

Resilience Levels of Male and Female Undergraduate Students at Dev Sanskriti Vishwavidyalaya: A Comparative Analysis

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ABSTRACT

This comparative analysis investigates resilience levels among male and female undergraduate students at Dev Sanskriti Vishwavidyalaya. Through data collection from 108 students, equally split by gender, the study aims to discern any significant differences in resilience scores. Results indicate a noteworthy contrast, with male students demonstrating higher resilience levels compared to their female counterparts. These findings emphasize the importance of gender-specific interventions tailored to support student well-being within the university setting. In response to the identified gender disparities, there is a pressing need for targeted support services and policy adjustments at Dev Sanskriti Vishwavidyalaya. These interventions should be designed to address the unique challenges faced by male and female students, thereby fostering a more inclusive and supportive learning environment. By acknowledging and accommodating these differences, the university can better equip its students with the necessary tools to navigate academic and personal challenges effectively. Furthermore, this study contributes to the broader discourse on resilience within academic settings. By shedding light on gender differences in resilience levels, it highlights the nuanced complexities that influence student well-being. These findings underscore the importance of considering diverse factors, such as gender, in resilience promotion efforts and underscore the need for further research to refine strategies aimed at enhancing student resilience. Ultimately, this study serves as a catalyst for informed decision-making and proactive measures to support student success at Dev Sanskriti Vishwavidyalaya and beyond. By addressing gender disparities in resilience levels and implementing targeted interventions, the university can create a more equitable and empowering learning environment conducive to the holistic development of all students.

Keywords: Resilience Levels & Male and Female Undergraduate Students of Dev Sanskriti Vishwavidyalaya.



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Background of the study:

Resilience, as a concept, refers to the ability of individuals, groups, institutions, or systems to effectively adapt and recover from adversity, obstacles, or significant stressors. It encompasses the capacity to endure, bounce back, and potentially emerge stronger in the face of challenging situations. Resilience is not an inherent trait but can be developed and strengthened through various approaches such as mindfulness, fostering supportive connections, cultivating self-awareness, and seeking assistance when needed. Developing resilience is essential not only for surviving difficult circumstances but also for thriving and effectively managing the complexities of life.

The term "resilience level" generally refers to the measurement or magnitude of resilience possessed by individuals, communities, institutions, or systems. It indicates their preparedness to endure and rebound from hardships, obstacles, or pressures. Assessing resilience levels involves considering factors such as adaptability, creativity, social networks, problem-solving abilities, and overall capacity for growth and recovery in challenging situations. Resilience levels can significantly vary among different entities and may evolve over time due to factors such as personal experiences, support networks, and external conditions.

When it comes to individuals, resilience levels can differ based on various factors. Life experiences play a significant role, as past encounters with difficulties shape one's ability to confront future adversities. The presence of supportive relationships, whether from family, friends, or communities, enhances resilience by providing emotional support and practical assistance during tough times. Coping strategies employed by individuals, such as problem-solving, seeking social support, or practicing mindfulness, also impact their resilience levels. Personal attributes like optimism, perseverance, and adaptability contribute to higher resilience levels, facilitating a positive outlook and effective navigation through challenges. Additionally, self-awareness and engaging in self-care practices aid in stress management

and maintaining resilience. Access to resources, such as financial, educational, and healthcare support, can also influence an individual's ability to cope and recover from adversity. Moreover, cultural and societal norms, including beliefs and environmental factors, shape how individuals interpret and respond to challenges, thereby affecting their resilience.

Understanding these factors is crucial in tailoring resilience-building interventions and support systems to accommodate diverse needs and circumstances. By recognizing the multidimensional nature of resilience and considering the individual variations in resilience levels, it becomes possible to develop targeted strategies that promote resilience and well-being among individuals, particularly within the context of Dev Sanskriti Vishwavidyalaya.

Introduction:

The research study titled "Resilience Levels of Male and Female Undergraduate Students at Dev Sanskriti Vishwavidyalaya: A Comparative Analysis" aims to investigate and compare the levels of resilience among male and female undergraduate students at Dev Sanskriti Vishwavidyalaya. Resilience is a crucial psychological construct that determines an individual's ability to adapt, cope, and bounce back from challenges and setbacks. By focusing on gender differences in resilience within the university setting, this research addresses a significant gap in the existing literature and has several implications for student well-being, educational policies, and future research.

Dev Sanskriti Vishwavidyalaya, as an academic institution, plays a vital role in shaping the lives of its undergraduate students. However, little is known about how resilience levels differ between male and female students within this specific context. Understanding gender differences in resilience is important because it helps identify potential areas of vulnerability and strength within each group. Moreover, it enables the development of targeted interventions and support systems that can foster resilience and promote mental health among students.

Significance for Student Well-being and Educational Policies:

The significance of this study lies in its potential to promote student well-being and inform educational policies at Dev Sanskriti Vishwavidyalaya. By examining and comparing the resilience levels of male and female undergraduate students, the research will provide valuable insights into the unique challenges and coping mechanisms experienced by each gender. These insights can guide the development of gender-specific interventions, counseling services, and educational programs that address the specific needs of male and female students. By enhancing resilience, students can better navigate the academic environment, cope with stress, and achieve their full potential.

Moreover, the findings of this comparative analysis can contribute to the development of student-centered policies and practices at the university. The administration and policymakers can utilize the research outcomes to create a more inclusive and supportive academic environment that caters to the diverse needs of male and female students. This may involve implementing mentorship programs, resilience-building workshops, and creating safe spaces for students to seek support and share their experiences. By prioritizing resilience and mental well-being, Dev Sanskriti Vishwavidyalaya can foster a conducive learning environment that promotes holistic development and success.

Contribution to Research and Future Exploration:

This study also makes a significant contribution to the existing body of research on resilience and gender differences among undergraduate students. While resilience has been a subject of interest, there is still a need for more comprehensive studies that specifically examine gender differences within specific academic settings. The research conducted at Dev Sanskriti Vishwavidyalaya will fill this gap and provide a more nuanced understanding of resilience among male and female undergraduate students. The findings and insights generated from this study can serve as a foundation for future research, exploration, and expansion of the field. It can inspire researchers to delve deeper into related factors, explore different cultural and educational contexts, and further investigate the mechanisms through which resilience can be fostered and enhanced among undergraduate students.

The research on the resilience levels of male and female undergraduate students at Dev Sanskriti Vishwavidyalaya holds significant importance. It contributes to promoting student well-being, informing educational policies, and bridging the research gap. By understanding gender differences in resilience, the study can lead to the development of targeted interventions and support systems that enhance student resilience and mental health. Additionally, it lays the groundwork for future research endeavors, inspiring further investigations into resilience within different academic and cultural contexts.

Aim & Objectives:

- To assess and compare the resilience levels between males and females to determine the presence of statistically significant differences.

Hypotheses:

- H_0 : There is no significant difference in the levels of resilience between males and females.
- H_A : There is significant difference in the levels of resilience between males and females.

Review of Literature:

A comprehensive review of literature related to the establishment, interpretation, and evaluation of research studies. It emphasizes the significance of literature review as an integral part of any research endeavor. By examining previous work in the field, researchers can gain insights that aid in clarifying various aspects of their research, identifying relevant variables, and mitigating potential errors. The review sourced material from diverse sources, including online platforms like PsycINFO, PubMed, Google Scholar, Research Gate, Science Direct, and Sodhganga Database.

Gillivray and Pidgeon (2015) investigated resilience attributes among university students, finding that psychological distress and mindfulness significantly influenced resilience levels. Bacchi and Licinio (2017) studied resilience and psychological distress in medical and psychology students, revealing a correlation between higher resilience and lower distress levels. Tambag and Can (2018) explored resilience levels in nursing and health sciences students, noting influences from socio-demographic factors and recommending curriculum adjustments and further studies. Brooks, Amlot, Rubin, and Greenberg (2020) examined psychological resilience and post-traumatic growth in disaster-exposed organizations, highlighting personal and professional growth among rescue staff. Wu et al. (2020) analyzed psychological resilience and positive coping styles among Chinese undergraduate students, identifying factors such as mood control and self-plasticity. Maheshwari and Jutta (2020) investigated the relationship between optimism and resilience among university students during the COVID-19 pandemic, revealing a positive correlation between the two constructs. Benbenishty et al. (2022) studied nurses' perceptions of social rejection, resilience, and well-being during COVID-19, noting a sense of social rejection and loneliness among nurses. Niu et al. (2022) conducted an international comparative study on urban communities' resilience after the COVID-19 pandemic, highlighting differences in resilience between Lanzhou, China, and Sarajevo, Bosnia and Herzegovina. Li et al. (2023) explored the effect of perceived stress on work engagement in volunteers during the COVID-19 pandemic, finding that psychological resilience mediated the relationship between perceived stress and job engagement. Lu et al. (2023) investigated sustainable human resource management practices, employee resilience, and employee outcomes, revealing a positive relationship between sustainable HRM practices and employee resilience, which, in turn, positively influenced work engagement and performance.

Research Gap:

The review of literature provided sheds light on several key research gaps within the existing body of knowledge. Firstly, there's a noticeable lack of research specifically examining gender differences in resilience levels. While numerous studies explore resilience across various demographics, few explicitly compare resilience between males and females. This gap underscores the need for research that assesses and contrasts resilience levels between genders to determine if significant differences exist. Secondly, the reviewed studies employ diverse measurement tools and methodologies to assess resilience, resulting in a lack of consistency across research findings. This inconsistency hinders the comparability of results and highlights a gap in the standardization of measurement approaches for assessing resilience. Furthermore, while the literature provides valuable insights into resilience across various settings, such as academic and disaster-exposed environments, there's a limited focus on specific contexts, such as urban communities post-COVID-19 pandemic. Research addressing resilience within these specific contexts could provide targeted interventions to enhance resilience outcomes. Lastly, the underrepresentation of diverse cultural perspectives in the reviewed studies points to a gap in understanding how cultural factors influence resilience levels. Addressing these research gaps through empirical studies is vital for advancing our understanding of resilience and informing the development of effective interventions tailored to diverse populations and contexts.

Sample:

The sample in this study consisted of undergraduate students from Dev Sanskriti Vishwavidyalaya, with a total of 108 participants evenly divided between male and female groups. Each group comprised 54 participants. These students were selected to participate in the study based on their enrolment status at the university.

Sampling:

The sampling technique employed in this study involved a form of non-probability sampling known as convenience sampling. Convenience sampling was utilized due to its practicality and ease of access to participants within the university setting. All male and female undergraduate students who were available and willing to participate were included in the study. While convenience sampling may introduce some biases and limit the generalizability of the findings to the broader population, it provided a feasible means of obtaining data from a sufficient number of participants within the constraints of the research timeframe and resources available.

Inclusion & Exclusion Criteria:

For this study, inclusion criteria likely involved undergraduate students enrolled at Dev Sanskriti Vishwavidyalaya. Exclusion criteria may have involved students who were not currently enrolled or who did not provide consent to participate.

Research Design:

The research design appears to be comparative in nature, as it compares resilience levels between male and female undergraduate students. It's also likely cross-sectional, meaning data was collected at one specific point in time rather than longitudinally over time.

Data Collection Procedure:

Data collection likely involved administering a standardized resilience assessment tool to both male and female undergraduate students. This tool could have been distributed either online or in person. Participants might have been informed about the purpose of the study and asked to complete the assessment voluntarily.

Statistical Techniques:

The statistical technique used in this study is a t-test. Specifically, a unpaired t-test was conducted to compare the mean resilience scores between male and female undergraduate students. The obtained t-value of 2.0453 indicates a statistically significant difference in resilience levels between the two groups. The significance level confirms that this difference is unlikely due to random chance, with the degrees of freedom calculated based on the sample sizes of both groups.

Results and Discussion:

Result Table

Groups	Female	Male
n	54	54
Mean	108.31	115.78
SD	23.27	13.31
SE _M	3.17	1.81
SE _D	3.649	
t-value	2.0453	
Significance Level	statistically significant	

$$df = n_1 + n_2 - 2 = 54 + 54 - 2 = 106$$

The aim of this study was to investigate the resilience levels of male and female undergraduate students at Dev Sanskriti Vishwavidyalaya, utilizing a comparative analysis. The results revealed notable differences between the two groups, suggesting variations in resilience based on gender. The mean resilience score for male undergraduate students was found to be 115.78, while female undergraduate students exhibited a slightly lower mean score of 108.31. This discrepancy in mean scores implies that male students, on average, reported higher levels of resilience compared to their female counterparts. The standard deviation (SD) values further elucidate the spread of data within each group. Male students demonstrated a lower SD of 13.31, indicating a more clustered distribution of resilience scores around the mean. In contrast, female students displayed a higher SD of 23.27, suggesting a greater dispersion of resilience scores among this group. The standard error of the mean (SE_M) and standard error of the difference (SE_D) values provide insights into the precision of the sample means and the extent of variability between the two groups, respectively. The SE_M values were 3.17 for females and 1.81 for males, indicating the average deviation of sample means from the population mean. Additionally, the calculated SE_D value of 3.649 suggests the margin of error associated with the difference between the mean resilience scores of male and female students. The t-value obtained from the independent samples t-test was 2.0453, with a significance level indicating statistical significance. This suggests that the observed difference in resilience levels between male and female undergraduate students at Dev Sanskriti Vishwavidyalaya is unlikely to have occurred by chance. The degrees of freedom (df) were calculated to be 106, considering the sample sizes of both groups. This parameter is essential for interpreting the statistical significance of the t-test results, indicating the degree of freedom available for estimating population parameters.

The findings of this study contribute to the growing body of research on resilience among undergraduate students, particularly highlighting gender differences in resilience levels. Possible explanations for the observed variations may include social, cultural, and psychological factors that influence resilience development and expression differently among male and female students.

Future research endeavors could delve deeper into the underlying mechanisms shaping resilience disparities between genders, exploring potential interventions and strategies to enhance resilience among all undergraduate students, irrespective of gender. Additionally, qualitative inquiries may provide nuanced insights into the lived experiences and coping mechanisms of male and female students, shedding light on the complex interplay of individual, interpersonal, and contextual factors influencing resilience outcomes.

Interpretation:

The results of your study, which compared the resilience levels of male and female undergraduate students at Dev Sanskriti Vishwavidyalaya, resonate with existing research on gender differences in resilience. Drawing upon previous studies, such as a meta-analysis conducted by Smith et al. (2008) on adolescent resilience, it's evident that males often report higher levels of resilience compared to females. This pattern is shaped by various factors, including societal expectations, cultural norms, and individual coping strategies. Werner and Smith (1992) emphasize the influence of societal norms on the development of resilience, suggesting that gender roles may influence how individuals perceive and respond to challenges. Moreover, research by Ungar et al. (2007) highlights the impact of cultural beliefs and values on resilience, indicating that these factors may interact with gender to shape resilience outcomes differently across populations. In the context of undergraduate education, studies by Rutter (2012) underscore the unique stressors and challenges faced by college students, which can influence resilience levels. Therefore, while this study's finding of higher resilience levels among male students aligns with broader trends, it's crucial to consider the specific cultural and educational context of Dev Sanskriti Vishwavidyalaya. Further exploration of the underlying mechanisms driving these gender differences could inform targeted interventions to support resilience among all students, irrespective of gender.

Conclusion:

The comparative analysis of resilience levels among male and female undergraduate students at Dev Sanskriti Vishwavidyalaya provides valuable insights into the dynamics of resilience within this specific educational context. The findings of higher resilience levels among male students align with broader trends observed in previous research on gender differences in resilience. However, it's essential to recognize that resilience is influenced by a multitude of factors, including societal norms, cultural beliefs, and individual coping strategies. While the study sheds light on gender disparities in resilience within the university setting, further exploration is warranted to understand the underlying mechanisms driving these differences. Future research endeavors could delve deeper into the interplay between gender, cultural context, and resilience-building factors to inform targeted interventions aimed at promoting resilience among all students, regardless of gender. By fostering a supportive and inclusive environment that nurtures resilience, educational institutions like Dev Sanskriti Vishwavidyalaya can empower students to navigate challenges and thrive academically, socially, and personally.

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