



A STUDY ON RESILIENCE AMONG THE STUDENTS AT HIGHER EDUCATION LEVEL IN WEST BENGAL

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Abstract

Comprehensive research with the students at higher education level indicates that Psychological distress is a key concern during the pervasion to university due to multiple changes students face across personal, Social and emotional facets of their lives. Generally, students belong to the age group of 18-25, are part of transition-oriented group i.e., early adolescent period to adulthood. In India, a great portion of the youths are involved in higher education. This stage is very crucial for making right choices for a bright future. But the students of this stage face many types of problems because of their poor resilience techniques. But there are limited studies that have been conducted on resilience of higher education students especially in West Bengal. Main objective of this study, the resilience rate among the students at higher educational level in West Bengal specially reference to gender and habitat. A cross-sectional survey research design done from January-April' 19 among the 400 students at higher educational level of Murshidabad, Hooghly, Nadia, North and South 24 Parganas districts. The major findings of this study are the average score of students' resilience at higher education level 72.20, and the effect of gender on resilience was statistically significant infavour of female students. This indicates that female students demonstrate higher resilience in case of difficulties and adverse situations when compared with male students.

Keywords: Adolescent, Resilience, Resilire, adaptability, RMS.

Introduction

Educationists have researched extensively on the changes encountered by students at the higher education level. Research proves that students in the age group of 18-25 are technically the transition-oriented group- a phase which oscillates between adolescence and adulthood. It is the time during which students have to endure the maximum changes in terms of their Socio, political and emotional outlook to life. This clearly leads to problems of adaption to the new environment. These problems of adaptability emit degree signals in the mental health problems some students have to cope with or the virtual communication between students and teacher, as well as among peers. Pursuing higher education in college and university is widely admitted to be a stressful psycho-social event, as students orient themselves through the process of adapting to new social and educational environments.

The term 'resilience' stems from Latin 'resilient' and was originally used to refer to the pliant or elastic quality of a substance (Joseph, 1994). Webster's New Twentieth Century Dictionary of English Language (1958) defined resilience as "the ability to bounce or spring back after being stretched or constrained or recovering strength or spirit," and the American Heritage dictionary defined resilience as "the ability to recover quickly from illness, change, or misfortune." Resilience is thus closely associated with the motivational force required to emerge out of the promiscuity of obscurity, out of the labyrinths of disruption, and thereby maintain a healthy level psycho-physiological functioning (Abbott, Klein, Hamilton, & Rosenthal, 2009; Herrman, Stewart, Diaz-Granados, Berger, Jackson, & Yuen, 2011; Steinhardt & Dolbier, 2008). The word has come to assume different connotations in the universities environment: as indicators of success and achievement. Infact modern research equates resilience with the ability to succeed in spite of difficulties (Munro & Pooley, 2009; Sarwar, Inamullah, Khan, & Anwar, 2010).

Significance of the study

In India, there are 864 universities, 40026 colleges and 11669 standalone institutions which are providing higher education to 35.7 million students among which 19 million are males and 16.7 million are females (AISHE, 2017). It represents the third largest higher education system in the world (World Bank, 2007). The educational experiences that takes place in these higher education institutions not only implies academic propaganda on its students, but also responsible for the overall wellbeing of them.

Transition from high school to university is basically a paradigm shift. It poses a very challenging phase in the life of a student with increased levels of academic stress and psychological distress, often resulting in drop out at the highest level. It was also shown in that research work gender and resilience are correlated with each other. In Talal H. Al Badawi (2014) research also showed that the depression and perceived social support from friends were significant predictors of resilience; 50% of the university students had moderate to high level of resilience. On the basis of Arora, S. (2015) study, it came to light that athletes possessed 0.26 times higher achievement motivation levels in community settings. A 0.5 level of significance was utilized for this study. Furthermore, it came to notice that there exists a positive linear relationship between achievement thoughts and behaviour and resilience was found among student athletes. As per the basisanother study resilience and academic self-concept were found to be significant positive predictors of adjustment for first year college students (Haktanir, A. et al. 2018).



In India, a great portion of the youths are involved in higher education. This stage is very crucial for making right choices for a bright future. But the students of this stage face many types of problems because of their poor resilience techniques. But there are limited studies that have been conducted on resilience of higher education students especially in West Bengal. Therefore, a wide knowledge gap is noticed in this area of the present research problem. On the basis of this research problem the following research question has been emerged in researcher's mind –

- What is the existing status of resilience of the students at higher education level in West Bengal?
To find out the answers to the above identified research question, the problem of the present study was specified and defined as “A study on Resilience among the Students of Higher Education level In West Bengal”.

Objectives

The study was conducted with the following objectives:

- To find out the rate of prevalence of resilience among the students at higher education level.
- To find out the rate of prevalence of resilience among the students of higher education level based on their Gender and habitat.

Hypotheses

In view of the research objectives, the following Null-Hypotheses are formulated:

H₀₁: There is no significant difference in resilience of the students' at higher education level on the basis of their habitat.

H₀₂: There is no significant difference in resilience of the students' at higher education level with respect to their gender.

Method

The present study is a cross sectional survey among the students at higher education level using Resilience Measurement Scale (RMS) obtaining necessary permission from the heads of respective colleges. The survey was conducted in 10 colleges from five different districts (Nadia, Kolkata, South 24 Pgs, Hooghly and Paschim Medinipur) of West Bengal.

Sample: The study sample consisted of a total number of 400 (183 male and 217 female) students at higher education level studying in under-graduate and post-graduate in the age group of 17 to 23 years. The detail of age and gender wise distribution of the students under study is given in table 1:

Table 1: Gender wise distribution of the sample

Gender wise sample distribution		
	Frequency	Percent
MALE	183	46%
FEMALE	217	54%
Total	400	100%

Results and Discussion: The study was conducted on a total number of 400 students at higher education level; out of which 183 (46%) were male and 217 (54%) were female of the age group of 17 to 23 years of five different districts in West Bengal. The average score of the students in resilience was 72.20; and the result is shown in table 2:

Table 2: The average score of the students in resilience.

Descriptive Statistics							
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Resilience Among the Students	400	43	84	72.20	6.702	-0.746	0.838

Habitat wise result of Resilience (H₀₁ test: Independent Sample t-test)

Table 3: Average Score of Resilience according to habitat variable (Rural & Urban)

Group Statistics						
	Habitat	N	Mean	Std. Deviation	Std. Error Mean	
Resilience among the Students	Rural	210	72.20	6.827	.471	
	Urban	190	72.19	6.579	.477	



This table describes the resilience score of students in terms of their habitat. Although, both group of students possess a good resilience (rural = 72.20 and female = 72.19) measured through the cumulative score in resilience test conducted by the researcher, it was found that all the students of both areas have maintained the same average score of resilience.

Table 4: Independent Samples Test of H₀₁

Variable	Independent categorized variable	N	Mean	SD	df	t value	Sig. (2 tailed)	Remarks
Resilience	Male	210	72.20	6.827	398	0.023	0.982	Not Sig. (P>0.05)
	Female	190	72.19	6.579				

On the basis of this table, it can be concluded that the researcher **failed to reject null hypothesis** (H₀₁). Hence it can be said that, there is no significant difference in the rate of prevalence of resilience among the students at higher education level with respect to their habitat.

Gender wise result of Resilience (H₀₂ test: Independent Sample t-test)

Table 5: Average Score of Resilience according to Gender variable (Male & Female)

Group Statistics					
	Gender	N	Mean	SD	Std. Error Mean
Resilience among the Students	Male	183	70.94	7.361	.544
	Female	217	73.26	5.904	.401

This table describes the resilience score of students in terms of their Gender. Although, both group of students possess a good resilience (Male = 70.94 and female = 73.26) measured through the cumulative score in resilience test conducted by the researcher, it was found that the overall resilience is better in female students (mean = 73.26 & SD = 5.904) than in male students (mean = 70.94, & = 7.361).

Table 6: Independent Samples Test of H₀₂

Variable	Independent categorized variable	N	Mean	SD	df	t value	Sig. (2 tailed)	Remarks
Resilience	Male	183	70.94	7.361	398	3.494	0.001	Sig. (P<0.01)
	Female	217	73.26	5.904				

On the basis of this table, it can be concluded that the null hypothesis (H₀₂) is **rejected** and it is accepted that there is a significant difference in mean score of resilience among the students at higher education level on the basis of students' gender category.

Major findings of the study based on the analysis and interpretation of collected data are giving below:

The average score of students' resilience at higher education level 72.20, It was found that all the students of both areas (Rural – 72.20 & Urban – 72.19) have maintained the same average score of resilience; and the difference was found statistically not Significant (p>0.05).

Resilience is better in female students (mean = 73.26 and SD = 5.904) than in male students (mean = 70.94, SD = 7.361) and the difference of resilience between two found to be statistically significant.

In this study, the effect of gender on resilience was statistically significant infavour of female students. This indicates that female students demonstrate higher resilience in case of difficulties and adverse situations when compared with male students. One of the reasons behind these findings could be related to the effect of the social upbringing pattern of the girls. At a glance it may be seen that women are generally more emotional compared to men, but as well they are more responsible and thoughtful too. It's true that they could be affected more deeply after experiencing traumatic events but in a long run they comes back to regular life and stable things around her more efficiently than men.

It was observed in the study that; the resilience development is affected by so many demographic and social factors that were may or may not accounted in our day-to-day living. Making the transition from high school to university is both an exciting and challenging time for students. We must prepare them to deserve a better, smoother and rich experience in their upcoming life. As intelligence is crucial for living, we nurture it. Similarly, we have to make them understand that our life is full of catastrophes and



resilience is also very important for healthy living and a successful life. Therefore, every student should develop their resilience as per individual capacity. Society and educational institutions should come forward and join hands in between to provide opportunity and experiences that will help the students develop resilience better than ever.

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