephant
d) Elephant and blind men

FAROOK TRAINING COLLEGE
ACADEMIC ACHIEVEMENT TEST - FINAL
(For Standard IX Students)

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നിർദ്ദേശങ്ങൾ

1. 1 മുതൽ 50 വരെയുള്ള ചോദ്യങ്ങൾക്ക് a, b, c, d, എന്നീ നാലു പ്രതികരണങ്ങൾ നൽകിയിരിക്കുന്നു. ഓരോ ചോദ്യത്തിനും കൊടുത്തിട്ടുള്ള പ്രത്യേക നിർദ്ദേശമനുസരിച്ച് തന്നിട്ടുള്ള ഉത്തരക്കടലാസ്സിൽ ശരിയായ ഉത്തരത്തെ സൂചിപ്പിക്കുന്ന അക്ഷരത്തിനു താഴെ (✓) അടയാളപ്പെടുത്തുക.
2. ഉത്തരം രേഖപ്പെടുത്തിയതിനുശേഷം ഉത്തരക്കടലാസും ചോദ്യക്കടലാസും വൃത്തിയായി തിരിച്ചെൽപ്പിക്കുക.
3. ചോദ്യക്കടലാസിൽ നിങ്ങളുടെ പേരോ, ക്ലാസ്സോ മറ്റു വിവരങ്ങളോ രേഖപ്പെടുത്തരുത്.

1. താഴെ തന്നിരിക്കുന്നവയിൽ ഏഷ്യ ഉപഭൂഖണ്ഡത്തിൽ വരുന്ന രാജ്യങ്ങൾ മാത്രമുള്ള ശ്രേണി ഏത്?
 - a) ഇന്ത്യ, ഇന്തോനേഷ്യ, ഈജിപ്ത്, നേപ്പാൾ
 - b) ബംഗ്ലാദേശ്, അഫ്ഗാനിസ്ഥാൻ, മ്യാൻമർ, നേപ്പാൾ
 - c) ഇംഗ്ലണ്ട്, അഫ്ഗാനിസ്ഥാൻ, ബ്രസീൽ, ശ്രീലങ്ക
 - d) ബ്രസീൽ, അഫ്ഗാനിസ്ഥാൻ, തായ്‌ലന്റ്, നേപ്പാൾ
2. ഇന്ത്യയിൽ കച്ചവടത്തിനായി വന്ന വിദേശികളെ കാലഗണനാക്രമത്തിൽ കാണിക്കുന്ന ശ്രേണി ഏത്?
 - a) ഡച്ച്, ബ്രിട്ടീഷ്, ഫ്രഞ്ച്, പോർച്ചുഗീസ്
 - b) ഫ്രഞ്ച്, ബ്രിട്ടീഷ്, ഡച്ച്, പോർച്ചുഗീസ്
 - c) പോർച്ചുഗീസ്, ഡച്ച്, ഫ്രഞ്ച്, ബ്രിട്ടീഷ്
 - d) ബ്രിട്ടീഷ്, പോർച്ചുഗീസ്, ഫ്രഞ്ച്, ഡച്ച്

3. ഇന്ത്യയുടെ ഭരണഘടനാശിൽപിയെ കണ്ടുപിടിക്കാമോ?



(a) (b) (c) (d)

4. (i) കയർ, (ii) റബ്ബർ, (iii) കശുവണ്ടി (iv) സുഗന്ധവിള എന്നിവക്ക് പ്രാധാന്യമുള്ള ജില്ലകൾ കണ്ടെത്തി ഉത്തരം അടയാളപ്പെടുത്തുക

1.	വയനാട്	
2.	കൊല്ലം	
3.	കോട്ടയം	
4.	ആലപ്പുഴ	

- a) (1), (4), (2), (3) b) (2), (1), (3), (4)
 c) (4), (3), (2), (1) d) (1), (2), (4), (3)

5. താഴെ തന്നിരിക്കുന്ന യന്ത്രങ്ങളിൽ വ്യവസായിക വിപ്ലവത്തിന്റെ ഭാഗമായി മനുഷ്യൻ ആദ്യം കണ്ടുപിടിച്ച യന്ത്രം ഏത്?

- a) ആവിയന്ത്രം b) നൂൽനൂൽപ്പ യന്ത്രം
 c) സ്പിന്നിങ്ങ് ജനി d) ഇവയൊന്നുമല്ല

6. ഇന്ത്യയിലെ ഒന്നാം മന്ത്രിസഭയിൽ താഴെ തന്നിരിക്കുന്ന വ്യക്തികൾ വഹിച്ച സ്ഥാനം ക്രമപ്പെടുത്തുക.

1.	രാജേന്ദ്ര പ്രസാദ്	i	നിയമം
2.	നെഹ്റു	ii	രാഷ്ട്രപതി
3.	അംബേദ്കർ	iii	പ്രധാനമന്ത്രി
4.	ആസാദ്	iv.	വിദ്യാഭ്യാസം

- a) i, ii, iii, iv b) ii, iii, i, iv
 c) ii, iv, i, iii d) ii, iii, iv, i

7. താഴെ പറയുന്നവയിൽ ഗ്രഹങ്ങളുടെ ശരിയായ ക്രമം കണ്ടെത്തി ഉത്തരം അടയാളപ്പെടുത്തുക?

- a) വ്യാഴം, ഭൂമി, ബുധൻ, യുറാനസ്
 b) ബുധൻ, ശുക്രൻ, ഭൂമി, ചൊവ്വ
 c) ബുധൻ, ശുക്രൻ, ചൊവ്വ, വ്യാഴം
 d) ചൊവ്വ, ശനി, വ്യാഴം, യുറാനസ്

c) സംഭാഷണങ്ങളും തത്വവിശദീകരണവും

d) വർണ്ണനകളും തത്വവിശദീകരണവും

27. ചെറുകഥയുടെ ആത്മാംശം

a) തത്വവിശദീകരണം

b) വികാരതീവ്രത

c) സംഭാഷണങ്ങൾ

d) വർണ്ണനകൾ

28 മുതൽ 30 വരെ ചോദ്യങ്ങൾക്ക് നിർദ്ദേശാനുസരണം ഉത്തരം കണ്ടെത്തി അടയാളപ്പെടുത്തുക.

28. വേലി തന്നെ വിളവ് തിന്നുക എന്ന ശൈലിയുടെ അർത്ഥം

a) വേലിക്കരികിൽ വിടവിട്ടാൽ കൃഷി നശിക്കും

b) വേലിയ്ക്ക് വലിയ പണവേരുള്ള ചെടികൾ വെച്ചാൽ അവ തഴച്ചുവളരും. മണ്ണിലെ വളം നഷ്ടമാകും

c) സംരക്ഷിക്കാൻ ചുമതലപ്പെട്ടവർ മോഷണം നടത്തുക

d) ഇതൊന്നുമല്ല

29. താഴെ കൊടുത്തിരിക്കുന്നവയിൽ ശരിയായ വാക്യം എത്?

a) മണിയടിച്ചതിനു ശേഷമാണ് ഞാൻ സ്കൂളിൽ എത്തിയത്

b) മഹാകവിയുടെ അമ്മ ബാല്യത്തിലേ മരിച്ചുപോയി

c) കുട്ടിക്ക് കാലിലിടാൻ രണ്ടു ചെറുപ്പു വാങ്ങണം

d) സാധാരണയായി കാപ്പിയാണ് കുടിക്കുക പതിവ്

30. നിറകൂടം തുളുമ്പില്ല എന്നതിലെ സൂചനയെന്ത്?

a) നിറഞ്ഞകൂടം തുളുമ്പുന്നില്ല

b) നിറമേറേയുള്ള കൂടം തുളുമ്പുന്നില്ല

c) സമ്പത്തും സൗഖ്യവും ഉയർന്ന് മനസ്സിൽ തൃപ്തി വന്നവൻ അഹങ്കരിക്കുന്നില്ല

d) ഇവയൊന്നുമല്ല

Read the given passage carefully. Some words/phrases, in the passage are kept blank. Filling the blank by choosing appropriate word/phrase from the following brackets. You need only to indicate your answer by putting an '✓' mark on a, b, c or d in the response sheet.

<p>Once an elephant came (31) a small town. People had read and heard of elephants but no one in the town had (32) one. Thus, a huge crowd (33) around the elephant and it was an occasion for great fun, especially for the children. Five blind men also lived (34) that town, and therefore, they also heard about the elephant. They had never seen as elephant before, and were eager to find out about elephant.</p>	<p>31. a) of b) to c) for d) at</p> <p>32. a) see b) saw c) seen d) seeing</p> <p>33. a) gathered b) dispersed c) diffused d) scattered</p> <p>34. a) on b) through c) over d) in</p>
<p>Then, someone suggested that blind men could go and feel the elephant with their hands. They could then get an idea of what an elephant looked like. The five blind men (35) to the center of the town where all the people made room for them (36) the elephant.</p>	<p>35. a) go b) goes c) gone d) went</p> <p>36. a) toch b) tuch c) touch d) toche</p>
<p>Later on, they sat down and (37) to discuss their experiences. One blind man, who had felt the trunk of the elephant, said "the elephant is like a thick tree branch." Another, who felt the tail and said, "The elephant probably looks like a snake or rope". The third man, who felt the leg, said "the shape of the elephant is like a pillar." The fourth man, who felt the ear, said, "the elephant is like a (38) fan; while the fifth, who felt the side, said it is like a wall".</p>	<p>37. a) finished b) began c) stopped d) begged</p>
<p>They sat for hours and argued, each one was sure that his view was correct. Obviously, they were all correct from their own point of view, but no one was willing to listen to the</p>	<p>38. a) small b) huge c) tiny d) little</p>

others. Finally they **(39)** to go to the wise man of the village and ask him who was correct. The wise man said, "Each one of you is correct; and each one of you is wrong. Because each one of you had only felt a part of the elephant's body. Thus you only have a partial view of the animal. If you put for partial views together. You will get an idea of what an elephant looks like."

(Answer questions 40 also)

39. a) decides b) deciding
c) decided d) decide

40. What title you will give to this story?
- a) The blind man
b) Elephant in the town
c) The Elephant
d) Elephant and blind men

FAROOK TRAINING COLLEGE
ACADEMIC ACHIEVEMENT TEST - FINAL
(For Standard IX Students)

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Instructions

1. Four responses a, b, c, d are given for each of the following 50 items. Put a (✓) mark under the letter which represents the correct answer against the corresponding number of each item in the given response sheet
2. Return your test booklet and answer sheet after the completion of the test
3. Be careful not to write your name, class or any other details in your test booklet

1. Find out the countries that belong to Asian sub-continent from the following?
 - a) India, Indonesia, Egypt, Nepal
 - b) Bangladesh, Afganistan, Myanmar, Nepal
 - c) England, Afganistan, Brazil, Srilanka
 - d) Brazil, Afganistan, Thailand, Nepal
2. Which of the following gives the chronological order in which the foreign traders came to India?
 - a) Dutch, British, French, Portuguese
 - b) French, British, Dutch, Portuguese
 - c) Portuguese, Dutch, French, British
 - d) British, Portuguese, French, Dutch
3. Find out the architect of Indian Constitution



(a)



(b)



(c)



(d)

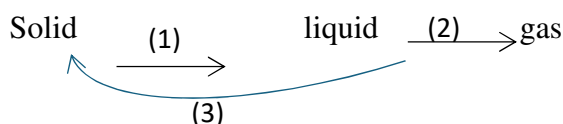
4. Find out the districts and mark the answer which gave importance to (i) coir (ii) rubber (iii) cashew nut (iv) spices;

1.	Wayanad	
2.	Kollam	
3.	Kottayam	
4.	Alappuzha	

- a) (1), (4), (2), (3) b) (2), (1), (3), (4)
 c) (4), (3), (2), (1) d) (1), (2), (4), (3)
5. Which of the following is the first machine invented during industrial revolution?
 a) Steam Engine b) Flying shuttle
 c) Spinning Jenny d) None of these
6. Arrange the leaders in accordance with their positions held in India's first ministry

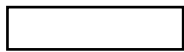

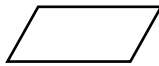
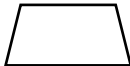
1.	Rajendra Prasad	i	Law
2.	Nehru	ii	President
3.	Ambedkar	iii	Prime Minister
4.	Azad	iv.	Education

- a) i, ii, iii, iv b) ii, iii, i, iv
 c) ii, iv, i, iii d) ii, iii, iv, i
7. Which is the correct sequence of the planets from the following?
 a) Jupiter, Earth, Mercury, Uranus
 b) Mercury, Venus, Earth, Mars
 c) Mercury, Venus, Mars, Jupiter
 d) Venus, Saturn, Jupiter, Uranus
8. The change in states of matter is given below. Find the correct temperature needed for the conversion 1,2 and 3.



- a) 1. Melting Point 2. Freezing Point 3. Boiling Point
 b) 1. Freezing Point 2. Boiling Point 3. Melting Point

- c) 1. Melting Point 2. Boiling Point 3. Freezing Point
- d) 1. Boiling Point 2. Freezing Point 3. Melting Point
9. From the following, which shows the symbols of sodium, potassium, Iron and Copper respectively?
- a) Cu, Na, Fe, K c) K, Cu, Fe, Na
- b) Fe, K, Cu, Na d) Na, K, Fe, Cu
10. A child has low level of hemoglobin in his blood. So, which one of the following minerals should he include in his diet?
- a) Iron b) Vitamins c) Iodine d) Calcium
11. Which of the following help to reduce the amount of carbon dioxide in atmosphere?
- a) Planting Trees
- b) Increase the number of automobile vehicles
- c) Control the waste disposal
- d) None of these
12. Which of the following help in blood clotting?
- a) RBC b) WBC c) Platelets d) None of these
13. The steps in which the first aid is to be provided to a person who got electric shock are given below. Arrange them in correct order
- i) Check for breathing
- ii) Switch of the power supply
- iii) Move the person away from the source with a dry wooden stick
- iv) Give artificial respiration if necessary.
- a) i, iii, ii, iv b) ii, iii, i, iv
- c) iv, i, ii, iii d) i, ii, iii, iv
14. If 'p' is an odd number, then what would be the next odd number?
- (a) $p+2$ b) $p-2$ c) $p+1$ d) $p-1$

15. $\frac{4}{x} = \frac{20}{40}$, then the value of X?
 a) 12 b) 16 c) 8 d) 5
16. What is the decimal form of $\frac{7}{1000}$
 a) 0.007 b) 0.7 c) 0.07 d) 0.0007
17. How much is $\frac{1}{4}$ of $\frac{1}{3}$ of 36?
 a) 2 b) 1 c) 4 d) 3
18. $(1\frac{1}{2})^3 =$ _____
 a) $\frac{3}{8}$ b) $3\frac{3}{8}$ c) $2\frac{2}{8}$ d) $\frac{2}{8}$
19. $a^4 \times a^9 =$ _____
 a) a^5 b) a^{-5} c) a^{13} d) a^{36}
20. If cement and sand required for mixing the cement is in the ratio 2:7, then how much sand is required for 12 sacks of cement?
 a) 24 b) 42 c) 40 d) 36
21. Which of the following is a parallelogram?
 a)  b)  c)  d) 

22 മുതൽ 27 വരെയുള്ള ചോദ്യങ്ങൾക്ക് താഴെ തന്നിരിക്കുന്ന ഖണ്ഡിക വായിച്ചശേഷം ഖണ്ഡികയിൽ സൂചിപ്പിച്ച ചോദ്യങ്ങൾക്ക് ശരിയായ ഉത്തരം തിരഞ്ഞെടുത്തഴുതുക:-

എന്താണ് ചെറുകുമയെന്ന് ഒരു വാക്യത്തിൽ നിർവചിക്കാനാവില്ല. തനിക്ക് ചുറ്റും എന്തു നടക്കുന്നു എന്നറിയാനുള്ള തടയാനാവാത്ത അറിയാനുള്ള ആഗ്രഹം (31) മനുഷ്യനെ കഥാശ്രവണകുതുകിയാക്കി. ഈ താൽപ്പര്യത്തിന്റെ ക്രമാനുഗതമായ പുരോഗതിയത്രേ ചെറുകഥ എന്ന സാഹിത്യരൂപം. ബാഹ്യമോ ആന്തരമോ ആയ ഒരൊറ്റ സംഭവത്തെക്കുറിച്ച് പ്രതിപാദിക്കുന്ന ഭാവനാസൃഷ്ടിയാണ് ചെറുകഥ. അതിന്റെ പ്രതിപാദ്യത്തിന് അവണ്ഡത വേണം, മൗലികമാകണം, ഉള്ളിൽ തട്ടുംവീധം ആവിഷ്കരിക്കുകയും വേണം. ഒരു വലിയ കഥ ചുരുക്കി എഴുതിയാൽ ചെറുകഥ ആകുമെന്ന ധാരണ തെറ്റാണ്. ലഘുവെങ്കിലും ജീവസ്പർശിയായ ഒരനുഭവമോ സംഭവമോ വികാരാത്മകമായി ആവിഷ്കരിക്കലാണ് ചെറുകഥ. ഒരു ചെറുകഥയിൽ ഒരേയൊരാശയമോ നിബന്ധിക്കാവൂ. ആലക്ഷ്യം ഏകാഗ്രതയോടെ, ജ്ജുവായി സാഹചര്യത്തിലെത്തിക്കാനായിരിക്കണം കഥാകൃത്ത് പ്രയത്നിക്കേണ്ടത്. ചെറുകഥയ്ക്ക് വായനക്കാരന്റെ മനസ്സിൽ തീവ്രാനുഭൂതി (32) കഴിയണം. പ്രാതലികമായി (33) അത് വികാരോത്തജകമാണ്. രണ്ടാമതേ ചെറുകഥയിൽ ബുദ്ധിക്ക് സ്ഥാനമുള്ളൂ. കരുത്തും ഔചിത്യവും നിറഞ്ഞ ഒരു കേന്ദ്രബിന്ദുവിൽ കോർത്തിണക്കിയ ജീവിതത്തിന്റെ പ്രകാശപൂർണ്ണമായ അനുഭവങ്ങളായിരിക്കണം. ചെറുകഥ ഒരു വികാരത്തിന്റെ ഒരനുഭവത്തിന്റെ ഒരനുഭൂതിയുടെ ഒരു മനോഭാവത്തിന്റെ മുർത്തമായ ആവിഷ്കരണം തന്നെയായിരിക്കണം. കഥ പരത്തിപ്പറയുന്നതിലല്ല, (34) പറയുന്നതിലാണ് കഥയുടെ വിജയം. ടോർച്ചിന്റെ വെളിച്ചം പായുന്നതുപോലെ ഒരു ചെറിയ പരിധിക്കുള്ളിൽ ശരിയായി വെളിച്ചം പരത്തുക, അവിടത്തെ യഥാർത്ഥ ചിത്രം തെളിമയോടെ പ്രകാശിപ്പിക്കുക ഇതത്രേ ചെറുകഥ. കഥയുടെ വികാസത്തോടൊപ്പം വായനക്കാരന്റെ

മാനസികഭാവവും വികസിക്കണം, അല്ലാതെ (35) . നാടകീയസംഭാഷണങ്ങളോ തത്വ വിശദീകരണങ്ങളോ കഥയ്ക്കാവശ്യമില്ല. അനുവാചകന്റെ ഹൃദയവികാരങ്ങളുമായി ഇണങ്ങിപ്പോകുന്ന തെളിഞ്ഞ ആവിഷ്കരണവും ഔചിത്യദീക്ഷയും ചെറുകഥയുടെ പ്രധാന ഘടകങ്ങളാണ്. ഭാവകവിതയിലെ നപോലെ നിറഞ്ഞുനിൽക്കുന്ന വികാരതീവ്രത ചെറുകഥയുടെ ആത്മാംശമാണ് (36,37).

22. തന്നിരിക്കുന്ന ഖണ്ഡികയിൽ അറിയാനുള്ള ആഗ്രഹം എന്നതിനുള്ള ഒറ്റവാക്ക് എഴുതുക
 a) അനുഭൂതി b) അഖണ്ഡത c) ജിജ്ഞാസ d) ഔചിത്യദീക്ഷ
23. ചെറുകഥ വായനക്കാരനിൽ തീവ്രാനുഭൂതി _____ കഴിയണം. (വിട്ട ഭാഗത്തിന് ന്യായോജ്യമായ പദമേത്)
 a) വാദിക്കാൻ b) വേദനിപ്പിക്കാൻ
 c) പകർന്നുകൊടുക്കാൻ d) സമാഹരിക്കാൻ
24. താഴെ തന്നിരിക്കുന്ന പ്രസ്താവനയിൽ അടിവരയിട്ട പദത്തിന്റെ ശരിയായ രൂപം എഴുതുക
 (i) പ്രാതമികമായി അത് വികാരോത്തജകമാണ്
 a) പ്രാത്ഥമിക b) പ്രാഥമിക c) പ്രാധമിക d) പ്രാദമിക
25. കഥയുടെ വികാസത്തോടൊപ്പം വായനക്കാരന്റെ മാനസികഭാവവും വികസിക്കണം. അല്ലാതെ _____.
 a) വിശാലമാകരുത് b) സങ്കോചിക്കരുത്
 c) സന്ദേഹിക്കരുത് d) വളരരുത്
26. ചെറുകഥയുടെ പ്രധാനഘടകങ്ങൾ
 a) തെളിഞ്ഞ ആവിഷ്കരണവും ഔചിത്യദീക്ഷയും
 b) തീവ്രതയും ആവിഷ്കരണവും
 c) സംഭാഷണങ്ങളും തത്വവിശദീകരണവും
 d) വർണ്ണനകളും തത്വവിശദീകരണവും
27. ചെറുകഥയുടെ ആത്മാംശം
 a) തത്വവിശദീകരണം b) വികാരതീവ്രത
 c) സംഭാഷണങ്ങൾ d) വർണ്ണനകൾ

28 മുതൽ 30 വരെ ചോദ്യങ്ങൾക്ക് നിർദ്ദേശാനുസരണം ഉത്തരം കണ്ടെത്തി അടയാളപ്പെടുത്തുക.

28. വേലി തന്നെ വിളവ് തിന്നുക എന്ന ശൈലിയുടെ അർത്ഥം
 a) വേലിക്കരികിൽ വിടവിട്ടാൽ കൃഷി നശിക്കും
 b) വേലിയ്ക്ക് വലിയ പണവേറുള്ള ചെടികൾ വെച്ചാൽ അവ തഴച്ചുവളരും. മണ്ണിലെ വളം നഷ്ടമാകും
 c) സംരക്ഷിക്കാൻ ചുമതലപ്പെട്ടവർ മോഷണം നടത്തുക
 d) ഇതൊന്നുമല്ല

29. താഴെ കൊടുത്തിരിക്കുന്നവയിൽ ശരിയായ വാക്യം എത്?
- a) മണിയടിച്ചതിനു ശേഷമാണ് ഞാൻ സ്കൂളിൽ എത്തിയത്
 - b) മഹാകവിയുടെ അമ്മ ബാല്യത്തിലേ മരിച്ചുപോയി
 - c) കുട്ടിക്ക് കാലിലിടാൻ രണ്ടു ചെറുപ്പു വാങ്ങണം
 - d) സാധാരണയായി കാപ്പിയാണ് കുടിക്കുക പതിവ്
30. നിറകുടം തുളുമ്പിട്ടു എന്നതിലെ സൂചനയെന്ത്?
- a) നിറഞ്ഞകുടം തുളുമ്പുന്നില്ല
 - b) നിറമേറെയുള്ള കുടം തുളുമ്പുന്നില്ല
 - c) സമ്പത്തും സൗഖ്യവും ഉയർന്ന് മനസ്സിൽ തൃപ്തി വന്നവൻ അഹങ്കരിക്കുന്നില്ല
 - d) ഇവയൊന്നുമല്ല

Read the given passage carefully. Some words/phrases, in the passage are kept blank. Filling the blank by choosing appropriate word/phrase from the following brackets. You need only to indicate your answer by putting an '✓' mark on a, b, c or d in the response sheet.

<p>Once an elephant came (31) a small town. People had read and heard of elephants but no one in the town had (32) one. Thus, a huge crowd (33) around the elephant and it was an occasion for great fun, especially for the children. Five blind men also lived (34) that town, and therefore, they also heard about the elephant. They had never seen as elephant before, and were eager to find out about elephant.</p> <p>Then, someone suggested that blind men could go and feel the elephant with their hands. They could then get an idea of what an elephant looked like. The five blind men (35) to the center of the town where all the people made room for them (36) the elephant.</p> <p>Later on, they sat down and (37) to discuss their experiences. One blind man, who had felt the trunk of the elephant, said "the elephant is like a thick tree branch." Another, who felt the tail and said, "The elephant</p>	<p>31. a) of b) to c) for d) at</p> <p>32. a) see b) saw c) seen d) seeing</p> <p>33. a) gathered b) dispersed c) diffused d) scattered</p> <p>34. a) on b) through c) over d) in</p> <p>35. a) go b) goes c) gone d) went</p> <p>36. a) to b) touch c) touch d) to</p> <p>37. a) finished b) began c) stopped d) begged</p>
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probably looks like a snake or rope". The third man, who felt the leg, said "the shape of the elephant is like a pillar." The fourth man, who felt the ear, said, "the elephant is like a (38) fan; while the fifth, who felt the side, said it is like a wall".

They sat for hours and argued, each one was sure that his view was correct. Obviously, they were all correct from their own point of view, but no one was willing to listen to the others. Finally they (39) to go to the wise man of the village and ask him who was correct. The wise man said, "Each one of you is correct; and each one of you is wrong. Because each one of you had only felt a part of the elephant's body. Thus you only have a partial view of the animal. If you put for partial views together. You will get an idea of what an elephant looks like."

(Answer questions 40 also)

38. a) small b) huge
c) tiny d) little

39. a) decides b) deciding
c) decided d) decide

40. What title you will give to this story?
- a) The blind man
b) Elephant in the town
c) The Elephant
d) Elephant and blind men

FAROOK TRAINING COLLEGE
Response Sheet of Academic Achievement Test
(For Standard IX Students)

വിദ്യാർത്ഥിയുടെ പേര് : ക്ലാസ്സ് :
 സ്കൂളിന്റെ പേര് : അദ്ധ്യാപകൻ/പ്രൊഫസർ:

Sl. No.	a	b	c	d
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Sl. No.	a	b	c	d
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				

FAROOK TRAINING COLLEGE
Scoring Key of Academic Achievement Test
(For Standard IX Students)

വിദ്യാർത്ഥിയുടെ പേര് : ക്ലാസ്സ് :
 സ്കൂളിന്റെ പേര് : അദ്ധ്യാപകൻ/പെണ്:

Sl. No.	a	b	c	d
1.		✓		
2.			✓	
3.		✓		
4.			✓	
5.	✓			
6.		✓		
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15.			✓	
16.	✓			
17.				✓
18.		✓		
19.			✓	
20.		✓		

Sl. No.	a	b	c	d
21.			✓	
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36.			✓	
37.		✓		
38.		✓		
39.			✓	
40.				✓

Appendix 17**List of Schools From Which Sample Selected and
the Number of Students From Each School**

Sl. No.	Name of the School	Type of School	Locale	Frequency
1	Thrikkulam, Govt. H.S.S	G	U	21
2	Perinthalmanna, Govt T.H.S.S	G	U	35
3	Ponnani, M.I Boys	A	U	32
4	Ponnani, M.I Girls	A	U	42
5	Malappuram, M.S.P.H.S S	A	U	7
6	Chemmad, N.E.M.H.S. S	U	U	70
7	Makkaraparamba, G.V. H.S. S	G	R	41
8	Wandoor, VMC G. H.S. S	G	R	56
9	Mooniyoor, M.H.S.S	A	R	47
10	Cherur, P.P.T.M.Y.H.S. S	A	R	46
11	Thirurkkad, A.M.H.S. S	A	R	63
12	Vadakkangara, T.S.S	A	R	19
13	Pukayoor, M.P. S	U	R	31
14	Vellimukku, Crescent E.M.H.S. S	A	R	50
Total				560

G-Government; A-Aided, U- Unaided, U-Urban, R-Rural