

A SYSTEMATIC NARRATIVE REVIEW ON ACADEMIC RESILIENCE AMONG INDIAN STUDENTS

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Abstract:

Academic resilience indicates a higher possibility of success in academic settings despite difficulties. It is reported that India has seen a rise in dropout rates, disengagement from educational institutions, and suicidal tendencies among students over the last decade. Students are becoming less resilient in dealing with academic stress which negatively affects their overall well-being. Thus, academic resilience can assist a student to bounce back from various academic adversities. A systematic narrative review was conducted to gain an in-depth understanding of the current state of knowledge about academic resilience in India. Between June 2022 and August 2022, three databases – Scopus, Dimensions AI, ERIC, and other sources like Google Scholar and Shodhganga were searched systematically. The systematic literature search identified 2645 records, of which 17 studies were eligible as per the criteria laid down in this study. The findings of this review have highlighted different methodologies employed for assessing academic resilience, and various individual and environmental protective factors which promote academic resilience. This review will help researchers, educators, and other stakeholders of education in India to comprehend the concept of academic resilience and provide guidance on developing effective intervention programmes to foster academic resilience among students.

Keywords: Academic resilience, systematic narrative review, students, protective factors, India

1. Introduction

Academic resilience is the ability of students to endure academic challenges and setbacks while maintaining their motivation and commitment to their goals. Academic resilience indicates a higher possibility of success in academic settings despite difficulties (Cassidy, 2016). The escalating competitive environment in educational institutions has induced academic stress among students. Academic resilience helps students to cope with challenging circumstances in academics (Mohan & Verma, 2020). Martin (2013) defined academic resilience as ‘a capacity to overcome acute and/or chronic adversity that is seen as a major threat to a student’s educational development’ (p.488). Academic resilience is pertinent to chronic underachievement, absenteeism, disengagement from school, and alienation from school (Martin, 2013). Who are academically

resilient students? Alva (1991) described academically invulnerable students as those ‘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’ (p. 19). While many students struggle academically and do not improve over time (Dauber et al., 1996), a substantial number of students do succeed in improving their academic standing (Jimerson et al., 1999). We can have great lessons from those students who turn around their academic misfortune and become successful (Martin & Marsh, 2006). Students who have experienced challenging conditions, such as having a low socioeconomic status, which increases their chance of failing out of school, but who continue to perform well at the academic level are said to possess academic resilience (Rudd et al., 2021). Thus, academic resilience is usually described as producing ‘better than expected’ academic outcomes (Borman & Overman, 2004). PISA (Programme for International Student Assessment) defined academic resilience as the ability of pupils from lower socioeconomic status to perform better than would be anticipated by their parental backgrounds (OECD, 2018). The 5-C model of academic resilience as proposed by (Martin & Marsh, 2006) is confidence (self-efficacy), coordination (planning), control, composure (low anxiety), and commitment (persistence).

In the fast-paced life of 21st-century students often encounter different kinds of stressors and adversities in their academic journey. A highly competitive environment in educational institutions only exacerbates the situation for its primary stakeholders i.e., the students. Adversities faced by the students in an educational context may encompass poor academic performance, challenging coursework, fear of failure in examinations, competing deadlines for assignment submission, etc. which consequently increase academic stress among them and can reduce their motivation to learn and reach their educational goals and aspirations (Hunsu et al., 2022). According to theorists, while facing academic adversities students who lack resilience, are inclined to adopt negative coping mechanisms that only increase their struggles to bounce back from difficult situations. For instance: academically vulnerable students may opt for disengagement from studies instead of using effective learning techniques to overcome their difficulties. On the other hand, resilient students demonstrate positive adaptation that allows them to bounce back from adverse situations (Huang & Lin, 2011; Lin & Huang, 2014). Academic resilience is crucial for every student since they will all eventually face some level of poor performance, difficulty, pressure, or adversity during their academic journey (Martin & Marsh, 2006). Academic resilience helps students to thrive even in the face of academic setbacks and

challenges. Hence, academic resilience is a valuable asset that positively affects a pupil's education and career prospects (Mohan & Kaur, 2021).

2. Rationale of the Study

After reviewing some of the news articles and government reports, it was found that over the last decade in India, there has been an increase in dropout rates, truancy, disengagement from school or university, and an increase in suicide figures among university students, medical students, students from IIT (Indian Institutes of Technology) and other national institutes, highly competitive examination aspirants. For instance, according to Rajya Sabha data, between 2016 and 2020, the dropout rate among students from India's centrally financed technical institutions was considerably higher for Scheduled Castes (SC)/Scheduled Tribes (ST) (Radhakrishnan, 2021). Kota, which is famous for its coaching facilities for medical and engineering entrance examinations, 58 students committed suicide between 2013 and 2017 as per the information provided by the district administration ("Student Suicides Rising, 28 Lives Lost Every Day," 2020). Following the publication of the board exam results, 12 students in Madhya Pradesh committed suicide on the same day ("Student Suicides Rising, 28 Lives Lost Every Day," 2020). National Crime Records Bureau reports that in 2020, 1.4% of suicides were due to failure in various examinations (National Crime Records Bureau, 2020, p. 202). The above-mentioned facts imply that students are becoming less resilient in dealing with academic stress and change. This increases their vulnerability to mental illness. When taken as a whole, these arguments support the idea that academic resilience is still essential and that it is valuable as a characteristic to look for in students (Cassidy, 2016). Therefore, academic resilience is an asset that can help a student to overcome various difficulties and adversities in their academic journey. Academic resilience is a relatively new area of research as compared to resilience research. In India, a small number of studies are available on academic resilience. But the above-mentioned facts and statistics highlight the need for developing academic resilience skills among Indian students.

The existing reviews on academic resilience fail to provide a comprehensive overview of all the studies conducted in India. Therefore, a systematic review of the existing literature on this area is required which will give valuable insights to the educators, researchers, and other stakeholders of education about the importance of academic resilience and will assist them to implement proper intervention programmes to nurture academic resilience skills among students. A statistical meta-analysis of the data was not feasible due to the dearth of Indian studies and the nature of the study designs utilised in this review; hence a narrative review methodology was used

to synthesise the findings. The present systematic narrative review will provide a holistic understanding of the current status of knowledge about all the Indian studies on academic resilience.

3. Objectives

Objectives of this review were as follows:

- To give a brief overview of the different approaches used to assess the academic resilience of students in the Indian context.
- To comprehend the factors associated with individual students and their surrounding environment which promote academic resilience.
- To evaluate the intervention programmes fostering academic resilience among students in India.

4. Methods

4.1 Search Strategy:

To find relevant scholarly work related to the search topic, this review used systematic searching techniques. Between June 2022 and August 2022, a systematic literature search was conducted using keywords like ('Academic Resilience' OR 'Educational Resilience') in three databases – Scopus, Dimensions AI, and ERIC (Education Resources Information Center). These keywords were also entered in Google Scholar (by using Advanced Search options e.g.- 'with at least one of the words', in 'the title of the articles') and *Shodhganga: a reservoir of Indian theses* was manually searched. The search results were again updated in January 2023. The search was restricted to English-language research works and primarily focused on academic resilience. The literature retrieval process is shown in Figure 1. The initial search identified 2645 research articles, reviews of the literature, conference papers, book chapter, books, unpublished doctoral dissertations, etc. Duplicates were removed with the help of the reference manager tool Zotero.

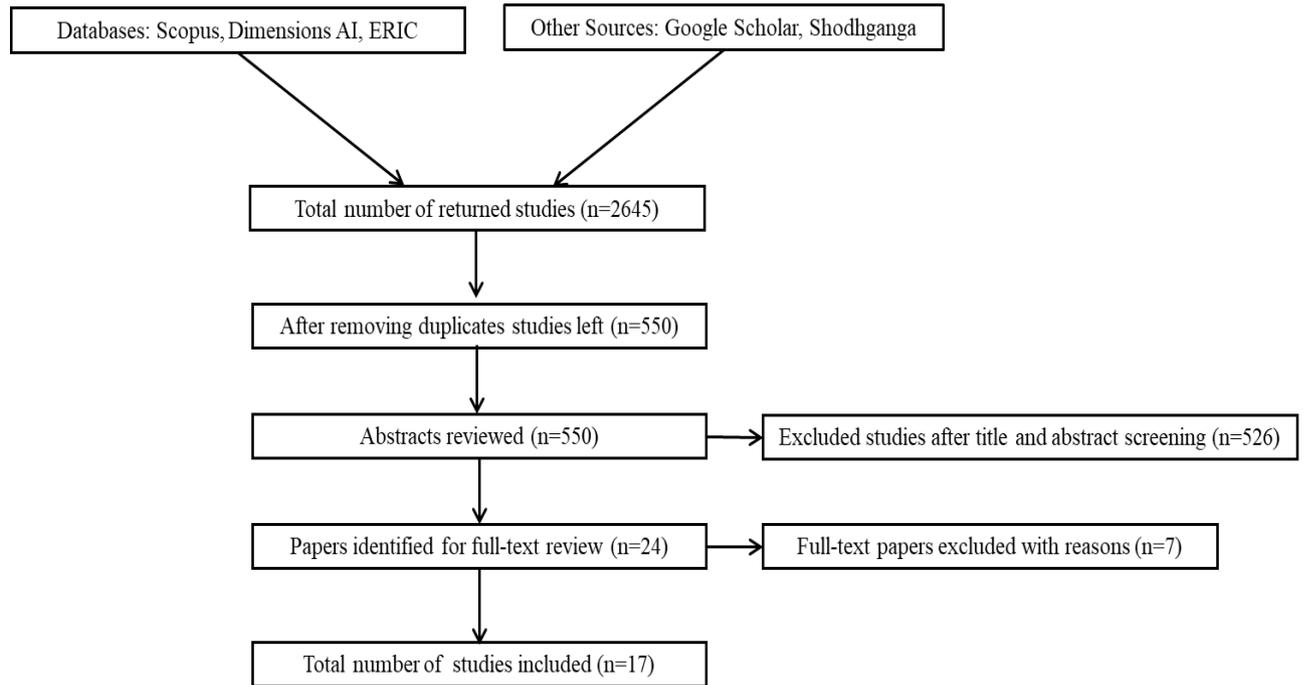


Figure 1. Flow chart of the search process

Details of the search results in different databases and other sources are given in Table 1.

Table 1. Name of the databases and other sources, corresponding search results, and dates of coverage

<i>Databases & other sources</i>	<i>Search results</i>	<i>Coverage</i>
<i>Scopus</i>	n=358	1991-Present
<i>Dimensions AI</i>	n=630	1991-Present
<i>Shodhganga</i>	n=67	2012-2022
<i>ERIC</i>	n=260	last 20 years
<i>Google Scholar</i>	n=1330	1991-Present

Figure 2 displays the distribution of search results across different databases and other sources.

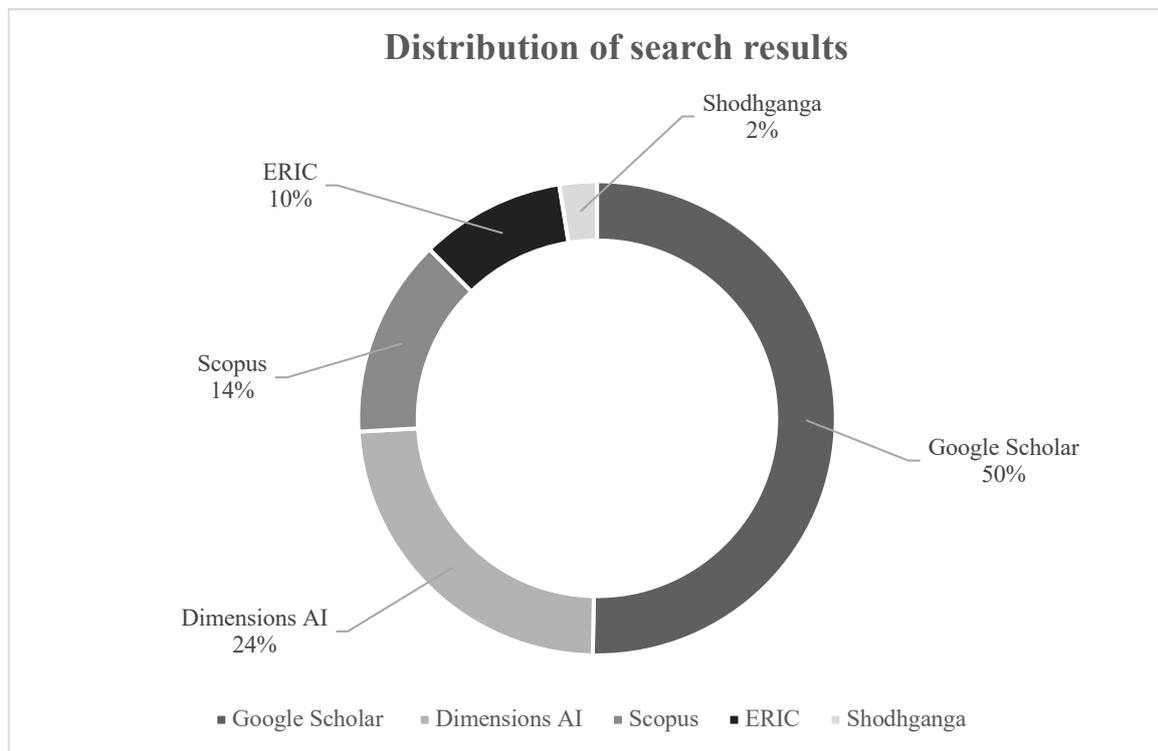


Figure 2. Distribution of search results in different databases and other sources

To avoid publication bias, both peer-reviewed and unreviewed studies were included. There is no 'gold standard' for measuring the construct of academic resilience at present (Tudor & Spray, 2017). So the methods adopted for assessing academic resilience in unpublished research studies will help to understand how they are differing from the published ones (Rudd et al., 2021).

4.2 Inclusion Criteria:

The main purpose of the search was to identify both peer-reviewed and unreviewed scholarly works which include academic resilience as its primary focus area. This review focused on academic resilience among students at all educational levels such as elementary, secondary, senior secondary, and tertiary. Both quantitative and qualitative research studies were included in the review. To meet the objectives of the study, research studies that deal with the Indian population on academic resilience were included.

4.3 Exclusion Criteria:

Research works that were not available in the English language were excluded from the study. Papers were excluded due to restricted access (n=5). Research studies that claim to measure academic resilience in the title but used resilience scales (which were not related to academic context) instead, were excluded (n=7). After meeting the inclusion and exclusion criteria 17 research studies were included for systematic narrative review.

4.4 Data extraction:

In-depth information was extracted from each scholarly work such as - characteristics of the sample (size of the sample, socio-economic status, age of the respondents, educational level, risk indicator if available), location of the study, study design, the method of obtaining data, variables used along with academic resilience in the study, key findings of the study, etc. All of this information is represented in Table 2 and Table 3.

Author (Year)	Location of the study	Sample	Study Design	Method of Obtaining Data	Variables used along with Academic Resilience	Relationship with Academic Resilience
1. Narayan (2018)	Ramanujan Institute of Mathematics (RIM), Bihar, India	Adolescents belonging to lower socio-economic strata, (n=7)	Qualitative study	Individual interviews	Positive student-teacher interactions	Positive impact
2. Pooja & Sharmila (2022)	Lucknow City, Uttar Pradesh, India	Adolescents (Age group 10–19 years) (n=150)	Cross-sectional survey method	Academic resilience scale developed by Mihir Kr. And Simranjit Kaur (2015), EI scale by team leadership toolkit based on Daniel Goleman's book EI (1995)	Emotional intelligence	Strong positive relation

Author (Year)	Location of the study	Sample	Study Design	Method of Obtaining Data	Variables used along with Academic Resilience	Relationship with Academic Resilience
3. Mohan & Verma (2020)	Patiala, Ludhiana (Punjab), and Chandigarh	162 school students	Correlational study	Academic Resilience- Motivation & Engagement Scale High School (MES-HS) 12th edition (Martin,2002), Self-regulated learning strategies- Motivated Strategies for Learning Questionnaire (MSLQ, Pintrich et al., 1991)	Self-regulated learning strategies	Significant correlation
4. Habeeb (2021a)	Aurangabad, India	500 secondary school students	Descriptive survey method	Academic Resilience Scale (ARS-MMKS) by Mihir Kr. Mallick and Simranjit Kaur.	Academic achievement	Positive correlation
5. Rayees (2021)	Six districts of Kashmir	720 higher secondary school students of Kashmir	Descriptive survey method	1. Academic resilience scale (A.R.S.) was developed by the investigator. 2. Achievement motivation scale developed by Pratibha Deo and Asha Mohan (2011). 3. Emotional Intelligence scale (E.I.S.) was developed by Arun Kumar & Shruti Narayan (2014). 4. Problem-Solving Ability (PSAT) developed by L.N. Dubey (2008)	Achievement Motivation, Emotional Intelligence, and Problem-Solving Ability	Strong predictors of Academic Resilience

Author (Year)	Location of the study	Sample	Study Design	Method of Obtaining Data	Variables used along with Academic Resilience	Relationship with Academic Resilience
6. Mallick & Kaur (2016)	Three regions of Punjab (i.e., Majha, Malwa, and Doaba region)	600 high school students	Descriptive research method	Academic Resilience Scale (2015) and Learning Environment Scale (2015) developed and standardised by the investigator.	Perceived learning environment, gender, and locality	A significant positive relationship was found between learning environment and academic resilience
7. Singh & Khatiwora (2020)	Sivasagar district of Assam	90 students in the 11th class	Descriptive survey research	Academic resilience scale by Mihir Kr. Mallik and Simranjit Kaur (2016). Child-rearing practice scale (self-developed)	Child rearing practice, gender, and locality	Academic Resilience & Child Rearing Practices are not correlated
8. Bala (2018)	Punjab and Chandigarh	500 International students	Descriptive survey method	1. Academic Resilience Scale, developed and standardised by Investigator and Supervisor (2017) 2. Educational Aspirations Scale (Form V) by Sharma and Gupta (1987) revalidated by the investigator in 2017 3. Social Adjustment Inventory by Deva (2004) 4. Mental Health Inventory by Srivastav and Jagdish (1996) revalidated by the investigator in 2017	Educational aspiration, social adjustment, and mental health	Strong positive correlation between the following variables – 1. Academic Resilience -Social Adjustment, 2. Academic Resilience-Mental Health, 3. Social Adjustment is the most contributing factor 4. Educational Aspiration-Academic Resilience (positive correlation)

Author (Year)	Location of the study	Sample	Study Design	Method of Obtaining Data	Variables used along with Academic Resilience	Relationship with Academic Resilience
9.Bala & Majeed (2020)	Kashmir	200 college students	Descriptive survey method	Academic Resilience Scale developed by Mallik and Kaur (2017) standardised scales of Emotional Maturity, Family Environment	Emotional Maturity, Family Environment	Both variables significantly influence Academic Resilience, Family Environment is more impactful
10.Cherian et al.(2021)	India	N=300 students (Age group 17-20 years)	Correlational design	Self-Concept Rating Scale by Deo (1998), Emotional Maturity Scale developed by Singh and Bhargava (1990), Spiritual Belief Scale developed by Deshmukh and Deshmukh (2012), ARS-30 developed by Cassidy (2016)	Self-Concept, Emotional Maturity, and Spirituality	A positive correlation with academic resilience was found. Emotional maturity was found to be the most contributing
11. Mohan & Kaur (2021)	Chandigarh, Ludhiana, and Phagwara.	120 school students	Correlational study	Short Grit Scale, Grit- S (Duckworth & Quinn, 2009), Motivation and Engagement Scale High - School (MES-HS) 12th edition (Martin, 2002) for assessing Academic resilience	Grit	Positive correlation between self-belief and persistence components of Academic Resilience and Grit

Author (Year)	Location of the study	Sample	Study Design	Method of Obtaining Data	Variables used along with Academic Resilience	Relationship with Academic Resilience
12.Kaur (2018)	North India (Punjab, Delhi, Faridabad, Chandigarh)	200 migrant students (North East/South India) studying in North Indian higher educational institutions.	Descriptive survey method	1. Acculturation strategy Scale (ASSc) (Berry and colleagues, 1989), 2. NEO-PI-R-FFI (Costa and McCrae, 1991), 3. Motivational and engagement scale (Martin2002), (Academic Resilience) 4. Psychological well-being (PWBS) (Ryff 1989) and 5. Social Connectedness Scale (Lee and Robbins 1995).	Acculturation strategies, personality domains, psychological well-being, Social Connectedness	Among five personality traits- Openness, Conscientiousness, Extroversion, and Agreeableness positively determine psychosocial adaptation and academic resilience. Neuroticism was negatively associated with psychosocial adaptation and academic resilience. Integration strategy emerged as a positive significant predictor of psychosocial adaptation and academic resilience while Assimilation, Marginalisation, and Separation strategy had negative predictive values for the same.
13.Kavathekar (2019)	Bhopal, Madhya Pradesh	16 at-risk students' classes, VIII-X	Case Study	1. Slum Non-Participatory Schedule 2. Behaviour Checklist to identify students high on educational resilience: Teachers and Observer. 3. Socio-demographic profile sheet. 4. Interview schedule for participants, parents, and teachers, social support providers 5. Observation Schedule for observing life in the classroom.	Gender, locale, mother's employment status, and economic constraints	The development of educational resilience is significantly influenced by factors including gender, locality, mother's working condition, and financial constraints. Age did not stand out as a key factor in the development of educational resilience.

Author (Year)	Location of the study	Sample	Study Design	Method of Obtaining Data	Variables used along with Academic Resilience	Relationship with Academic Resilience
14. Das (2019b)	India	Children, aged 8–11 years. N= 12,300 (approx.)	Descriptive Study	Data source: India Human Development Survey (IHDS) 2005 conducted by the University of Maryland and National Council of Applied Economic Research, New Delhi.	a) Dependent variables- reading ability, basic calculation ability b) Protective factors at the child, household, and school levels. c) Social group indicators- religion and caste.	Protective factors differ from one disadvantaged social group to another. The major impact of group membership is mediated by structural factors like maternal education and poverty. This affects all three social groups, although it is more significant in the case of the ST. Comparing ST to the other social groups, there are also fewer protective factors.
15. Dar & Chakraborty (2019)	Jammu and Kashmir state	Secondary school students (VIIIth and IXth classes) in three districts Shopian, Kulgam, and Pulwama of Jammu and Kashmir state, (n=275)	Descriptive survey research	ARS-MMKS scale by Dr Mihir Kumar Mallick and Ms Simranjit Kaur,	Gender	Apart from the dimension of motivation and ability to achieve goals, there was no significant difference between the means of the academic resilience construct and its other dimensions concerning gender. The motivation and ability to achieve goals are revealed to be substantial in girls' favour.
16. Kader & Mr. Mohd (2017)	Kasganj district in Uttar Pradesh	200 students (100 girls and 100 boys), of which 100 students were from CBSE schools and 100 students from UP Board schools.	Descriptive survey research	Academic resilience scale, Protective factors scale	Protective Factors, Gender	Academic Resilience and protective factors are perfectly positively correlated. Girls have greater resiliency than boys. UP BOARD Students show greater academic resilience than CBSE students.

Table 3. Summary of an intervention programme on Academic Resilience

Author (Year)	Location of the study	Sample	Study Design	Instruments of Data Collection	Key Findings of Intervention
17. Raj JJ & Vijayalaxmi (2017)	Bangalore	n= 50 adolescents (Age group of 13-16 years)	Experimental study	Academic Resilience Scale which is a subset of the Adolescent Resilience Scale (2017)	The findings of the pre-test and post-test on the sub-dimensions and overall academic resilience showed that the intervention programme was very effective.

5. Results

From Figure 3 and Figure 4, it is evident that a lot of research has been conducted on psychological resilience but the area of academic resilience is relatively new.

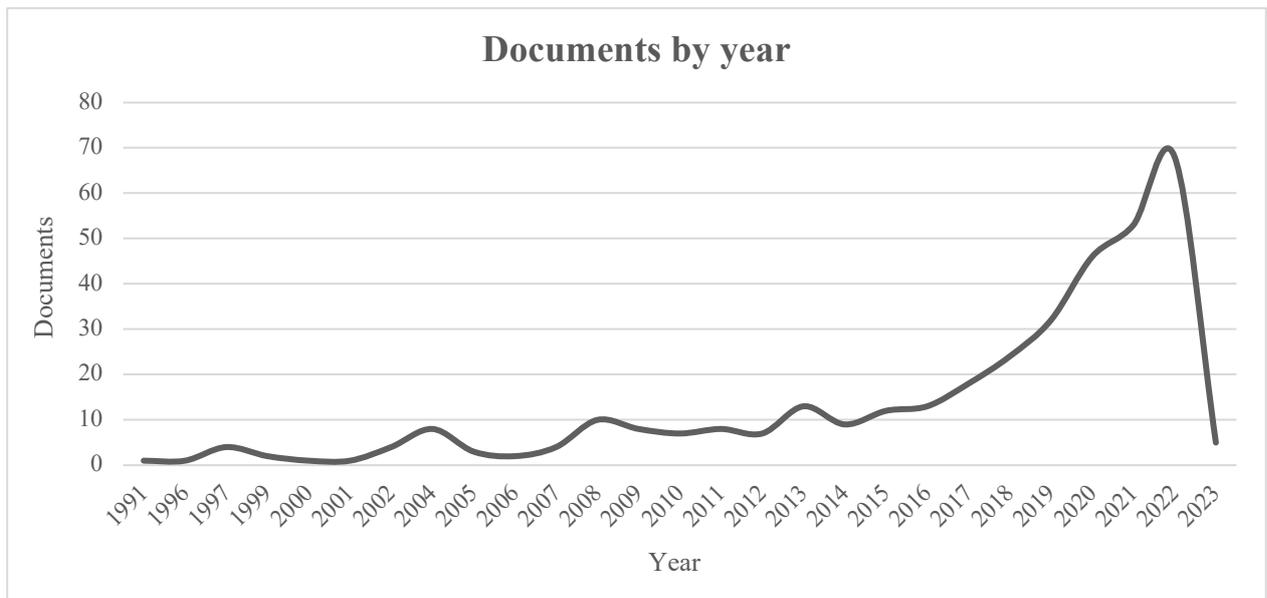


Figure 3. Publication trend of Academic Resilience related scholarly works

*Source: Scopus

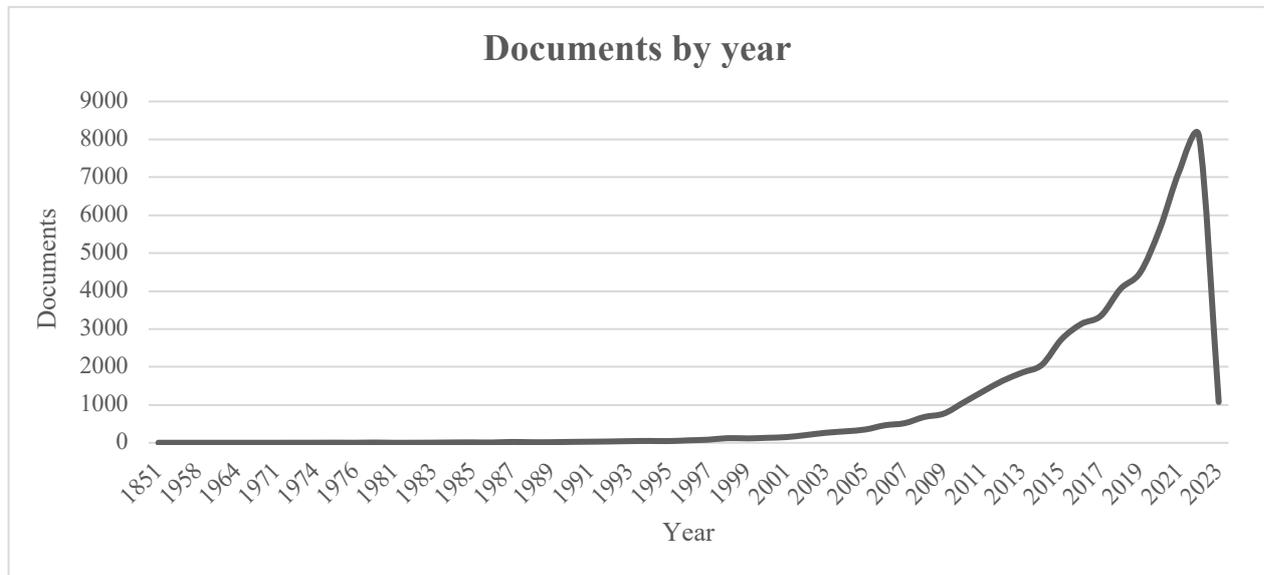


Figure 4. Publication trend of psychological resilience-related scholarly works

*Source: Scopus

The recency of the research area is evident from the date of coverage of the Indian studies (2016-2021). The findings of this systematic review suggest that academic resilience is positively correlated with emotional intelligence (Pooja & Sharmila, 2022), self-regulated learning strategies (Mohan & Verma, 2020), academic achievement (Habeeb, 2021b), learning environment (Mallick & Kaur, 2016), social adjustment, mental health, educational aspiration (Bala, 2018), self-concept, emotional maturity, spirituality (Cherian et al., 2021), family environment (Bala & Majeed, 2020), etc. Achievement Motivation, emotional intelligence, and problem-solving ability strongly predict academic resilience (Rayees, 2021). In one study conducted by Dr. Noora Abdul Kader, and Mr. Mohd Abad (2017), it was found that girls are more academically resilient than boys (Kader & Mr. Mohd, 2017). Among the acculturation strategies assimilation, marginalisation, and separation strategy had negative predictive values for academic resilience and psychosocial adaptation (Kaur, 2018). One study reported that the intervention programme was quite successful in developing students' academic resilience skills (Raj JJ & Vijayalaxmi, 2017). Kavathekar (2019) concluded that gender, locality of residence, mother's working condition, and financial constraints significantly influence the development of educational resilience. Narayan (2018) found that positive student-teacher interactions have a significant impact on the academic resilience of adolescents from lower socioeconomic status. Figure 5 displays the distribution of respondents in shortlisted studies.

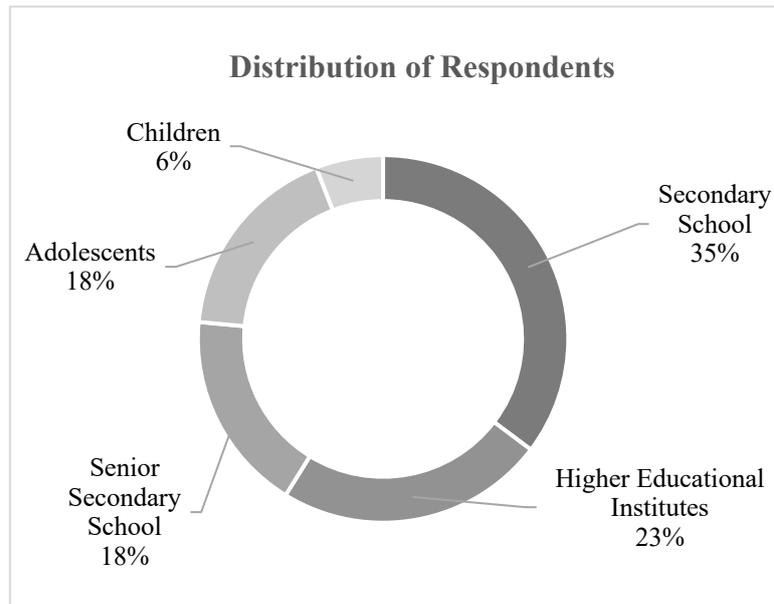


Figure 5. Distribution of respondents in shortlisted studies

6. Discussion

The current review aimed to provide a brief overview of the various methodologies utilised for assessing academic resilience, to identify the factors associated with individuals and their surroundings that promote academic resilience and finally to evaluate the intervention programmes for nurturing academic resilience among students in India.

The review identified the various measures of academic resilience among the students. The majority of the studies ($n=6$) utilised the ARS-MMKS scale developed and standardised by (Mallick & Kaur, 2016). Three studies utilised the Motivation and Engagement Scale High-School (MES-HS) 12th edition (Martin, 2009). Other three reported measures of academic resilience were the ARS-30 by Cassidy (2016), the Academic Resilience Scale by (Rayees, 2021), and Academic Resilience Scale by Bala (2017). A brief description of each measure is demonstrated in Table 4. From the description of various measures used for assessing academic resilience presented in Table 4, it is evident that most of the studies employed multidimensional measures of the academic resilience construct.

Table 4. Different scales used for assessing the academic resilience of students in Indian studies

Author (Year)	Measures of Academic Resilience	Respondents	Brief description	Citation frequency
Mallick & Kaur (2016)	ARS-MMKS	Senior secondary school students	5-point Likert scale with 52 items and five dimensions: a) Academic Confidence, b) Sense of Well-being, c) Motivation and ability to achieve goals, d) Relationships with peers and adults, e) Emotional regulation and Physical Health. Cronbach's alpha= 0.78.	6
Martin (2002)	Motivation and Engagement Scale High - School (MES-HS) 12th edition	High school students (12-19 yrs.)	7-point Likert scale ranging from 44 items and eleven subscales (4 items each) The 11 subscales are Persistence, Planning, Task management, Anxiety, Failure avoidance, Uncertain control, Self-sabotage, Disengagement, Self-belief, Valuing school, and Learning focus. Cronbach's alpha ranges from 0.77 to 0.82 (Martin, 2009)	3
Cassidy (2016)	ARS-30	University undergraduate students (Mean age =22.4)	30 items, three factors are: Perseverance (14 items), Reflection and adaptive help-seeking (9 items), and Negative affect and emotional response (7 items). Cronbach's alpha coefficients of the three factors are $\alpha = 0.83, 0.78, \text{ and } 0.80$, respectively.	1
Rayees (2021)	Academic resilience scale (A.R.S.)	Higher secondary school students	5 points Likert Scale, 31 items, six dimensions :1. Academic confidence, 2. Self-esteem, 3. Goals and Aspirations, 4. Problem-solving skills, 5. Social competence, 6. Peer Support. content validity index =+0.86. Cronbach's alpha =0.839	1
Bala (2017)	Academic Resilience Scale	University students	44 items 5-point scale. Reliability =0.92 (split-half test, Spearman-Brown Prophecy Formula applied).	1

According to Sarkar & Fletcher (2013), three main components of resilience measurement are adversity, positive adaptation, and protective factors. Similarly, for assessing academic resilience

these three components are crucial. The findings of this review have identified some important protective factors which will ameliorate a student's response to various academic adversities. Individual protective factors identified from this review are emotional intelligence (Pooja & Sharmila, 2022), self-regulated learning strategies (Mohan & Verma, 2020), social adjustment, mental health, educational aspiration (Bala, 2018), self-concept, emotional maturity, spirituality (Cherian et al., 2021), achievement motivation and problem-solving ability (Rayees, 2021), etc. The findings of the review have also pointed out some environmental protective factors such as positive student-teacher interactions (Narayan, 2018), learning environment (Mallick & Kaur, 2016), family environment (Bala & Majeed, 2020), etc. The risk status of the students was indicated in very few studies (n=5), these are- international students (major problems faced by them are- language barrier, academic, social, and financial hardships), disadvantaged social groups, migrant students (language barrier, social adjustment, discrimination and stereotypical behaviour against them), lower socio-economic status (Bala, 2018; Das, 2019b; Kaur, 2018; Narayan, 2018), etc. The majority of the study did not mention the academic risk indicator of the students which is very crucial. The results of the intervention programme to foster academic resilience were too short for drawing inferences. The intervention programme also did not mention the details of the intervention module which reduces its replicability. The findings of a study conducted by Das (2019) indicated the necessity for an educational policy that emphasises the significance of schools as promoters and determinants of academic resilience. Schools fall short of their duty to foster resilience in individuals who bear the heaviest burden of structural factors. Surprisingly, some people encounter the majority of the negative effects of group memberships in their schools (Das, 2019b).

7. Conclusion

The highlights of different studies indicated that educational institutions can play an important role in fostering academic resilience among students. By offering secure learning environments, establishing constructive social and academic expectations, and assuring academic and social success, educational institutions like schools and universities aid students in developing academic resilience (S. Kaur, 2017). The teacher-student relationship is a significant factor in promoting academic resilience among students. Teachers can develop important skills needed for academic resilience with their love, warmth, and care. Also, individual protective factors like emotional intelligence, self-regulated learning strategies, social adjustment, educational aspiration, self-concept, emotional maturity, problem-solving ability, etc. are significant contributors of academic

resilience. For developing self-regulation (Zimmerman, 2002) among students it is recommended that efforts be made to help students improve their capacity to organise, manage their studies, and persevere in the face of difficulty (Martin & Marsh, 2006). There is a scarcity of good intervention programmes for promoting academic resilience among students in India. To develop a good intervention programme we need to consider both individual and environmental protective factors associated with academic resilience. Martin & Marsh (2006) suggested that student self-efficacy, control, persistence, planning, and anxiety should be the focal points of any intervention meant to improve students' academic resilience. Due to restricted access, some of the scholarly works could not be reviewed. If those articles could have been included, it would give a more comprehensive approach towards understanding the current status of knowledge about academic resilience in India. Martin & Marsh (2006) found that three educational and psychological outcomes are predicted by academic resilience such as 'enjoyment of school, class participation, and general self-esteem' (p. 267). Therefore, it can be concluded that problems like dropout rates, academic stress, anxiety, fear of examination, alienation from school etc. can be addressed by employing proper intervention programmes for developing academic resilience skills among students.

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