Self-efficacy and Resilience: A Correlational Study on Higher Education Students in West Bengal

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Submitted by

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This thesis is dedicated to my respected parents.

For their endless love, dua, support and encouragement

Certificate

Certified that the thesis entitled **"Self-efficacy and Resilience: A Correlational Study on Higher Education Students in West Bengal"** submitted by me for the award of the Degree of Doctor of Philosophy in Arts at Jadavpur University is based upon my work carried out under the supervision of Dr. Muktipada Sinha, Professor, Department of Education, Jadavpur University and that neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.

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List of Abbreviations

GSE	:	General Self-Efficacy Scale
RS	:	Resilience Scale
DSM	:	Diagnostic and Statistical Manual of Mental Disorders
CDRS	:	Connor Davidson Resilience Scale
SMART	:	Stress Management and Resiliency Training Program
SES	:	Socio Economic Status
MH	:	Mental Health
PWI	:	Personal Wellbeing Index
HBCU	:	Historically Black College or University
APA	:	American Psychological Association
RQ	:	Resilience Quotient
NELS	:	National Education Longitudinal Study
ODA	:	Official Development Assistance
CMSE	:	Classroom Management Self-efficacy
PEB	:	Personal Epistemological Beliefs
ERA	:	Electronic Reading Assessment
PISA	:	Program for International Student Assessment
ANOVA	:	Analysis of Variance
BDI	:	Beck Depression Inventory
GRAT	:	Gratitude Resentment and Appreciation Test.
ANOVA	:	Analysis of Variance.
FGD	:	Focused group discussions
SBI	:	System of Belief Inventory
UR	:	Unreserved
OBC	:	Other Backward Class
SC	:	Schedule Caste
ST	:	Schedule Tribe
B.Ed.	:	Bachelor of Education
H_0	:	Null Hypothesis
RQ	:	Research Question
S	:	Significant
NS	:	Not Significant
SPSS	:	Statistical Package for The Social Sciences
DF	:	Degree of Freedom
N	:	Total Number of Students
M	:	Mean
SD	:	Standard Deviation
SIG	:	Significance
F	:	F-Test

Abstract

Self-efficacy and Resilience are two important terms in education and psychology. The dictionary meaning of the word resilience is 'the capacity to recover quickly from difficulties; toughness'. Another side the word self-efficacy means 'an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments' (Bandura, 1977, 1986, 1997). The concept of self-efficacy was 1st proposed by Albert Bandura. Resilience is important to everyone's life because it gives individuals strength to overcome any difficulties and adversities. Self-efficacy also plays a vital role for developing a good personality. Through this present study researcher tried to find out the relationship of resilience and self-efficacy among the higher education students in West Bengal. A general web-based survey was conducted in various colleges and universities of West Bengal for collecting the required information from the respondents. Quantitative research approach was followed for the study. All higher education students i.e. Undergraduate and Postgraduate students of West Bengal were considered as the population of the study. The study was conducted 51 Colleges and 17 Universities of various district of West Bengal. 1551 students studying in UG and PG were randomly selected as the sample of the research work. The 51 colleges and 17 universities were selected taking into consideration their accessibility to the researcher, time frame and financial costs that the researcher had to meet. "Resilience Scale" by Dr. Vijaya Laxmi & Dr. Shruti Narain, published by Prasad Psycho Corporation, New Delhi and the "General Self-Efficacy Scale" (GSF), England were used for collecting the data as tools of the research. Raw data of 1551 students were individually tabulated in excels sheet. Data were analyzed using Statistical Package for Social Science (SPSS, Version 20). because it accommodates a large number of variables at the same time and reduces detailed laborious calculation by hand and thereby minimized the chance of error. Mean, standard deviation and correlation coefficient were used as descriptive statistics and Chi-square test of independence, Independent samples t-test and One-way

ANOVA, Pearson Product Moment Correlation, Simple Linear Regression were used as inferential statistics. After conducting of this study it was observed that, students with higher level of resilience have higher self-efficacy also. That means the relationship between resilience and self-efficacy were moderate positive(r=.496), Undergraduate and Postgraduate students are not significantly differ in terms of their resilience. Arts stream students were more inclined towards high level of resilience than science students. Male students are more inclined towards high level of resilience than female students. The resilience level of Minority and Non-minority students are same. The students of joint family are inclined towards high level of resilience than nuclear family. The students of below 10k monthly family income are inclined towards high level of resilience than the others. The students those who believe in God are inclined towards high level of resilience than the not believers. Male students possess more self-efficacy (m=31.77) than that of female students (m=31.05). The self-efficacy level of undergraduate and postgraduate students is same. There was no any significant difference between nuclear and joint family students in terms of their self-efficacy. There was no statistically significant mean difference found (t_{1549} = -.801, p>.05) between minority and non-minority students in terms of their self-efficacy. The students belong from semi-urban area (m=31.79), their self-efficacy is significantly higher than the rural (m=31.43) and urban (m=30.53). It was observed that, students belong from Scheduled Caste(m=32.15), their self-efficacy are significantly higher than the other groups. It was observed that, students, whose fathers' occupation was agriculture their self-efficacy are significantly higher than the others. The students, whose family income below 10k their self-efficacy are significantly higher than the others. The students, who have more than one sibling their self-efficacy are significantly higher than the others.

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Chapter I Context of the Study

1.1 Introduction

Resilience plays an extremely important role in everybody's life to adapt in the changeable environment. It is more important for the students of colleges and universities as at this stage of life they have to face both academic and non-academic challenges. They have to cope-up with the changing environments by overcoming many challenges. While facing those challenges, some students mentally collapse but there are also many who are strong enough to come back to their base line functioning by conquering the situations. So, it can be said that the students with the ability to conquer any changing situation has the high resilience power. It has noticed by many researches that self-efficacy is one of the most important components of resilience among many others. Self-efficacy means anybody's self-confidence about his / her own ability. It was also observed by so many researches that high self-efficacious students always tend to have high motivation level by which they can fulfil their aims in life. But it can be also seen that students may have self-efficacy whether they have faced any challenges in their life or not. It is their natural power and they can exercise it while required at any stage of life. On the other hand, resilience must have stress. For example, if a student with high self-efficacy fails in any work, he / she will make responsible his/ her lack in effort rather than blaming himself / herself as incompetent.

Resilience is a dynamic capability to resist any challenges of a human being. It differs from person to person, genders, ethnicities, races and communities. Resilience has very close relation with the psychological aspects of human society. Students of different strata of the society always experience various types of distresses in achieving their academic successes. The distress level generally depends on their

socio-psychological condition and economic position of their family and community. The Minority communities in terms of religion and language have more difficulties particularly in the field of early higher education because of adverse environment and comparatively low acceptance of academic circle even in contemporary time in the Indian state of West Bengal where the population of Minority Community is relatively higher (almost 30% of total population) in compare to many other states. The students of higher education level belonging to Minority Communities experience similar distress and disparities in their desired academic success. This research explored the level of resilience and self-efficacy of their adverse environment in their academic field of studies and their level of achievements by collecting empirical experiments from available research methodologies. This research also examines the level of resilience with its four components like Perseverance, Composure, Self-reliance and Faith in respect of the variable different demographic variables. The result showed that the effect of the gender variable on resilience and its two components, perseverance and composure, was statistically significant in favor of the male students. It also showed that those who do not have siblings and those who do not believe in God have significantly higher Resilience, and the same results were observed in its components as well. It was very clearly seen that students with higher level of resilience have higher level of self-efficacy also. That means the relationship between resilience and self-efficacy were moderate positive(r=.496). The research also observed that Arts stream students were more inclined towards high level of resilience than science students.

Resilience has different variation, it has positive vision of life (Parr, Montgomery and Debell-1998). It also refers to personal independence, drawing positive attention and controlling emotion in adverse situation. The resilience has different characteristics like ability to self-motivation, persistence in the face of frustration, impulse control (Parr, Montgomery and Debell-1998). It also denotes the ability to delay gratification. The resilience has the ability to remove the negative feelings of a

person. It also implies to create empathy for others. (Parr, Montgomery and Debell-1998 and Mccann and Pearlman-1990) showed that the resilience can protect any adverse situation like extreme trauma loneliness and can control ego by enhancing will power and intelligence. The resilience also creates more desired for new initiative along with personal growth. It also implies awareness of psychological needs (Parr, Montgomery and DeBell-1998). (McCann & Pearlman, 1990), (Thornton et al., 2021)

Considering the unique implications of resilience, the available literature presents multiple dimensions of resilience in personal character building. The dimensions include skill, attitude, and traits within the intellectual domain, (Parr, Montgomery and Debell-1998). A resilient student is always capable to find any satisfactory idea and intelligence to encounter the challenges of any magnitude. The students those who have more resilience can cope with social challenges like community disparities, gender discrimination and cultural differences. Resilience is nothing but a complex skill as noted by Parr, Montgomery and Debell-1998 as it enhances the capability of self-presentation, self-efficacy, and self-autonomy. Resilience makes a person responsible, self-progressive and with high degree of patience.

Parr, Montgomery and Debell-1998 Resilience students have deep sense of goals to achieve their targets. It also sets a positive outlook for others. Resilience also creates better sense of morality and spirituality as it makes a positive sense for the wellbeing of others. The resilient students have more capability to accept any risk in terms of academic achievement and other aspects of personal life. As anyone can see resilience has diverse implications in human life, the students in different communities have different resilience level clearly shown in available vast literature. The Minority Community in West Bengal obviously have different level of resilience in terms of their academic performances in higher education. In West Bengal there are different minority communities on account of their religious faith.

They are Muslim, Buddhist, Sikh and Khristian. As the Muslims are the largest minority community in terms of their population as recorded in the census of 2011. According to the census of 2011, the total population of this community is more than 2 crore and comprises more than 25 %of total population, however the community encounters socio-cultural, economic and educational disparities and disadvantages in compare to not only the majority communities but also the Minority Communities.

1.2 Definition of Resilience

Dugan and Coles (1989) defined resiliency as "the capacity to bounce back or recover from a disappointment, obstacle, or setback" (p. 3). Resilience help individual to adjust with difficult events and respond appropriately when s/he is under pressure. Those who are more Resilient have the "ability to adjust and adapt to the changes, demands, and disappointments that come up in the course of life" (Joseph, 1994, p. xi). Resilient students have the capacity to overcome personal weaknesses and negative environmental conditions—they have the ability to succeed under adverse conditions. Rolf, Masten, Cicchetti, Nuechterlein, and Weintraub (1990) defined resilience as "the positive side of the study of adaptation in children at-risk due to cumulative environment stresses" (p. 179). Rutter (1990) described resilience as positive responses to stress and adversity in spite of serious risk. Jew, Green, and Kroger (1999) argued that resiliency emerges from the interaction of one's belief system with environmental stressors to evoke an individual's coping skills. They explain. Resilience is the "capacity of individuals to overcome personal vulnerabilities and environmental adversities effectively or the ability to thrive physically and psychologically despite adverse circum- stances" (Wang, Haertel, & Walberg, 1994).

1.3 Nature of Resiliency

In the process of resilience few factors are there. These factors always helps students to protect from the negative consequences. The factors include: caring and supportive relationships, consistently high expectations, family support, academic success, learning skills, peer relationships, and opportunities to participate in meaningful activities (Finn & Rock, 1997; Gersten & Chard, 1999; Mrazek & Mrazek, 1987; Prevatt, 2003; Shapiro, 2000). Resiliency has important relationships to personality, to values, and to success in school. Baxley (1993) found that resilient children possess four important personality characteristics and abilities. These are as i) social competence ii) problem solving skills iii) autonomy and iv) sense of purpose and future. Bernard (1991) identified similar protective factors: resilient children exhibit social skills, problem-solving ability, a clear sense of purpose, and autonomy. Oswald, Johnson, and Howard (2000) identified the following eight characteristics of resilient children:

- having stable relationships with peers,
- possessing well-developed problem-solving skills,
- considering realistic future plans,
- having a positive sense of being able to achieve and deal effectively with tasks,
- experiencing success in one or more areas of their life,
- being able to effectively communicate,
- possessing a strong attachment with at least one adult, and
- accepting responsibility for themselves and their behaviors.

These characteristics helps students to be a good achiever as well as social being. (Finn & Rock, 1997), (Baxley, n.d.) (Howard & Johnson, 2000)

Resilience in the face of adversity or stress is logically resistant to depression, depressed mood, or feelings of hopelessness and sadness (Panet al. 2008a, b). Essentially, resilience involves the belief, practice and ultimately the condition of problem solving and overcoming difficulties (Shake et al. 2007). Specifically, resilience contributes to self-esteem, life satisfaction, existential well-being, and mental health and prevents distress (Sheck 2004). Resilience also buffers one from depression indirectly by fostering positive emotions (Fredrickson et al. 2003). Hence, resilience plays a key role in maintaining consistency. (Cheung and Yu, 2013), (Shek et al., 2007), (Frederickson et al., 2003).

1.4 Dynamics of Resiliency

The individuals those who are resilient, have the capacity to overcome difficult and challenging life circumstances and risk factors. Educational resilience is the ability of students to be a successful despite risk factors which make them difficult to succeed (Benard, 1991; Wang, Haertel, & Walberg, 1997, 1998). Resilient children experience one or more difficult life circumstances or traumatic events but somehow find the power to overcome their adverse impact. Protective factors reduce the negative effects of adversity and stressful life events. The main protective factors that families, schools, and communities can foster to foster resilience in children are caring and supportive adult relationships, opportunities for meaningful student participation in their schools and communities, and high parent and teacher expectations of student performance and future success (Benard, 1995, 1997; Wang et al., 1993, 1998). A study was conducted by Herbert in 1999 consisting of 18 high-achieving students, who are culturally diverse from an urban high school. It was observed that a number of factors enhanced these students' ability to be resilient amid poverty, family crises, and adverse environments. They were supported by adults at home, at school, and in the community. Extracurricular activities,

afterschool, Saturday, and summer enrichment programs, and other challenging educational experiences; a peer group networks, and a strong belief in and sense of self are very much helpful for the students for becoming more resilient. Most of the times school-family-community partnerships are flourished potential sources of the protective factors that nourish educational resilience in children (Benard, 1995; Christenson & Sheridan, 2001; Epstein, 1995; Wang et al., 1993, 1998). (Davies, 1996; Epstein, 1995), (Wang et al., 1993)

1.4.1 Having a Positive Outlook on Life

Resilience and optimism appear to go hand in hand, as Seligman's (1990) work has shown. An optimistic outlook affords a springboard for students to bounce back from setbacks; it provides the salve for failures. It fuels persistence and tenacity. Interestingly, this optimism may be the same quality as hope, which is cited as a curative factor in group psychotherapy by Yalom (1995) and is a cornerstone of Young's (1992) eclectic model of counseling methods. Resilience mirrors an outlook which frames disappointments as learning opportunities and failures as unmet challenges, with positive expectations for the future. Survivors' pride helps students appreciate and take credit for their past and current accomplishments. Having a Vision and Sense of Mission Resilient students have deeply felt and held goals. Often, these goals spring from a determination to overcome obstacles, to right a wrong, or to build a future that dismisses the limitations of the past. For some, this may take the form of morality and spirituality, where there is a mission to make life a better place for others. The early expression of this in children may be reflected in projects and hobbies. Later, in adolescence, it makes take the form of championing a cause such as student rights or perhaps a charitable school project such as helping the homeless. But whatever form it takes, students with a sense of purpose are anchored, focused, and centered. Knowing their priorities, these students are less

likely to be distracted by daily frustrations and burdened by pettiness. Taking initiative becomes a practiced skill that generalizes to many areas of their lives. Accepting Responsibility and Taking Risks These two dimensions of resilience are grouped together because one begets the other. Responsibility comes when one accepts the freedom to choose; authentic risk taking is an expression of that freedom. Those who are willing to take risks widen their field of experiences and, thereby, learn more than their counterparts who restrict themselves.

1.5 Self-efficacy

The concept 'self-efficacy' was 1st coined by Albert Bandura. Self-efficacy means "an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments" (Bandura, 1977, 1986, 1997). Self-efficacy refers to "perceived capabilities for learning or performing actions at designated levels" (Schunk & Pajares, 2009, p-35 based on Bandura,1997). Self-efficacy is an individual's belief in her or his ability to achieve particular goals. This means that such individuals are more likely to believe that they can alter the world by their actions and are capable of acting effectively on the world.

1.5.1 Academic Self-Efficacy

It has observed by so many researchers that self-esteem as an explanation for academic failure (Coleman et al., 1966). However, disappear intervention programs that attempt to indicate academic failure by progressing student self-esteem have not proven effective (Finn & Rock, 1997; Johnson-Reed, Davis, Saunders, Williams, & Williams, 2005) and so many researches have given the report weak or nonsignificant relationships between self-esteem and school achievement among

minority youth (Fordham & Ogbu, 1986; Joseph, 1992). Present researches focus self-efficacy rather than self-esteem (Bandura, 1993; Pajares & Miller, 1994). “Academic self-efficacy refers to an individual's confidence in his or her ability to succeed in academic tasks and pursuits” (Bandura). Choi (2005) identified that “high levels of academic self-efficacy are positively related to academic performance” and others have reported the importance of perceived confidence in initiating and maintaining motivation and achievement-oriented behavior (Bandura, 1993; Pajares & Miller).

1.5.2 Bandura's (1986) social cognitive theory and Self-efficacy

Albert Bandura (1986) wrote in ‘Social Foundations of Thought and Action’ that each and every “individuals have a self-system that enables them to exert a measure of control over their thoughts, feelings, and actions”. Which includes one's cognitive and affective structures and involves the ability to symbolize, learn from others, plan alternative strategies, regulate own behavior and engage in self-reflection. It plays a vital role for providing a set of sub-functions for the perception, control and evaluation of reference processes and behavior, that is from the interaction between the self-system and external-environmental sources of influence. Self-regulation serves a self-control function by giving individuals the ability to change their environment and influence their own activities. Bandura prepared a portrait of human behavior and motivation in which the beliefs people have about themselves are key elements in the exercise of control and personal agency. According to Bandura's (1986) social cognitive theory, “self-referential thinking mediates cognition and action, and through self-reflection individuals evaluate their own experiences and thought processes”.

1.6 Self-efficacy and self-concept

1.6.1 Self-Efficacy

Bandura (1986, 1997) hypothesized that the concept of self-efficacy comes from four main sources these are as i) proactive skill experiences ii) maladaptive experiences iii) verbal persuasion iv) physiological responses. Bandura (1997, p. 3) also explained that "self-efficacy as a belief in one's ability to organize and execute the courses of action necessary to produce given achievements. Research has found that the strongest predictor of self-efficacy is the experience of proactive competence (Boe & Bergstøl, 2017; Britner & Pajares, 2006; Lent, Lopez, & Bieschke, 1991; Usher & Pajares, 2008). Bandura also states that a very important factor for individuals when it comes to performing is self-efficacy (Bandura, 1997). Throughout the educational process, your perceived competence has been found to be an important contributor to success. (Boe & Ingdahl, 2017)

1.6.2 Self-Concept

According to Rosenberg (1979) the term self-concept was explained as "the totality of the individual's thoughts and feelings having reference to himself as an object". Shavelson, Hubner and Stanton (1976, p. 411) have also given a same type of definition of self-concept as "self-concept is a person's perception of himself". One's perceptions of oneself are thought to influence the ways one acts, and one's actions influence the ways in which one perceives oneself". (Shavelson et al. 1976) hypothesized that through one's experiences with one's environment, one's self-concept is formed.

According to Marsh and O'Mara (2008), one's self-concept is influenced by reinforcement that comes from one's environment and from other people important to one. Different aspects of self-concept can be seen to form a self-schema (Hughes,

Galbraith, & White, 2011). This self-schema appears to include beliefs about one's role, abilities, experiences, and skills, but also beliefs about one's own personal characteristics (Jerslid, 1965: Marsh & Shevelson, 1985; West & Fish, 1973). In a study on medical students conducted by Yu, Chae, and Chang (2016), academic self-efficacy was the relationship between socially prescribed perfectionism, on the one hand, and academic burnout, on the other hand.

1.6.3 Self-efficacy and locus of control

The concept of locus of control is derived from Social Learning Theory by Rotter (1966). The locus of control is a personality trait relating to one's perception about the control over his/her life events. This refers to an individual's belief regarding the outcomes in their life, whether the outcomes are contingent on the individual's behaviour or on some external forces outside their control. A person's locus of control is internal if they belief that they have control over their life. On the other hand if they believe that they have no control over their life, whatever happens in their life is due to chance, luck, and fate and by influence of others, then they tend to have external locus of control. In other word some see themselves as a master of their live and some are on the mercy of fate. According to Rotter (1975) these beliefs are based on specific past experiences and reinforcement histories. Locus of control has been found to be an important predictor of academic achievement.

Locus of control and self-efficacy are the chief behavioural construct in determining the motivation and effectiveness of the learning. Previous researches have shown a significant relationship between the two. Wood & Bandura (1989) found that regulation of performance system is related to one's perceived self-efficacy. According to Ashagi & Beheshtifar (2015) there exists a direct and meaningful relationship between internal locus of control and self-efficacy beliefs, whereas no

significant relationship was found between external locus of control and self-efficacy. The current study is devised to examine the relationship between self-efficacy and locus of control in light of gender difference. (Wood & Bandura, 1989), (Ashagi & Beheshtifar, 2015)

1.6.4 Self-efficacy and attribution

Attribution theory was developed by Weiner (1979), was an attempt to understand how people see the causes of their behavior and how their beliefs can influence the way they behave and are motivated (Fiska & Taylor, 1984). Based on the above explanation, when students succeed at certain times in their life and fail at others, they usually try to think back and see their experiences and then they want to understand the reasons for their success and failure. Whenever students search for details for the reasons for their success, it becomes easier for them to control the circumstances that may affect them and continue working with the hope of succeeding again and again. Likewise, the process of determining the cause of failure can guide a person to avoid failing again. This process is dependent on one's own beliefs which are closely related to self-efficacy. (Yai, 2016.)

1.6.5 Self-efficacy and self-esteem

According to korman [9] “self-esteem reflects the degree to which the individual sees himself as a competent, need-satisfying individual". Self-esteem is said to be an individual’s subjective evaluation of their own worth. The self-evaluative process is a common theme when considering other definitions of self-esteem by different researchers. It is a process of analyzing about themselves by a repeated cognitive process. Tafarodi and Swann [15] proposed two dimensions for self-efficacy, self-

competence and self-linking. Self-competence is explained as the "overall positive or negative orientation toward oneself as a source of power and efficacy" [15]. self-liking is the "valuative experience of oneself as a social object, a good or bad person. Self-perception and external experiences are the two main factors which contribute to the development and growth of self-efficacy in an individual. (Kevin, 2020)

1.7 Dimensions of Self-efficacy

According to Bandura (1997), self-efficacy beliefs have three dimensions, and in terms of universality, magnitude and robustness differ that these aspects have an important role in measuring self-efficacy (Azizi Abargouei, 2010: 21).

Magnitude: The first dimension of self-efficacy beliefs is magnitude. The effectiveness of an individual may work in a territory as easy, medium or hard magnitude. If there are no obstacles, it was easy, anyone could do about it is the sense of high self-efficacy (Bandura, 1977). In fact, the difficult problems that a person prepared to deal with them notes. For example, it may be a man or woman talking in a small group to be sure, but during a speech at a forum does not have such confidence (Mohammad Khani, 2002, quoted by Azizi Abargouei, 2010: 22-21). People who have high levels of perceived self-efficacy are more likely to try, are more successful than those who perceived their personal performance show more perseverance lower and less afraid to experience it (Hergenhan and Olson 2005 Translation Seif al, 2004: 370). (Shirkhani & Ghaemi, 2011)

Generality: Generality means that the self-efficacy generality is the power of the individual to the most appropriate response in all circumstances (Mohammad Khani, 2002, quoted by Azizi Abargouei, 2010: 22).

Strength: Poor self-efficacy beliefs in unsuccessful experiences easily discredited. However, those who have a strong belief in their capabilities, maintain barriers against it. Self-efficacy beliefs are much stronger, more durable, and they more related to their behavior (Hamidi Pur, 1998, quoted by Azizi Abargouei, 2010: 22). Powerful self-efficacy in belief to think a person can afford a handle difficult behavior. Self-efficacy strength is the difference between the thought that "maybe I can do this" and the idea that "I'm sure I can do this" (Mohammad Khani, 2002, quoted by Azizi Abargouei, 2010: 23). (Ashagi & Beheshtifar, 2015)

1.8 Rationale of the Study

Resilience and Self-efficacy both, differs from person to person, genders, ethnicities, races and communities. Students of different strata of the society always experience various types of difficulties and distresses in achieving their academic and also non-academic successes in both personal as well as professional life. Basically it is very common in higher education level. This stage is very crucial for the students. Research shows that 'those who are more Resilient have the "ability to adjust and adapt to the changes, demands, and disappointments that come up in the course of life" (Joseph, 1994, p. xi). Resilient students have the capacity to overcome personal weaknesses and negative environmental conditions—they have the ability to succeed under adverse conditions. So, in this present study, it was intended to know the levels of resilience and the levels of self-efficacy among the higher education students in the present-day context. How self-efficacy and resilience correlated and also how both and how their relationship varies with different socio-economic indicators of the students, i.e. Gender, Stream of Studies, Social Category, Residence, Family structure, Number of Family Members, Social Belonging Group, Family Type, Occupation of Father, Occupation of Mother, Educational Qualification of Father,

Educational Qualification of Mother, Monthly Family Income, Religious Identity, Number of Siblings, Faith in God and Childhood Adversity.

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Chapter II

Problem of the Study

2.1 Review of Related Literature

2.2 Statement of the Problem

2.3 Delimitations

2.4 Objectives of the Study

2.5 Hypotheses

References

Chapter II Problem of the Study

2.1 Review of the related literature

The review of related literature is a written summary of the evidence that states a research problem. In order to critically analyze the emerging issue, the available studies in this area had to be considered for better insight which was necessary to develop a comprehensive conceptual framework that fits the issue. It provides an overview of the existing evidence on the problem to be addressed, helping to demonstrate the need for current studies. For this purpose, contemporary research on resilience in India and abroad is applied here. A review of related literature to specify the current issue includes various sources such as books, journals, report articles, publications, theses.

Related studies are as follows:

Keye, M.D. & Pidgeon, M. (2013) conducted a study entitled as "Investigation of the Relationship between Resilience, Mindfulness, and Academic Self-Efficacy". Through this study researchers observed that in the regression models, mindfulness and academic self-efficacy were significant predictors of resilience. The result also showed that mindfulness and academic self-efficacy have a significant impact on resilience. (Leontopoulou, 2006) (Keye & Pidgeon, 2013)

Leontopoulou, S. (2006) conducted a study titled 'Resilience of Greek Youth at Educational Transition Points: The Role of Regulation and Coping Strategies as Resources'. In this study researchers found that resilience was related to both cognitive and behavioral psychosocial resources in late adolescence. Locus of control has emerged as an important resource influencing adaptation in the face of adversity.

Resilient and adaptive youth used more resources than maladjusted youth and demonstrated significantly higher levels of positive adaptation. High-resilient adolescents used coping resources more effectively. (Leontopoulou, 2006)

Cheung, C.K. & Yue, X.D. (2013), studies on maintaining resilience through local connections among expatriate students. Research has demonstrated the impact of social connections on resilience and depression. Results showed that local connectedness had a significant positive effect on resilience and a significant negative effect on depressed mood. This concept calls for efforts to connect expatriate students with locals with similar characteristics and advance their mutual support.(Cheung & Yue, 2013)

Wasonga, T., Christman, D.E. & Kilmer, L. (2003), conducted a study titled Ethnicity Gender and Age: Predicting Resilience and Academic Achievement in Urban High School Students. In this study, researchers assessed protective factors in urban students to predict resilience and academic achievement. The researcher used a questionnaire from 480 high school students to collect data. This study found that ethnicity, gender, and age influence resilience and protective factors predicting academic achievement. It concludes that attention needs to be paid to the non-academic aspects of schooling. Schools, parents, communities, and peers should provide students with care, support, and opportunities to participate in activities that promote social bonding and life skills. (Charlson et al., 1999)

Charlson, E.S., Bird, R.L & Strong, L. (1999), conducted a study titled 'Resilience and Success among Deaf High School Students'. Three case studies were conducted in this research study. Case studies were presented of deaf high school students who were identified as outstanding achievers in a national survey. The researchers observed that a subgroup of students achieved success despite many stressful situations. Students who were expected to do poorly are nevertheless achieving. Although from different sociocultural, linguistic and educational backgrounds, these

students had one characteristic in common: a high level of resilience. The study explores resilience and how three deaf students were able to overcome many barriers to achievement.

Bryan, J. (2005) conducted a study and the title of the study was 'Encouraging educational resilience and achievement through school, family-community partnerships in urban schools'. This article discusses team facilitator, collaborative, and advocacy roles and strategies for urban school counselors and the specific types of partnership programs they need to promote to increase academic achievement and resilience among minority and disadvantaged students. Researchers also explored how school counselors in urban schools disproportionately serve minority and poor children at risk of school failure. Urban school counselors can play an important role in engaging their school stakeholders in implementing collaborative programs that promote student achievement and resilience. Researchers have also shown that partnerships between school, home, and community increase the likelihood of student success, especially for poor and minority students, some of the stressors and systemic barriers to academic and personal success.

Cunningham, M. & Swanson, D.P. (2010) Studied the 'Educational Resilience of African American Adolescents'. Through this article, researchers examine the factors of schools which facilitate academic resilience among African American high school students. It was investigated whether academic self-esteem was positively associated with future expectations (academic and general). They expected perceptions of school-based social support to be positively related to achievement outcomes. They also investigated whether there were gender differences in any of the variables. Participants were 206 African American adolescents (65.54% female) living in a large urban city in the south-central geographic region of the United States. Results showed that academic resilience was related with perceived school support, and also academic self-esteem, and mother's work history. The findings have implications for

educators and other professionals interested in promoting academic resilience in high school students.

Martinez, P.H & Williams, J. (2013). conducted a study and the title of the study was "Against Complaints: Resilience of Mathematics Students in Transition" Through this research work the researcher examined the 'resilience' of mathematics students in transition from a socio-cultural perspective, where resilience was viewed as relational and particularly social and cultural capital. As a function student can come up with new fields. It was observed that some of their apparent background 'risk factors' - coming from poor socio-economic backgrounds and disadvantaged schools - came to work in capital formation, reinforcing their particular resilience, as they provided an important form of autonomy. Especially valuable in new organizations.(Hernandez-Martinez & Williams, 2011)

Gayles, J. (2005) Studied on "Playing the Game and Paying the Price: Academic Resilience in Three High-Achieving African American Males." Through this study researcher observed that students positioned achievement in a utilitarian fashion as well as academic achievement that set them apart from their peers. Ultimately, working on the concept of academic achievement positively influenced their resilience.(Gayles, 2005)

Thornton, B., Collins, M. & Daugherty, R. (2006) conducted a study and the title of the study was "A Study of Resilience of American Indian High School Students". The Resilience Belief System was used to assess students' resilience. Participants were predominantly female students (62%), of local ethnicity (51%), with a grade point average of 2.23, and a good attendance record. School-related variables predict resilience by gender, replicating findings from previous researchers. The results indicated a significant relationship between resilience and gender, but a relationship between achievement and resilience was not observed.(Thornton et al., 2006)

Wong, M C S et al (2009) Conducted a research work titled "Impact of a Newly Designed Resilience-Enhancing Program on Parent- and Teacher-Perceived Resilience Environments in Health-Promoting Schools in Hong Kong." The study was the first to demonstrate positive synergistic effects of a newly designed resilience-enhancing intervention program. It was investigated that future initiatives could involve parent networking and school-family collaboration to build more resilient school environments.(Wong et al., 2009)

Wu, O., Tsang, B. & Ming, H. (2014) Conducted a study titled "Social Capital, Family Support, Resilience, and Educational Outcomes of Chinese Immigrant Children" worked. The results showed that higher levels of resilience were associated with better educational outcomes for immigrant children, including putting more effort into studying, higher educational aspirations, and less intention to drop out of school. Children's resilience also mediated the effects of family social support and community social capital on educational outcomes.(Wu et al., 2014)

(Borman & Overman, 2004)Borman, D. G. & Overman, L.T. (2004) Conducted a study titled "Academic Resilience in Mathematics among Poor and Minority Students." Results showed that minority students from low-SES backgrounds faced greater risk and less resilience-enhancing conditions than otherwise similar low-SES white students. The results, however, generally support the applicability of uniform individual- and school-level models of academic resilience to all low-SES students, regardless of their race.(Borman & Overman, 2004)

Kim, E. and Hargrov, D.T. (2013) "Deficiency or Resilience: A Critical Review of Black Male Academic Success and Persistence in Higher Education'' The researcher in this article focuses on departures from this deficit-informed orientation, exploring themes that speak to and explain Black male resilience while discussing major developments in research on Black college males at both PWIs and HBCUs. The researchers attempted to fill gaps in existing research using a more heuristic

framework, which can guide future research on Black male collegiate experiences and success by drawing on resilience theory.(Kim & Hargrove, 2021)

Fazey, I. (2010) Conducted a study titled “Resilience and Higher Order Thinking” Through this study the researcher focused on addressing chronic global social and environmental issues, requiring a greater appreciation of the importance of higher order thinking. Researchers have also investigated the different thoughts that comprise personal epistemological beliefs (PEBs), that is, the beliefs people hold about the nature of knowledge and how something is known. These beliefs have profound effects on the way individuals relate to each other and to the world, such as how people understand complex social-ecological systems. The researcher also investigated that resilience thinking is an approach to environmental stewardship that incorporates many interrelated concepts and has strong foundations in a systematic way of thinking.(Fazey, 2010)

Christman, D. E. & McClellan, R. L. (2012) conducted a study titled "Discovering the Middle Space: Distinctions of Sex and Gender in Resilient Leadership." Through this research, the researchers found that it is still possible to fall into the binary trap of seeing leadership through past and present social constructions of gender. This article reflects on and attempts to overcome such views and to see what the leadership images were in these two studies and compare them. (Christman & McClellan, 2012)

McIntire, L. & Duncan, R. (2013) studies on the relationships between resilience, daily stress, and religious coping. This study looked at the connections between resilience, daily annoyance experiences, and religious coping mechanisms. Positive and negative religious coping mechanisms were identified and assessed using a set of questionnaires that included measures of resilience, psychological distress, and daily difficulties. Whereas high levels of negative religious coping are positively correlated with psychological distress, high levels of positive religious coping are positively

correlated with resilience while high levels of negative religious coping are positively correlated with psychological distress. A sizable percentage of the variation in psychological discomfort was explained by a mix of additional allies, inconveniences from day-to-day life, severe life stressors, levels of effective religious coping, and resilience. Questions of spirituality that would have overlapped with tests of religious coping were eliminated from the resilience scale using post-hoc analyses. These exploratory analyses revealed a negative relationship between non-religious resilience and poor religious coping. Exploratory analyses also revealed that people with higher levels of positive religious coping than those with higher levels of negative religious coping did not exhibit increased non-spiritual resilience.

Papadakis, K.K. and Kollias, A (2012) Worked on a research titled "Socio-cultural dimensions of resilience and underachievement among disadvantaged students in Europe". In this study the researcher studied two groups of students and tried to explain the relationship between resilience and low achievement among disadvantaged students in Europe. This article also focuses on studies of these two groups based on an analysis of the PISA 2009 Electronic Reading Assessment (ERA) dataset for six European countries. The results indicate that resilient students are on average more confident in their ICT skills and have more positive attitudes towards computers. In all countries studied, resilient students engage in e-reading more often than their lower-achieving peers, they tend to read a wider variety of texts, they prefer to read more, and they are more knowledgeable about effective meta-cognitive strategies. Reading and summarizing information.

Martin, A. J. and Marsh, H. W. (2021) Study on Academic resilience and academic enthusiasm: causes, correlates and cognitive constructs of multidimensional and hierarchical conceptual framing. Through this study, researchers explained about academic resilience. Researchers also claim that academic resilience and academic enthusiasm require multidimensional approaches to their conceptualization and

measurement in order to most effectively isolate components, factors, correlates, and perceptual factors. It concludes by proposing a number of conceptual and empirical approaches for the next generation of research on academic resilience and academic enthusiasm, developing conceptualizations of 'leading' and 'lagging' indicators of enthusiasm and resilience, and identifying implications of our framework for the academic domain and beyond interventions and policies. (Christman & McClellan, 2012)

Spellman, K.V. (2015) conducted a study and the title of the study was "Teaching for resilience in the North: Building a toolbox for teachers." Through this research the researcher has shown that an emerging body of theoretical and empirical work has explored the role that education plays in enhancing the resilience and adaptability of social-ecological systems. To foster effective, localized and timely responses of high-latitude communities to climate-driven socio-ecological change, educators need access to successful and efficient teaching tools to encourage resilience-building responses. The researcher reviewed the education and sustainability science literature for attributes of resilience to which formal education can contribute and investigated teaching strategies that help enhance these attributes. Using examples from Alaska, it examined the potential of learning systems thinking, meta-cognition, scenario thinking, citizen science, and stewardship to promote resilience in social-ecological systems. Through this study the researcher attempted to develop a toolbox of teaching strategies for resilient learning and suggested that formal schools' policies incorporate these tools into daily teaching practices. (Spellman, 2015)

Miller, D. V. and MacIntosh, R. (1999) conducted a study on "Promoting resilience among urban African American adolescents: Ethnic socialization and identity as protective factors". It was proposed that a significant interaction between stress and portative benefits occurs such that they increase academic engagement. Directions

for future resilience research and study limitations were also discussed. (Miller & MacIntosh, 1999)

Ungar, M. (2018) Research work entitled “Methodological Resilience: Principles and Processes for the Science of Change in the Context of Adversity”. In this study it was investigated that resilience within a single system is stronger and better studied. Sixteen purposively selected published syntheses are reviewed, along with dozens of supporting peer-reviewed articles and book chapters, supplemented by consultation with knowledge experts. Seven general principles were identified across the system. These include: (1) resilience occurs in the context of adversity; (2) resilience is a process; (3) trade-offs between systems occur when a system experiences resilience; (4) a resilient system is open, dynamic and complex; (5) promotes a resilient system connection; (6) a resilient system demonstrates testing and learning; and (7) a resilient system includes diversity, redundancy, and participation. Where evidence contradicts a principle, conflicting findings are highlighted. (Ungar, 2018)

Griffin, K. and Allen, W. (2006) conducted a study on "Mo Money, Mo Problems? Resources, Racial Climate, and Resilience Experiences of High-Achieving Black High School Students and How Some Students Cope with Environmental Barriers at School." Succeeding Despite Encounters. This multi-site case study explores the college preparatory processes of nine Black high achievers who attend a well-resourced, suburban high school and eight academically successful Black students who attend a low-resource urban school, with results indicating that Students at both schools faced barriers (ie, racial climate and lack of resources) that impeded their college readiness. Despite these barriers, participants demonstrated resilience, which kept them focused on their educational goals and desire to attend college.

Catterall, J.S. (1998) studied “Risk and Resilience of Student Transition in High School.” This article explored the concepts of risk and resilience as applied to children and youth. The study focused on students who were doing poorly by eighth grade or

lacked confidence to finish school who turned themselves around by tenth grade. Some patterns emerged within subgroups: for example, the non-effect of socioeconomic status (SES) on resilience among Hispanic and African American groups, and findings that Hispanic youth are less resilient in schools with perceived problems with youth gangs. (Catterall, 1998)

Robertson, L.M., Harding, M.S. and Morrison, G.M. (1998) conducted a study titled "Comparison of Risk and Resilience Indicators Among Latino/a Students: Differences Between Students Identified as At-Risk, Learning Disabled, Speech Impaired, and Not at Risk." In this study, researchers compared students who were at risk for school failure, had learning or speech disabilities, and students considered not at risk using measures of student self-concept and teacher behavioral and academic perceptions. Concepts of risk and resilience such as academic and social self-concept, problem behavior, social support, cooperation, school bonding, and social problem solving were the focus of comparison. Gender differences were also examined. At-risk students showed lower grades, lower academic and social skills, and more problem behavior profiles than their peers. Students in this group did not rate themselves differently from peers on these constructs. Students with learning disabilities were rated by teachers as having behavioral and academic difficulties but were rated as having improved social self-concept, despite lower levels of social support. Students eligible for speech and language services showed a profile of school disengagement, including lower school bonding and poor peer self-concept. The use of resilience building for early identification of behavior problems in students is discussed, as well as the need for school-linked mental health programming to address the emotional and behavioral needs of youth

Wexler, L. and Kathleen, T. (2011) conducted a study on "Cultural Identity, Multicultural Competence, and Resilience: A Pilot Study of Alaska Native Students' Experiences at University." In this research article, researchers found that scholars

and university administrators noted significant disparities in the on-time graduation rate of Native students from college compared to students from other racial/ethnic groups. It is thought that this is because in order to succeed, Native students must negotiate the conflicting values of Western and Native cultures as they "walk in two worlds." The cultural processes employed by a small number of Alaska Native students suggest that the "two worlds" metaphor is deceptive and that a more holistic, nuanced sense of cultural identity may foster youth resilience in response to sociocultural differences and difficult events in Native life. Student experience in college. (Wexler & Burke, 2021)

Maynes, N. and Kmice, J. (2016) conducted a study and the title of the study was “Resilience, Hope, and Concrete Plans of Action for Schools and Caring Communities”. This paper outlines a hypothetical framework (as a four-part model in diagram form) for testing the concept of resilience as it relates to child development. Resilience is considered from a socio-economic perspective. The relationship between resilience and stress was explored and stressors and interventions from internal and external sources were examined in promoting resilient behavior in children. Efforts reported to influence children's resilience were examined for common characteristics, resulting in a four-part model, which will guide further research. Common features of current efforts by schools to increase resilience in children include: 1) helping students recognize alternatives; 2) making students aware of their options; 3) create supports that help students act intentionally; and 4) help students think long term and move toward making adjustments in their behavior to help them reach life goals. Connections between increased resilience, mindful action, intentionality, and long-term goals were considered. (Maynes & Kmiec, 2021)

Parker, S.L. All (2015) conducted a study on "Trait Resilience Fosters Adaptive Coping When Control Opportunities Are High: Implications for the Motivational Potential of Proactive Work" was the title of a research study that was done.

Individuals high in resilience benefit from high regulation because it enables adaptive coping. Two major things were focused (1) an empirical investigation into the interaction of trait resilience and control and (2) an investigation of coping as a mechanism to explain better performance. (Parker et al., 2015)

Hamzawy, A. (2017) "Studies on resilient and evolving social activism in Egypt". In this study, the researcher showed that social activism is becoming increasingly relevant in the fight against the government's new authoritarian policies and strategies. When the ruling generals in Egypt are in power in virtually every area of society. While a strong hold has been established, various activist groups have had at least some success in holding the government accountable for human rights abuses. Countering oppressive repression will require many more victories, but these groups offer the best hope for changing Egypt's current reality. (Hamzawy, 2021)

Emidio, M.D. (2019) conducted a study titled “Addressing Social, Emotional Development, and Resilience at the Heart of Teacher Education”. This article expands on historical approaches to social-emotional development with reference to various fields of study, leading to a recent consensus on what knowledge and skills define appropriate education for the twenty-first century. A case study of a teacher education program that successfully integrated a focus on social-emotional learning using cases taken from teacher candidates' fieldwork and thesis projects. Additional evidence is also presented of the successful preparation of teachers who participated in the social-emotional development of their students in their own classrooms. Teacher education programs interested in deepening and broadening the focus on social-emotional development will find both theory and effective practice helpful in achieving those outcomes. (D’Emidio-Caston, 2021)

Caston, M. D. E. (2019) Study on "Addressing Social, Emotional Development, and Resilience at the Heart of Teacher Education". The researcher found in this study that teacher education has found new aspects of the demonstrated need for social

emotional development as a focus in our public schools. This article describes historical approaches to social-emotional development, with reference to various fields of study, that have led to recent consensus about what knowledge and skills define an appropriate education for the 21st century. A case study of a teacher education program that successfully integrated a focus on social-emotional learning using cases taken from teacher candidates' fieldwork and thesis projects. Additional evidence is also presented of the successful preparation of teachers who participate in the social-emotional development of their students in their own classrooms. Teacher education programs interested in deepening and broadening the focus on social-emotional development will find both theory and effective practice helpful in achieving those outcomes. (D'Emidio-Caston, 2021)

Baabood, A. (2017) "Qatar's Resilience Strategy and Implications for State-Society Relations" In this study the researcher showed that as a small, vulnerable country located in the middle east turmoil, Qatar faces several challenges. Chief among these are the existential geopolitical threats posed by large neighboring countries and the domino effect of regional instability, the rise of radicalization and the spread of global terrorism. Despite impressive economic performance, Qatar faces economic problems due to vulnerability to falling oil prices. Other challenges include sustainability of social contracts and food security. Qatar also faces a number of social challenges arising from the pace and content of its transformation from a traditional society to a modern state, which may include changing social and cultural norms. Finally, the small size of Qatar's traditional and conservative population, in contrast to the large number of immigrants, is creating social and cultural conflicts. Despite multiple challenges and threats and the recent blockade against it by its neighbors, Qatar has built its own state and social resilience. (Baabood, 2022)

Folke, C. At all. (2010) conducted a study titled "Resilient Thinking: Integrating Resilience, Adaptability and Transformability". In this study, the researchers

demonstrated that resilience thinking addresses the dynamics and development of complex social-ecological systems (SES). Resilience, flexibility, and transformability are three key components. These aspects are interrelated across multiple scales. Resilience in this context is the ability of an SES to continuously change and adapt within the yet critical threshold. The ability to transform at small scales leverages resilience from multiple scales, uses crisis as a window of opportunity for innovation and innovation, and regroups sources of experience and knowledge to navigate socio-ecological changes. (Folke et al., 2010)

Seipel, L.M. at all (2015) "How does social support enhance resilience in trauma-exposed individuals?" Researchers have published a study titled "Researchers in this study attempt to explain that while most resilience science has focused on individual-level psychosocial factors that promote individual resilience, theorists and researchers have started to examine neurobiological and systems-level factors involved in resilience. In this commentary, the researchers argued that developing effective interventions to enhance resilience requires an understanding that resilience within the individual is dependent on multiple levels of society. Further, it was also suggested that there is a bidirectional relationship between system-level resilience (ie, resilience of romantic partners, family members, neighborhoods, and the larger social context) and individual resilience (Folke et al., 2010)

Davidson, J. L. At all. (2016) did a research called "Interrogating resilience: towards a typology to improve its operationalization". The main aim of this paper was to improve conceptual clarity within resilience thinking so that resilience can be defined and explained in ways that enhance its utility and explanatory power, not only theoretically but also operationally. Through this study the researcher argued that the current confusion and ambiguity in resilience thinking is problematic for operationalizing the concept in policy making. To achieve our goal, we interrogate resilience explanations used within many academic and practice domains to combat

the disruptive and sometimes catastrophic effects of global change (primarily due to climate change) on ecological and human-nature systems. It was also demonstrated that there is evolution and convergence between disciplines in the interpretation and theoretical foundations of resilience and engagement in cross-scale considerations. From the analysis, key conceptual elements to be considered in policy responses if resilience is to fulfill its potential in improving change decision-making were identified. It also provided a basic classification of resilience definitions in current use and a typology of resilience interpretations. Finally it was concluded that resilience thinking must be open to alternative traditions. (Davidson et al., 2016)

Unger, M. (2018) conducted a study with the title "Methodological Resilience: Principles and Processes for the Science of Change in the Context of Adversity". Sixteen purposively selected published syntheses are reviewed, along with dozens of supporting peer-reviewed articles and book chapters, supplemented by consultation with knowledge experts. Seven general principles were identified across the system. These include: (1) resilience occurs in the context of adversity; (2) resilience is a process; (3) trade-offs between systems occur when a system experiences resilience; (4) a resilient system is open, dynamic and complex; (5) promotes a resilient system connection; (6) a resilient system demonstrates testing and learning; and (7) a resilient system includes diversity, redundancy, and participation. Where evidence contradicts a principle, conflicting findings are highlighted.

Zank, S., Araujo, L.G.D. and Hanazaki, N. (2019) studied "Traditional Health Care Systems' Resilience and Adaptability: A Case Study of Communities in Two Regions of Brazil". This study investigates community traditional health care systems (THS) in two different regions of Brazil through the lens of socio-ecological resilience, assuming that THS and community resilience influence each other. In this study, researchers analyzed what has sustained and changed in the course of THS in different rural and coastal communities in Brazil over the past seven decades,

focusing on social biodiversity (especially plant diversity for medicinal use), learning health practices. and social organization. The THS analysis referred to three rural communities in northeastern Brazil and three Quilombola communities on the southern coast of Brazil. Participatory approaches, interviews, and secondary sources were used to collect the data. The main drivers influencing THS were (1) development of national and regional infrastructure, (2) access to public health services, (3) implementation of protected areas and (4) recognition of quilombola territories (quilombos). Elements of social biodiversity, education and social organization contribute to the adaptive capacity and resilience of the system through continuity of knowledge transmission, use of local biodiversity for health care, solicitation of local experts, recovery of cultural practices and local institutional development. Organizations and Partnerships. Challenges related to the resilience of THS are explained by urbanization processes, access and use limitations of some native plants, reduced economic dependence on local biodiversity resources and the need to improve social capital. After assessing the factors affecting the resilience of THS, the researchers recommend actions that can increase socio ecological resilience in different communities and under different circumstances. (Zank et al., 2019)

Choi, Y.E. Total (2018) conducted a study titled "The Role of Official Development Assistance in Growing Resilient Coastal Communities in Small Island Developing States". The main objective of this study was to discuss the role of Official Development Assistance (ODA) in improving the resilience of coastal communities through a case study of a marine science cooperation project supported by the Korea International Cooperation Agency (SIDS) for Caribbean Small Island Developing States.) resilience characteristics (sociotechnical-ecological domain, spatial scale, transformability, adaptability and self-organization capacity) were examined. As a result of the scale-domain matrix and cascading effect analysis, the project developed a multi-level governance model and attracted the voluntary participation of various stakeholders. The project's role extended spatially from fisheries and coastal tourism

infrastructure to coastal communities, regions, countries and Caribbean islands to improve the resilience of the Caribbean. Regarding aspects of transformability, adaptability and self-organization, a coastal expert group (Korea Institute of Ocean Science and Technology) and an academic institution (University of the West Indies) have created a network to provide training programs that enable countries to monitor coastlines. Technology and adaptation and their own transits. This study is significant in providing direction for future ODA projects to improve the sustainable development of SIDS and the quality of life of coastal residents. (Choi et al., 2018)

Spears, B.M. at all. (2018) studied on "Effective Management of Environmental Resilience - Are We There Yet?" Have studied about? Adaptiveness is a requirement for resilience-based management to be effective. It was suggested that resilience-based operational models employ iterative management activities that function across scales in order to facilitate this. (Spears et al., 2015)

Knapp, S. and Thornton, A. (2019) conducted a study and the title of the study was “Building Urban Resilience in Modern Development: A Case of Phnom Penh City, Cambodia”. Through this study, researchers explored current climate-related hazards and their impacts on urban livelihoods in selected urban communities in Phnom Penh city. This was a mixed methods approach study, and the main findings revealed limited local government attention to infrastructure improvements and a lack of commitment to helping vulnerable urban poor communities build resilience to natural shocks. Policy recommendations include supporting livelihood development programmes, addressing land tenure insecurity and improving basic infrastructure in informal settlements.

Namec, K.T. All (2014) conducted a study titled "Resilience Assessment in Stressed Watersheds" was conducted. In this study, researchers present a streamlined approach to resilience assessment that reviews the scientific, historical, and social literature to rank the resilience of a SES along nine resilience attributes:

environmental variability, diversity, modularity, recognition of slow variables, rigid responses, social capital, innovation, overlap in governance, and ecosystem services. The researchers also assessed the impacts of two large-scale projects, the construction of a large dam and the implementation of an ecosystem restoration program, on the resilience of the central Platte River SES (Nebraska, USA). The researchers used this case study to identify the strengths and weaknesses of applying a simplified approach to resilience assessment. Although social resilience increased steadily from the predum period for the Central Platte River SES, ecological resilience declined greatly in the postdum period compared to the predum and ecosystem restoration program periods.

Krasny, M.E., Tidball, K.G. and Sriskandaraja, N. (2009) conducted a study titled "Learning and Resilience: Social and Situational Learning among University and Secondary Students''. In this article, researchers attempt to present an overview of the social and situated educational literature from the fields of natural resources and education and suggest ways in which educational programs for secondary and university students can be embedded and contribute to efforts to enhance resilience. Socio-ecological systems at the local scale. It also described three initiatives where education is situated in adaptive co-management and civic ecology practice: a university graduate experiential education course in Sweden, a pre-college environmental education program in the United States, and a university graduate service-learning class. America. By integrating the social learning and adaptive management literature with literature focusing on youth education situated in authentic practice, it was hoped to: (1) suggest similarities between the learning systems perspective and the social-ecological systems perspective on resilience, and (2) expand educational Our thinking about practice shifts from a means of conveying content to becoming a critical component of social-ecological systems and resilience. (Krasny et al., 2009)

Pajares, F. (1996) conducted a study and the title of the study was "Self-Efficacy Beliefs in Academic Settings" Through this study the researcher tried to find out the contribution of Bandura's (1986) self-efficacy components. Social cognitive theory for studying self-regulation and motivation in academic settings. The distinction between self-efficacy belief and other expectancy constructs is explained first, followed by an overview of issues in self-efficacy research. The results of the study showed that specific measures of self-efficacy outperform global measures in explaining and predicting the respective outcome measures against which they are compared. Conceptual differences between the definition and use of expectancy beliefs in social cognitive theory and expectancy value and self-concept theory are then clarified. (Pajares, 2022)

Uwah, C.J., McMahon, G. and Furlow, C. F. (2008) conducted a study entitled "School Belonging, Educational Aspirations, and Academic Self-Efficacy Among African American Male High School Students: Implications for School Counselors". Results indicated that motivated feelings to participate and academic aspirations are significant, positive predictors of academic self-efficacy. Other components of school belongingness concept were not significant in predicting academic self-efficacy. (Uwah et al., 2008)

Aloe, A. M., Amo, L. C. and Shanahan, M. E. (2014) "Classroom management self-efficacy and burnout: A multivariate meta-analysis" studies. Researchers examined evidence of classroom management self-efficacy (CMSE) in relation to three dimensions of burnout: emotional exhaustion, depersonalization and (low) personal achievement. Results from sixteen studies indicated a significant relationship between classroom management self-efficacy and three dimensions of burnout, suggesting that teachers with higher levels of CMSE are less likely to experience feelings of burnout. (Aloe et al., 2014)

Veselska, Z at.all (2011) conducted a study on “Self-Efficacy, Affect and Smoking Behavior in Adolescence” Through this study, researchers sought to assess the extent to which affectivity contributes to the relationship between self-efficacy and smoking behavior during adolescence. Results showed that social self-efficacy increased the likelihood of smoking behavior but only after adding positive and negative effects to the model. Adjustment for age and gender as covariates did not change these results.(Veselska et al., 2011)

You, J. W. (2018) conducted a study titled "Examining the three-way interaction effect of academic stress, academic self-efficacy, and task value on learning persistence among Korean college students". In this study, academic stress, academic self-efficacy and task value were selected as predictors of learning persistence and the joint relationship between them was examined. Results revealed significant main and interaction effects, including a three-way interaction effect of academic stress, academic self-efficacy, and task value on learning persistence. Specifically, students with strong motivation were less affected by a stressful and demanding environment.

2.2 Statement of the Problem

Existing studies have highlighted the importance of resilience and self-efficacy of students at various level across the world. The researcher also found few empirical studies on resilience and associated demographic, academic, and situational factors. At the same time self-efficacy of higher education students were investigated with relation to different life skills and cognitive factors. But a dearth of studies were seen in India as well as in West Bengal where resilience and self-efficacy were jointly investigated for any relationship in between and in terms of common socio-economic

factors of higher education students. In view of the identified knowledge gap, the following research questions emerged in researchers' mind.

I. *How resilient are the students at higher education in West Bengal?*
II. *How much self-efficacy do they possess?*
III. *Does students' resilience and self-efficacy relate to each other and varies with different socio-economic factors?*

In order to seek answer to the above identified research questions, problem of the present study was identified and specified as **"Self-efficacy and Resilience: A Correlational Study on Higher Education Students in West Bengal"**

2.3 Delimitations

The present study was delimited to the following

I. Only 1551 students from 52 colleges and 17 Universities in West Bengal were covered.
II. Students only from undergraduate and post-graduate classes were considered.
III. Responses from the students were collected through online mode only.
IV. Socio-economic indicators included only Gender, Stream of Studies, Social Category, Residence, Family structure, Number of Family Members, Social Belonging Group, Family Type, Occupation of Father, Occupation of Mother, Educational Qualification of Father, Educational Qualification of Mother, Monthly Family Income, Religious Identity and Number of Siblings.
V. Resilience and self-efficacy of the students were measured through only self-reported questionnaires.

VI Only chi-square test of independents, t-test, ANOVA, and simple linear regression were used to draw inferences about the population.

2.4 Objectives of the Study

I. To know the level of resilience among the higher education students in West Bengal.

II. To know the level of self-efficacy among the higher education students in West Bengal.

III. To see if there is any change of resilience caused by different socio-economic indicators of the students, i.e. Gender, Stream of Studies, Social Category, Residence, Family structure, Number of Family Members, Social Belonging Group, Family Type, Occupation of Father, Occupation of Mother, Educational Qualification of Father, Educational Qualification of Mother, Monthly Family Income, Religious Identity, Number of Siblings, Faith in God and Childhood Adversity.

IV. To see if there is any change of self-efficacy caused by different socio-economic indicators of the students. i.e. Gender, Stream of Studies, Social Category, Residence, Family structure, Number of Family Members, Social Belonging Group, Family Type, Occupation of Father, Occupation of Mother, Educational Qualification of Father, Educational Qualification of Mother, Monthly Family Income, Religious Identity, Number of Siblings, Faith in God and Childhood Adversity.

V. To find out the relationship between resilience and self-efficacy of students in higher education in West Bengal.

VI. To find whether the relationship between resilience and self-efficacy of students in higher education varies across the levels of different socio-economic indicators.

VII. To see whether the changes in resilience of the students can predict the changes in resilience and self-efficacy.

2.5 Hypotheses

I. $H_0$1: There is no significant difference between Male and Female students on basis of their Resilience.

II. H_0 2: There is no significant difference between Arts and Science students on basis of their Resilience.

III. $H_0$3: There is no significant difference of resilience in terms of social category of the students.

IV. H_0 4: There is no significant difference of resilience in terms of habitat of the students.

V. $H_0$5: There is no significant difference of resilience in terms of family strength of the students.

VI. $H_0$6: There is no significant difference between Minority and Non-minority students on basis of resilience.

VII. $H_0$7: There is no significant difference between joint and nuclear family students on basis of their Resilience.

VIII. H_0 8: There is no significant difference of resilience in terms of occupation of father of the students.

IX. H_0 9: There is no significant difference of resilience in terms of occupation of mother of the students.

X. H_0 10: There is no significant difference of resilience in terms of education of father of the students.

XI. H_0 11: There is no significant difference of resilience in terms of education of mother of the students.

XII. $H_0$12: There is no significant difference of resilience in terms of monthly family income of the students.

XIII. $H_0$13: There is no significant difference of resilience in terms of religious identity of the students.

XIV. $H_0$14: There is no significant difference of resilience in terms of number of siblings of the students.

XV. $H_0$15: There is no significant difference of resilience in terms of faith in God of the students.

XVI. $H_0$16: There is no significant difference between Male and Female students on basis of their self-efficacy

XVII. $H_0$17: There is no significant difference between Arts and Science students on basis of their self-efficacy.

XVIII. $H_0$18: There is no significant difference of self-efficacy in terms of social category of the students.

XIX. $H_0$19: There is no significant difference of self-efficacy in terms of habitat of the students.

XX. $H_0$20: There is no significant difference of self-efficacy in terms of family strength of the students.

XXI. $H_0$21: There is no significant difference between Minority and Non-minority students on basis of self-efficacy.

XXII. $H_0$22: There is no significant difference between joint and nuclear family students on basis of their self-efficacy.

XXIII. $H_0$23: There is no significant difference of self-efficacy in terms of occupation of father of the students.

XXIV. $H_0$24: There is no significant difference of self-efficacy in terms of occupation of mother of the students.

XXV. $H_0$25: There is no significant difference of self-efficacy in terms of education of father of the students.

XXVI. $H_0$26: There is no significant difference of self-efficacy in terms of education of mother of the students.

XXVII. $H_0$27: There is no significant difference of self-efficacy in terms of monthly family income of the students.

XXVIII. $H_0$28: There is no significant difference of self-efficacy in terms of religious identity of the students.

XXIX. $H_0$29: There is no significant difference of self-efficacy in terms of number of siblings of the students.

XXX. $H_0$30: There is no significant difference of self-efficacy in terms of faith in God of the students.

XXXI. $H_0$31: There is no significant relationship between students' resilience and self-efficacy.

XXXII. $H_0$32: Resilience score of students does not significantly predict the change in their self-efficacy score.

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Chapter III

Methods and Procedures

3.1 Method

3.1.1 Design of the study

3.1.2 Population

3.1.3 Sample

3.1.4 Variables

3.1.5 Tools for Data Collection

3.1.6 Reliability and Validity of the Tools

3.2 Procedure

3.2.1 Collection of Data

3.2.2 Data Quality

3.2.3 Tabulation of Data

3.2.4 Analysis of Data

References

Chapter III Methods & Procedures

This chapter gives an overview of the research design that was employed by the researcher. It also provides sample and population of the study, research instruments, research methods, data collection techniques and methods of data analysis.

3.1 Method

The study was conducted mainly to find out the relationship of resilience, and self-efficacy among the higher education students of West Bengal. A general web-based survey was conducted in various colleges and universities of West Bengal for collecting the required information from the respondents. Quantitative research approach was followed for the study.

3.1.1 Study Design

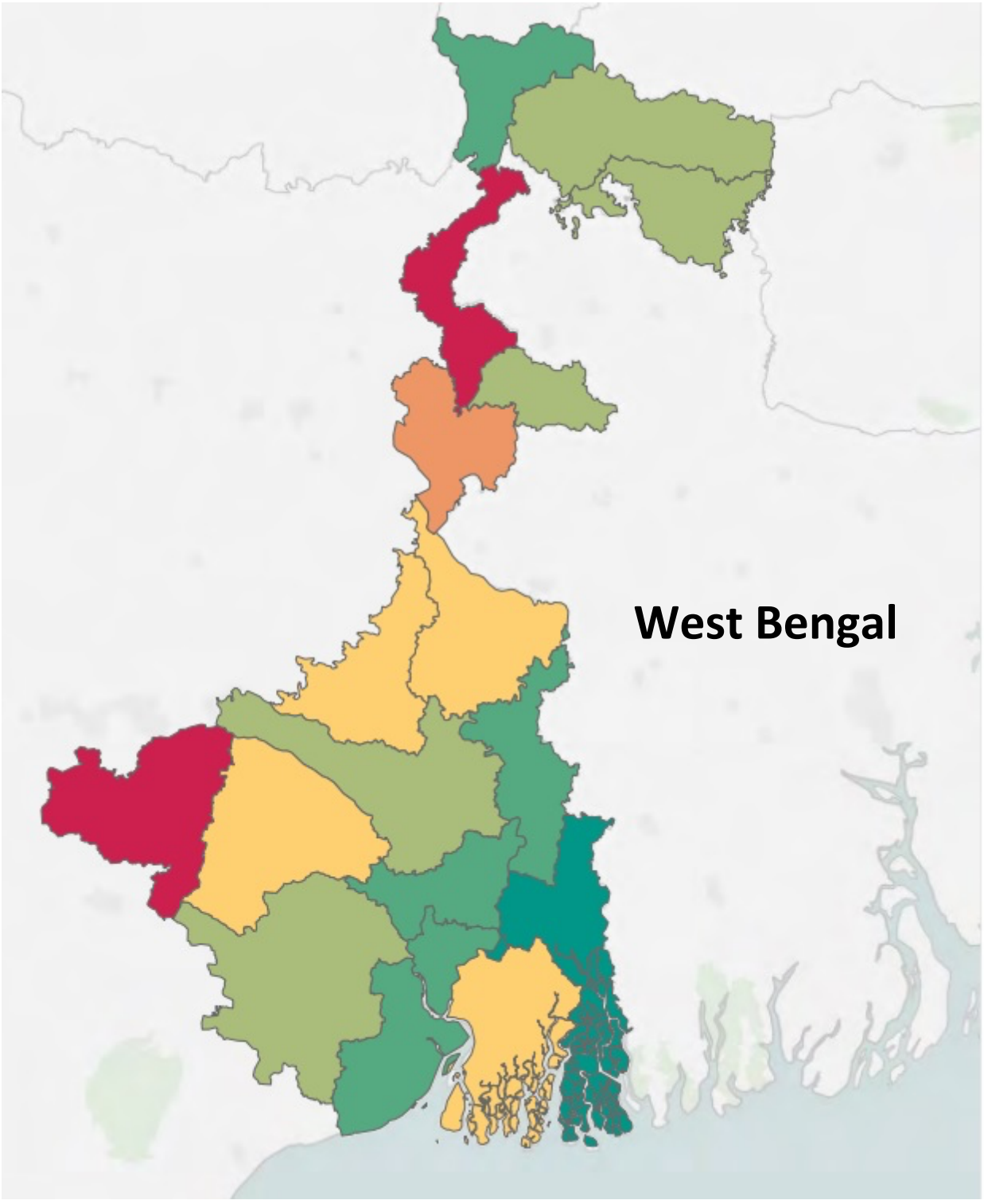
A web-based survey was conducted for the present study. Survey study are generally conducted to collect detailed description of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them. Survey research design was used because it is felt as an appropriate technique for data about the emotional and behavioral attributes and practices form large population involving respondents of different background.

3.1.2 Population

All Higher education students i.e. Under Graduate and Post Graduate students of West Bengal were considered as the population of the study.

Figure 3.1 Map showing the location of population area

F*igure 3.2: Map showing the location of sample area*



3.1.3 Sample

The study was conducted 51 Colleges and 17 Universities of various district of West Bengal. 1551 students studying in UG and PG were randomly selected as the sample of the research work. The 56 colleges and 18 universities were selected taking into consideration their accessibility to the researcher, time frame and financial costs that the researcher had to meet.

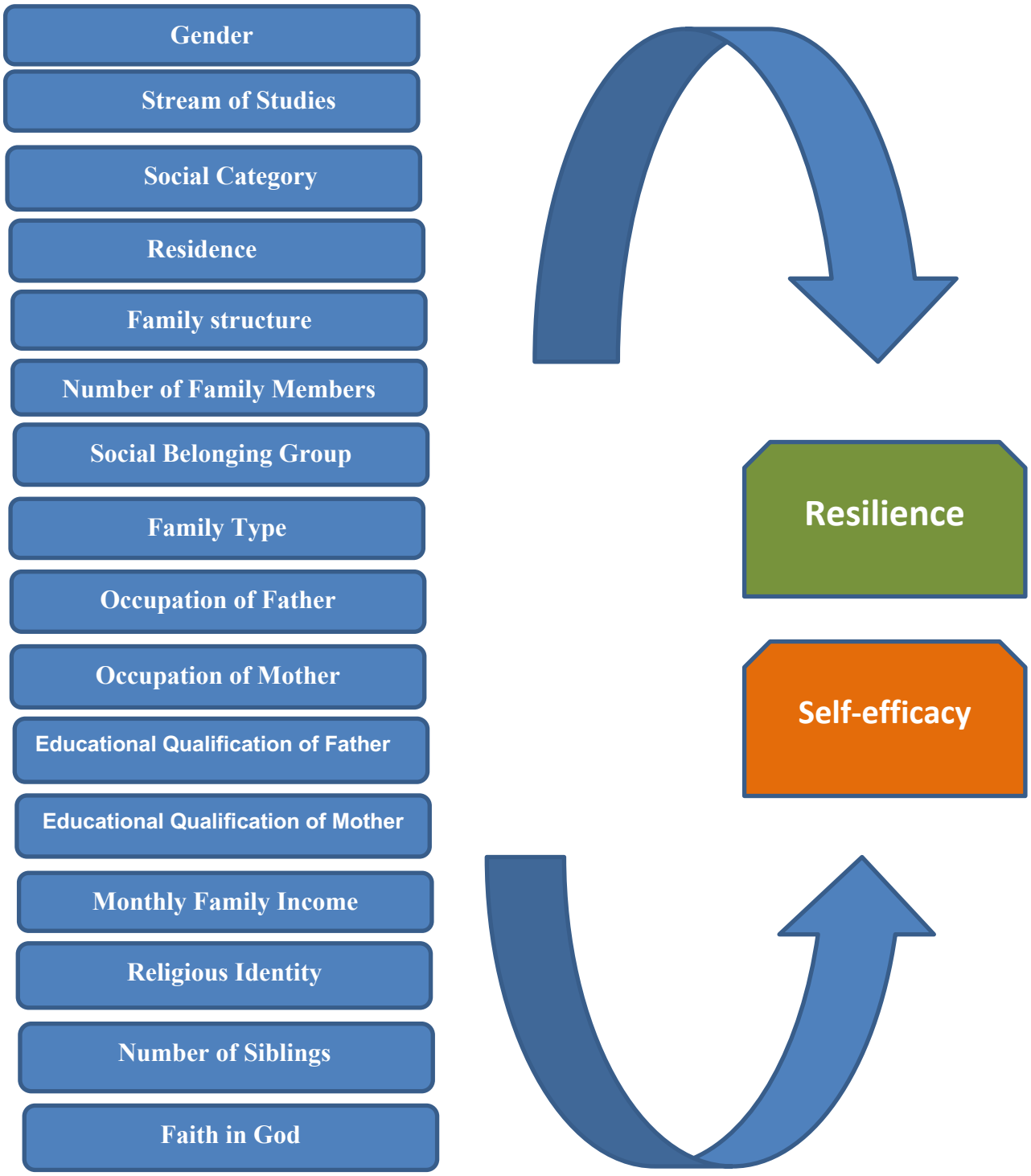
3.1.4 Variables

In the present study the following variables were identified and used:

- Independent variable: Independent variables are believed to be influencing variable that effect to dependent variables. Following variables were used in the study:
  - ❖ Gender: The two dimensions that is Male and Female were considered as Gender variable.
  - ❖ Stream of Studies: Science and Arts
  - ❖ Social Category: Unreserved, Scheduled Caste, Scheduled Tribe and Other Backward Class
  - ❖ Residence: Rural, Semi-urban and Urban
  - ❖ Class: UG and PG
  - ❖ Family Type: Joint and Nuclear family
  - ❖ Social Belonging Group: Minority and Non-minority
  - ❖ Occupation of Father: Unemployed, Agriculture, Own Business, Private, Job and Govt. Job
  - ❖ Occupation of Mother: Home Maker, Agricultur , Own Business, Private Job Govt. Job

- Educational Qualification of Father: Illiterate, Up to Elementary, Up to HS, Graduate, Post Graduate
- Educational Qualification of Mother: Illiterate, Up to Elementary, Up to HS, Graduate, Post Graduate
- Monthly Family Income: Below 10K , Between 10K to 20K and Above 20K
- Religious Identity: Hinduism, Islam, Christianity
- Number of Siblings: No Siblings, One Siblings, More than one Sibling

Figure 3.3 Schematic Diagram of the Variables of the Study



2. **Dependent Variables:** In the present study Resilience, and Self Efficacy were taken as dependent variable. The aim of the study was to measuring the influence of independent variables on the dependent variable. in the study two dependent variable were chosen. These are as follows:

i) Resilience

ii) Self-Efficacy

It was assumed that there might be some other extraneous variables which could influence the dependent variable. Randomization technique in selection of Sample was used to control these intervening variables. It was expected that this randomization might neutralize the effect of intervening variables to a maximum extent.

3.1.5 Tools for Data Collection

It is very much important for a study to gather relevant data to test the hypothesis. The researcher used a set of questions in statement form to collect the required information and data. In the present study three different scales were used for collecting the data. These are as (i) "Resilience Scale" by Dr. Vijaya Laxmi & Dr. Shruti Narain, published by PRASAD PSYCHO CORPORATION 10 A, Veer Savarkar Block Shakarpur, New Delhi -110092. (ii) The General Self-Efficacy Scale (GSF), Adapted from: Schwarzer R & Jerusalem M. Generalized self-efficacy scale. In J Weinman, S Wright, & M Johnston. Measures in health psychology: A user's portfolio. Causal and control beliefs. Windsor, England: NFER-NELSON; 1995: 35-37.

Resilience Scale

The resilience scale by Dr. Vijaya Laxmi & Dr. Shruti Narain was used for this study. There are 30 items in the scale. Among them 26 are positive and 4 negatives.

Table: 3.1 Division of Items of Resilience Scale

Sr. No.	Dimensions	Serial-wise Item No.	Total
I	Perseverance	2, 3, 5, 6, 10, 14, 20, 28	8
II	Composure	1, 4, 12, 13, 17, 18, 21, 23, 25	9
III	Self-reliance	7, 9, 15, 19, 26, 29, 30	7
IV	Faith	8, 11, 16, 22, 24, 27	6
		Total	30

Scoring

The scoring of positive items of Resilience Scale was done by giving a score 5, 4, 3, 2, or 1 for 'Strongly Agree', Agree, Neutral', Disagree, and Strongly Disagree', respectively and negative items were scored as 1, 2, 3, 4, and 5 respectively. Scores earned were added together to yield total score. The scoring system is illustrated below:

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

3.1.6 Reliability and Validity of the tools

Reliability

The test-retest reliability was calculated and was found to be 0.87 and the split-half reliability was found to be 0.84. All reliability coefficients were significant at .01 level.

Validity

Resilience scale was validated against the Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003). The concurrent validity was found to be 0.86 which was significant.

Norms

Grade norms for Resilience Scale have been developed. The subjects have been classified into three categories viz. High, Average and Low level resilience based on the raw scores

Qualitative Interpretation

The qualitative interpretation of the obtained scores on Resilience Scale is as under

Table.3.2 Qualitative interpretation of scores of Resilience Scale

Scores	Interpretation
122 and above	High
84 to 121	Average
Below 84	Low

General Self-Efficacy Scale (GSE)

This scale is a self-report measure of self-efficacy.

Items: 10

Reliability

Internal reliability for GSE = Cronbach's alphas between .76 and .90 Validity: The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

Scoring

	Not at all true	Hardly true	Moderately true	Exactly true
All questions	1	2	3	4

The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

3.2 Procedure

This phase includes the description of different steps followed in collecting all qualitative and quantitative data from the primary sample under study.

3.2.1 Collection of data

In the present research study, the data were collected randomly from 58 colleges and 18 universities of West Bengal. Researcher personally approaches to the college

authority and explained the purposes of collecting the data and circulated the google form to the concerned teachers and the teachers send it to theirs beloved students. Name of the institutions are given billow:

Table 3.3 Schedule of Data collection

Name and Address of College and Universities

Sl/No	Name of the College/University	Address
1	Achhruram Memorial College	Jhalida, Purulia
2	Bandwan Mahavidyalayy	Bandwan, Purulia
3	A B N Seal College	Cooch Behar
4	Arsha College	Arsha, Purulia
5	Balarampur College	Balarampur, Purulia
6	Bankura Zilla Saradamani, Mahila Mohavidyalaya	Bankura
7	B. B College	Asansol, Paschim Barddhaman
8	Barabazar Bikram Tudu Memorial College	Barabazar Purulia
9	Barrackpore Rashtraguru Surendranath College	Barrackpore, North 24 Paraganas
10	Barasat Evening College	Barasat, Kolkata
11	Birati College	Birati, Kolkata,
12	Birpara College	Birpara, Alipurduar,
13	Debra College	Debra, Paschim Medinipur
14	Dinhata College	Dinhata, Coochbihar

15	Domkol Girls College	Domkol, Murshidabad
16	Dukhulal Nibaran Chandra College	Aurangabad, Murshibad
17	Dumdum Motijhil College	South Dum Dum, Kolkata
18	Durgapur Women's College	Durgapur, Paschim Barddhaman
19	Fakir Chand College	Dimond Harbour, South 24th Paragana
20	Garbeta College	Garbeta, Paschim Medinipur
21	Ghoksa Danga Virendra Mohavidyalaya	Ghoksa Danga, Cooch Behar
22	Gobor Danga Hindu College	Gobor Danga, North 24th Paragana
23	Gourab Guin Memorial College	Chandrakana Road, Paschim Medinipur
24	Govt. General Degree College, Narayongarh	Narayangarh, Paschim Medinipur
25	Haldia Govt. College	Haldia, Purba Medinipur
26	JK College	Purulia
27	Jhargram Sevayatan Sikshan Mohavidyalaya	Sevayatan, Jhargram
28	Mahatma Gandhi College	Lalpur, Purulia
29	Mekehliganj College	Mekheliganj, Cooch Behar
30	Shirakol Mohavidyalay	Shirakol, South 24 Parganas
31	Motihjil College	
32	Moyna College	Moyna, Purva Medinipur
33	Micle Modhusudan Memorial College	Durgapur, Paschim Barddhaman
34	Narasinha Dutt Collehe	Tikiyapara, Howrah

35	Mrinalini Datta Mahavidyapith	Birati, Kolkata
36	Netaji Mahavidyalaya	Arambag, Hooghly
37	Nistarini College	Purulia
38	Panskura Banamali College	Panskura, Purva Mednipur
39	Prasanta Chandra Mahalanabish	Baranagar, Kolkata
40	Ramananda Centenary College	Loulara, Purulia
41	Raniganj Girls College	Raniganj, Paschim Bardhaman
42	Sagar Mohavidyalaya	Sagar, South 24 Paraganas
43	Sarojini Naidu Coolege for Women	Dumdum, Kolkata
44	Satyapriya Roy College of Education	Bidhannagar, Kolkata
45	Sishu Ramdas College	Bhusna, South 24 Paraganas
46	Siliguri College	Siliguri, West Bengal
47	Sitalkuchi College	Sitalkuchi, Cooch Behar
48	Sitaram Mahato Memorial College	Kuruptopa, Purulia
49	Sundarban Mahavidyalay	Kakdwip, South 24 Paraganas
50	TDB College	Raniganj, Paschim Barddhaman
51	Vivekananda College	Thakurpukur, Kolkata
Sl.	**Name of University**	**Address**
1	Alia University	Newtown, Kolkata
2	Bankura University	Bankura, West Bengal

3	Biswa Bangla University	Bolpur, Shantiniketan, Birbhum
4	Calcutta University	College Square, Kolkata
5	Panchanan Burma University	Shankar Mandal Rd, Cooch Behar, West Bengal
6	Harichand Guruchand University	Mondalpara, North 24 Parganas, W.B
7	IGNOU	Kolkata
8	Kazi Nazrul University	Asansol, Paschim Barddhaman
9	Kanyashree University	Behala, Kolkata, West Bengal
10	Kalyani University	Kalyani, Nadia, West Bengal
11	North Bengal University	Siliguri, Darjeeling, West Bengal
12	Raiganj University	Raiganj, Uttar Dinajpur, West Bengal
13	Rabindra Bharati University	Jorasanko, Kolkata, West Bengal
14	Vidyasagar University	Paschim Medinipur, West Bengal
15	Viswa Bharati University	Bolpur, Birbhum, West Bengal
16	West Bengal State University	Barasat, North 24th Parganas
17	Sidho-Kanho Birsha University	Purulia, West Bengal

Table 3.4 Sample distribution by Levels of Independent Variables

Variable	**Levels**	**No. of Students**	**Percent of Total**
Gender	Male	469	30.2%
	Female	1082	69.8%
Stream of Studies	Arts	1407	90.7%
	Science	144	9.3%
Social Category	Unreserved	698	45%
	Scheduled Caste	371	23.9%
	Scheduled Tribe	58	3.7%
	Other Backward Class	424	27.3%
Habitat	Rural	1088	70.1%
	Semi-urban	136	8.8%
	Urban	327	21.1%
Family Type	Nuclear	767	49.5%
	Joint	784	50.5%
Social Belonging Group	Minority	470	30.3%
	Non-minority	1081	69.7%
Father Occupation	Unemployed	196	12.6%
	Agriculture	686	44.2%
	Own Business	437	28.2%
	Private Job	116	7.5%
	Govt. Job	116	7.5%

Mother Occupation	Home Maker	49	3.2%
	Agriculture	1438	92.7%
	Own Business	20	1.3%
	Private Job	26	1.7%
	Govt. Job	18	1.2%
Father Education	Illiterate	274	17.7%
	Up to Elementary	582	37.5%
	Up to HS	415	26.8%
	Graduate	228	14.7%
	Post Graduate	52	3.4%
Mother Education	Illiterate	337	21.7%
	Up to Elementary	666	42.9%
	Up to HS	416	26.8%
	Graduate	100	6.4%
	Post Graduate	32	2.1%
Monthly Family Income	Below 10K	1060	68.3%
	Between 10K to 20K	324	20.9%
	Above 20K	167	10.8%
Religious Identity	Hinduism	1265	81.6%
	Islam	266	17.2%
	Christianity	20	1.3%
Number of Siblings	No Siblings	215	13.9%
	One Siblings	740	47.7%

	More than one Sibling	596	38.4%
Whether believe in God	Yes	1455	93.8%
	No	96	6.2%
Present Class	Undergraduate	1203	77.6%
	Postgraduate	384	22.4%
Face any Accident or Childhood Adversity	No	1132	73%
	Yes	419	27%

Figure 3.4 Gender wise distribution of sample

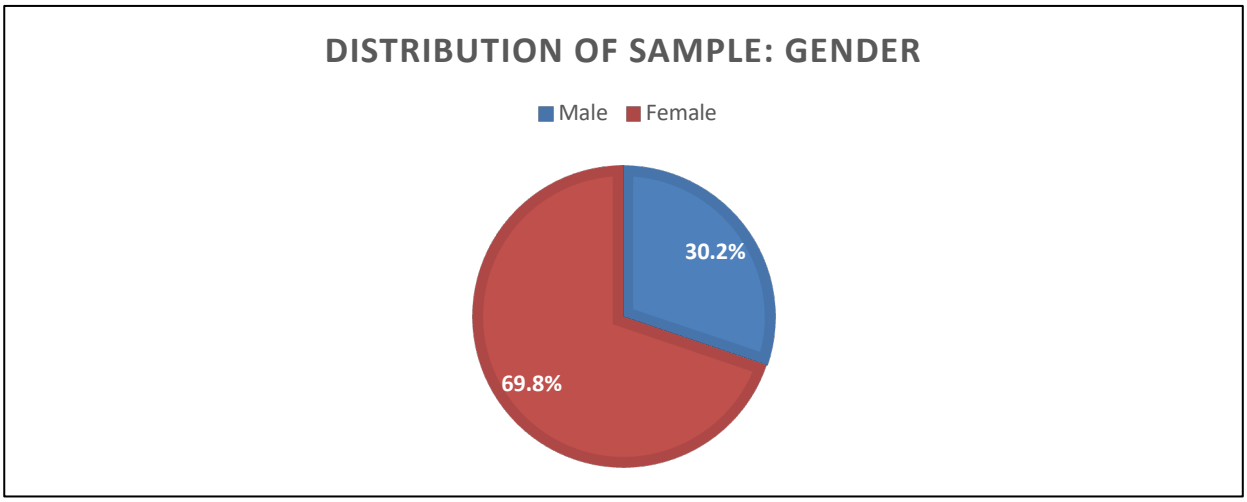


Figure 3.5 *Stream wise distribution of sample*

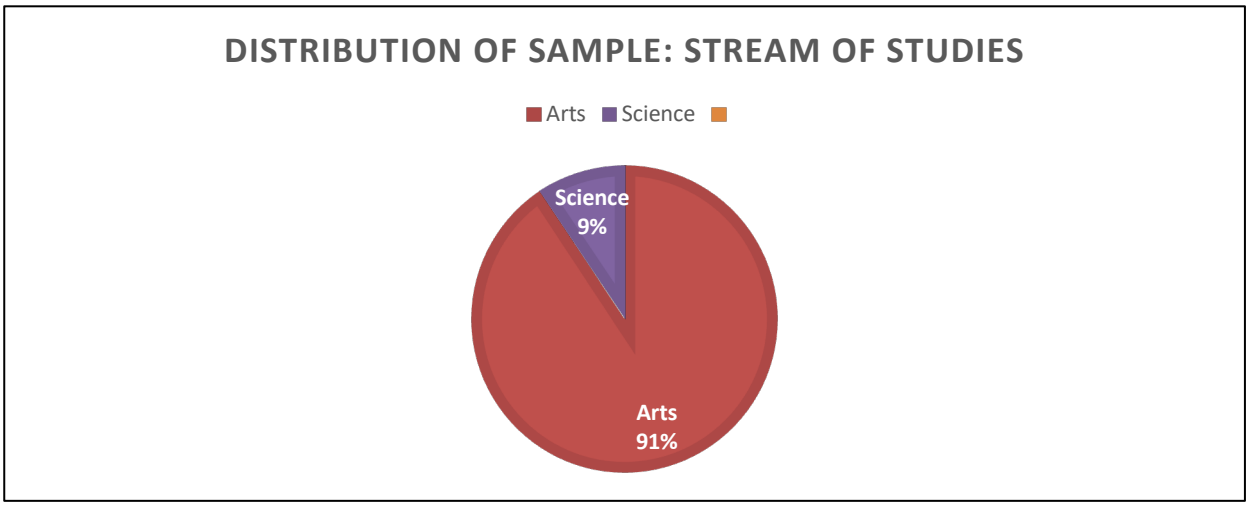


Figure 3.6 Social Category wise distribution of sample

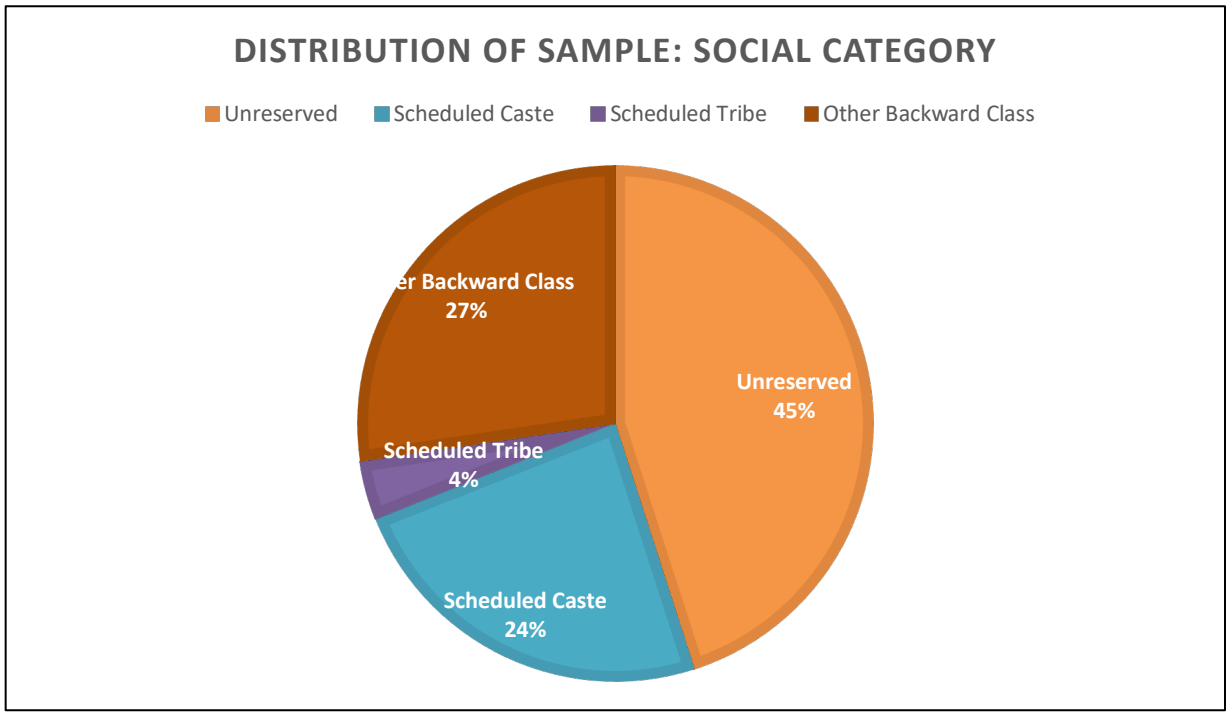


Figure 3.7 Habitat wise distribution of sample

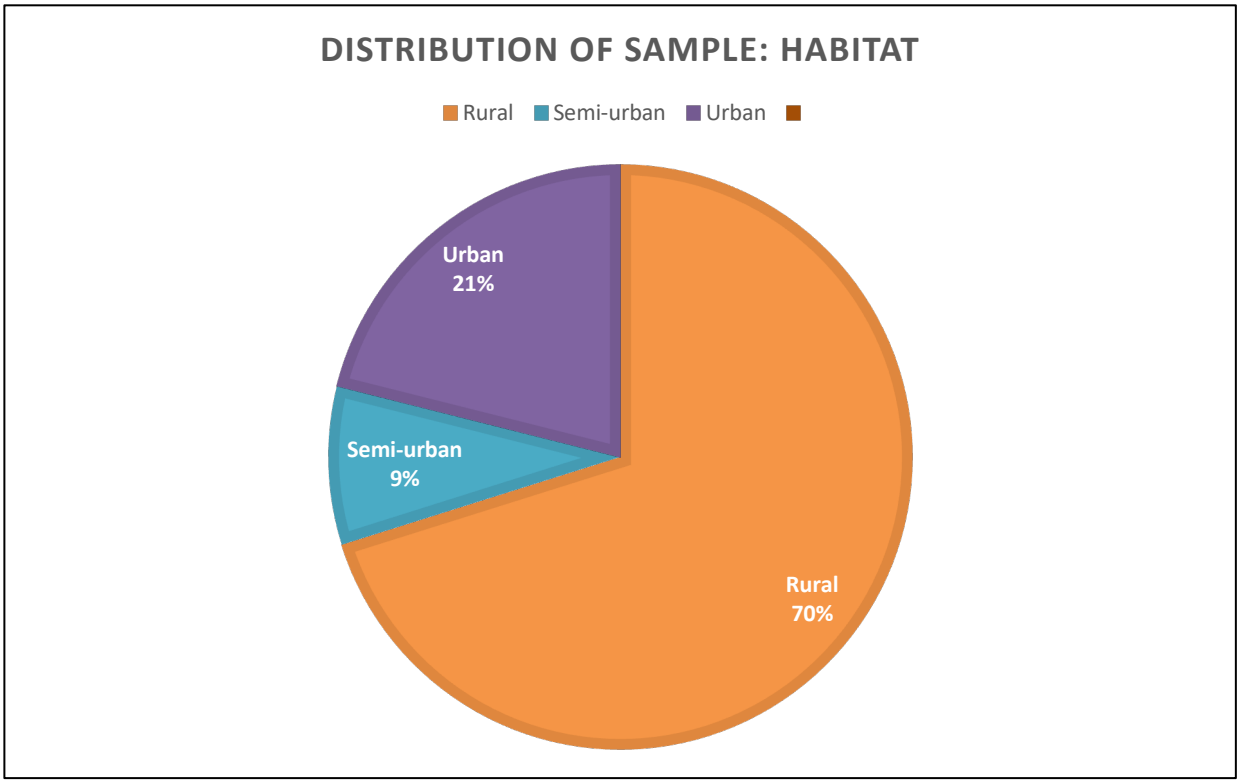


Figure 3.8 Family Type wise distribution of sample

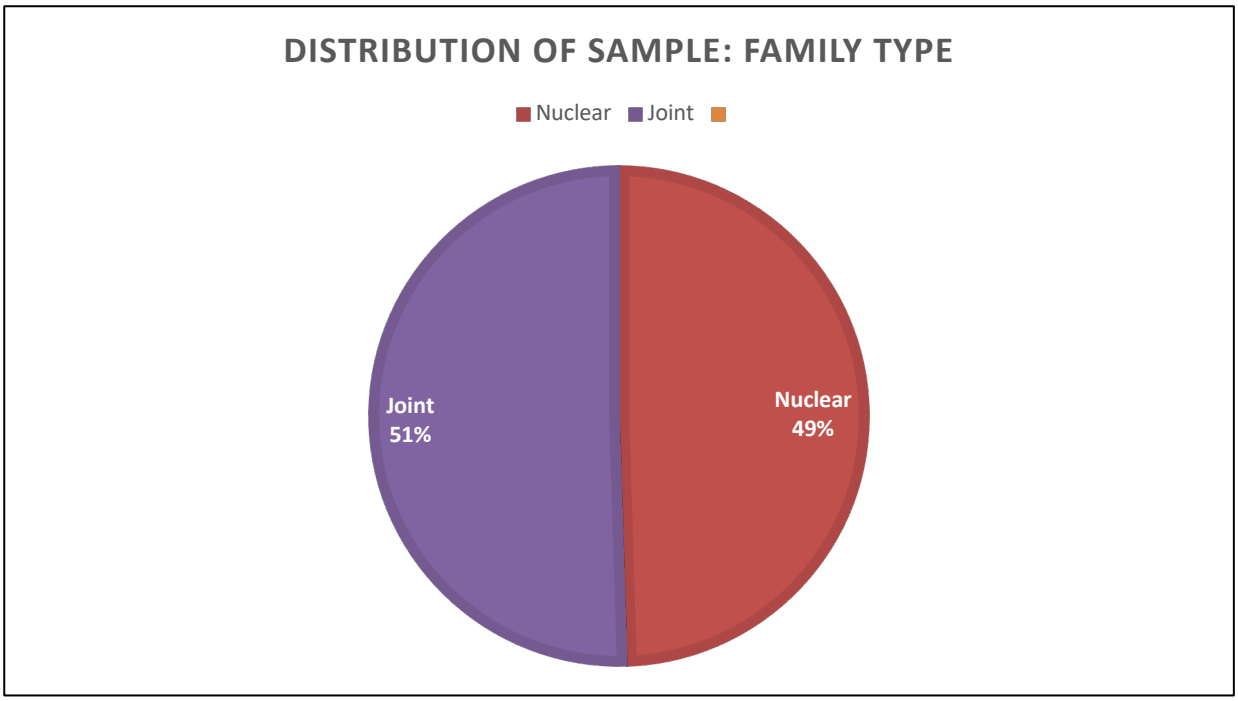


Figure 3.9 Social Belonging Group wise distribution of sample

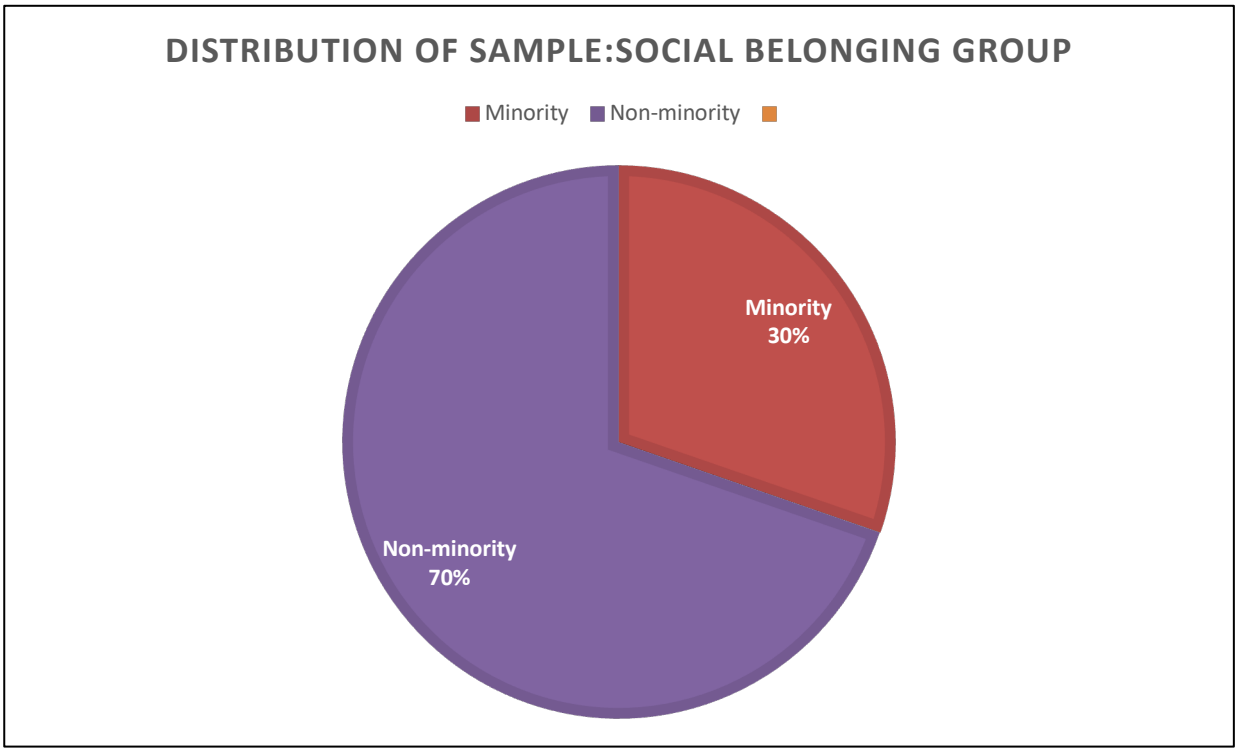


*Figure 3.10 Fathers' Occupation wise distribution of sam*ple

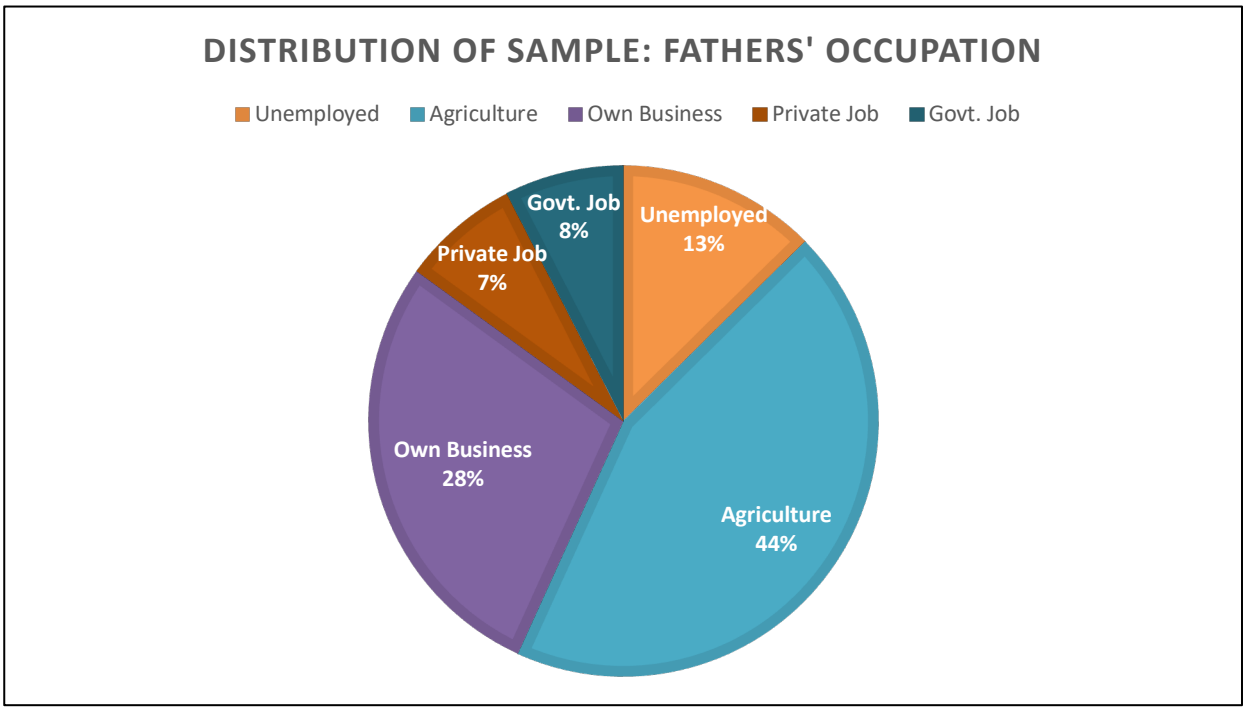


Figure 3.11 Mothers' Occupation wise distribution of sample

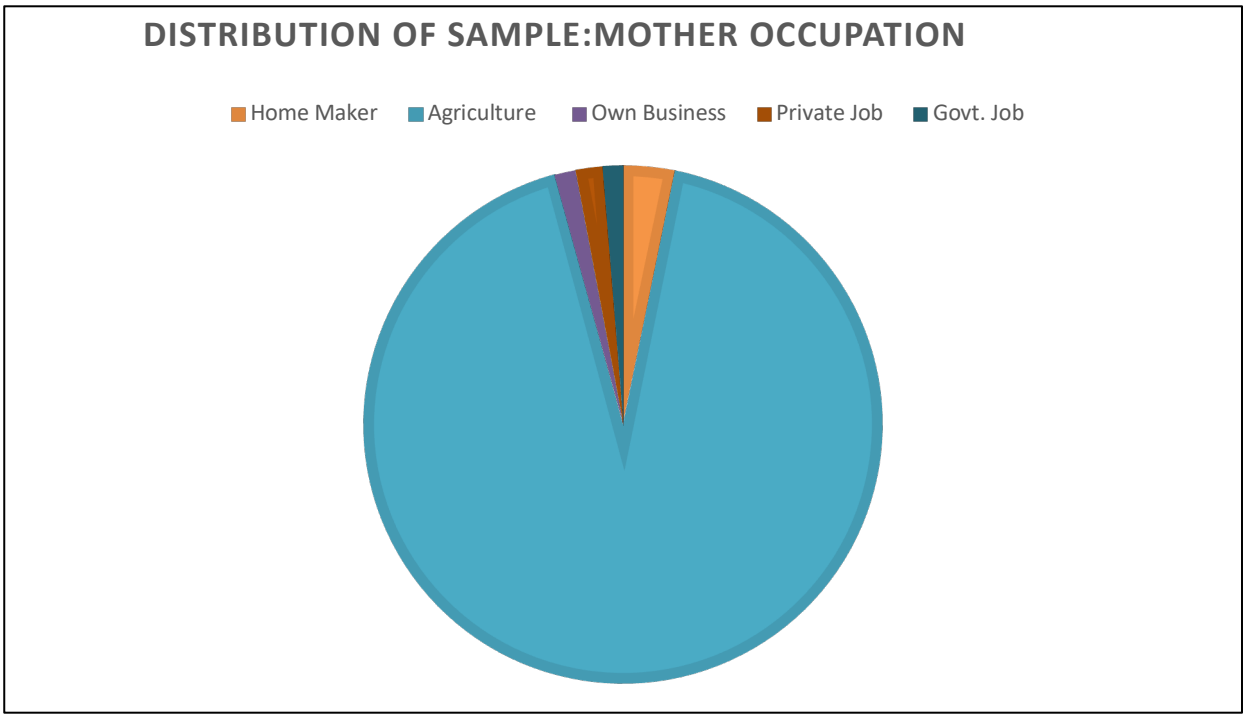


Figure 3.12 Fathers' Education wise distribution of sample

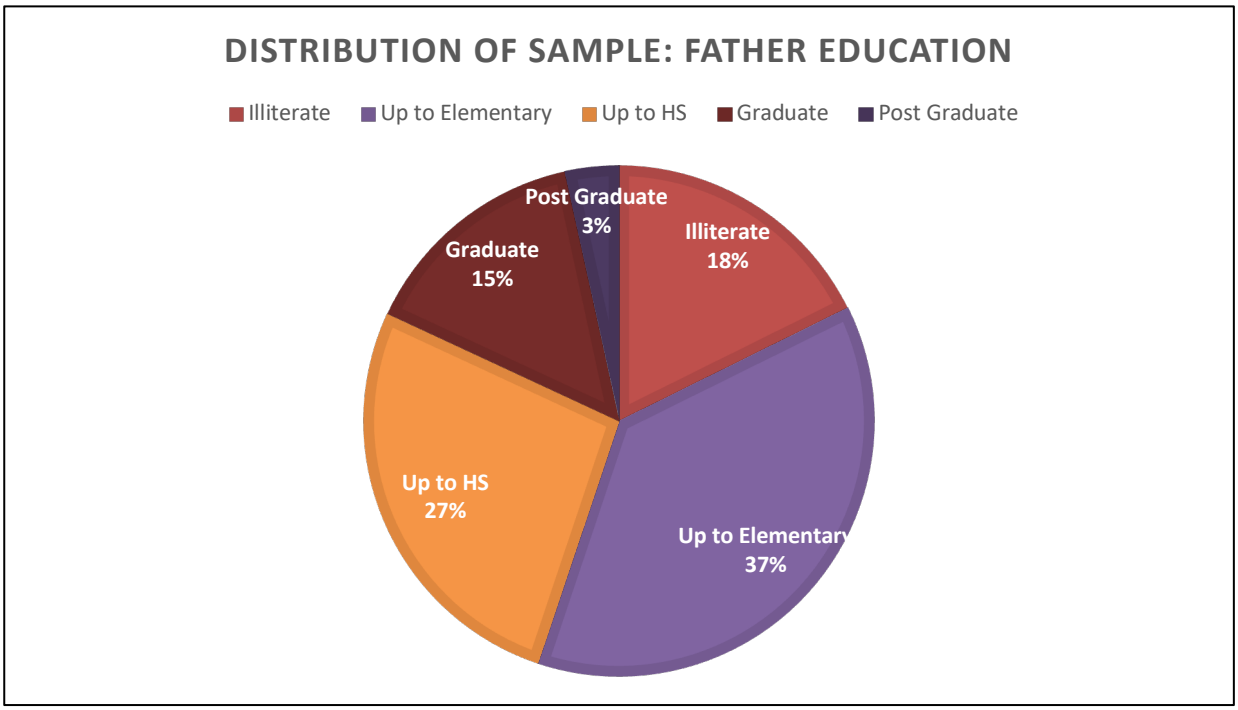


Figure 3.13 Mothers' Education wise distribution of sample

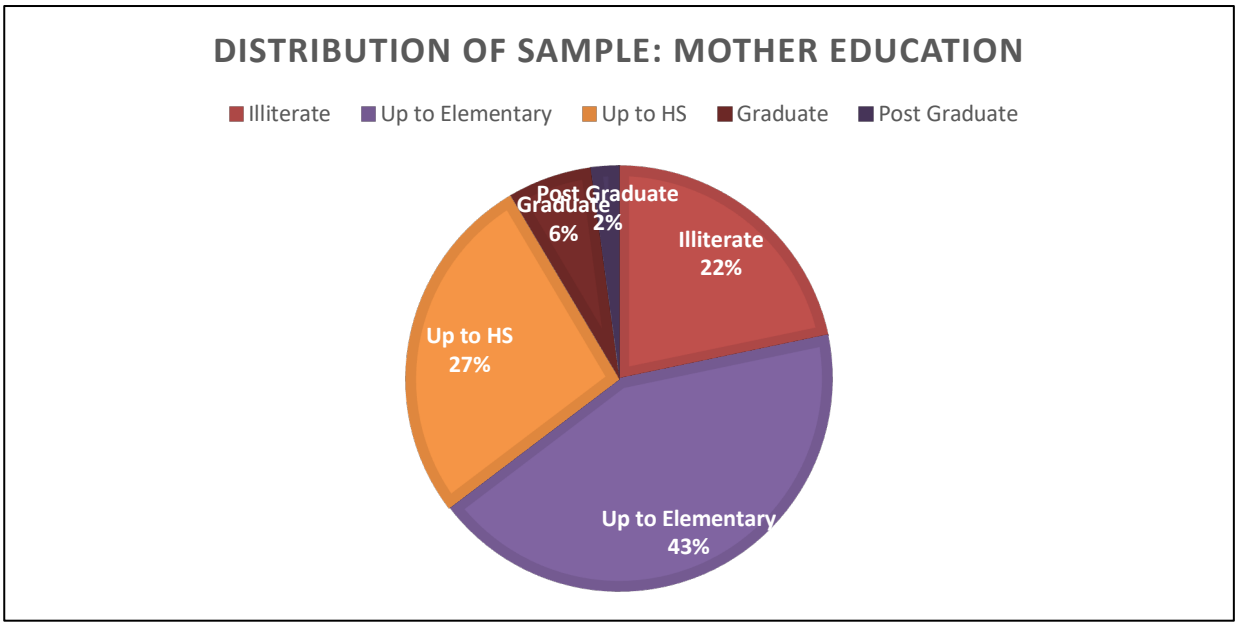


Figure 3.14 Monthly Family Income wise distribution of sample

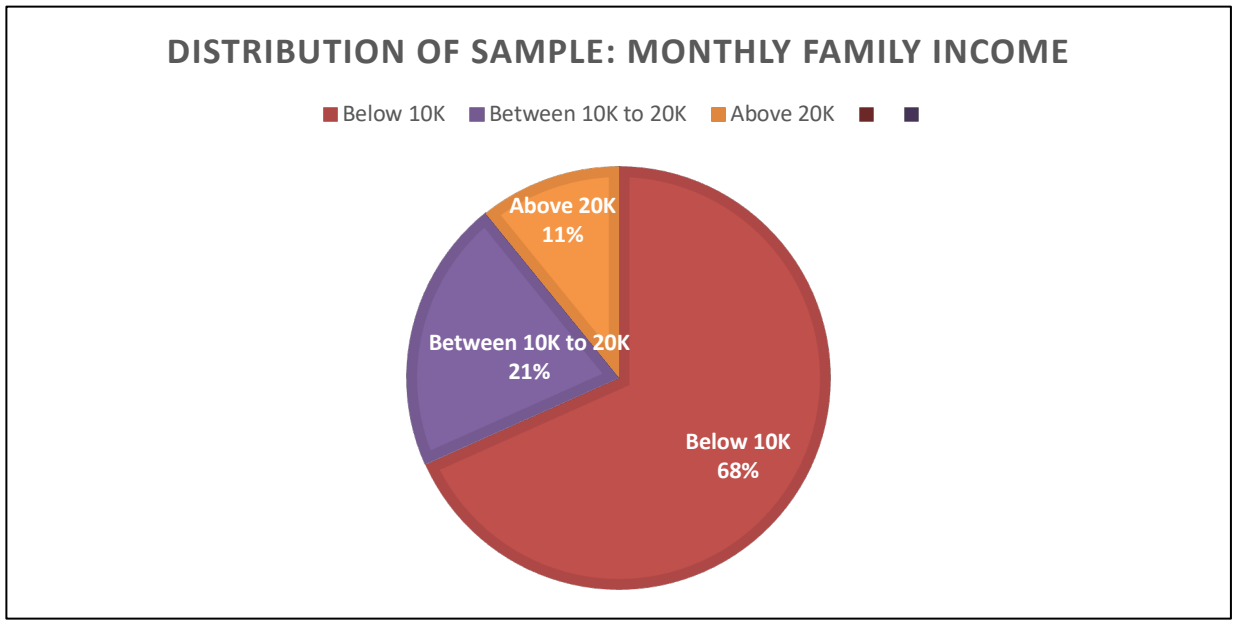


Figure 3.15 Religious Identity wise distribution of sample

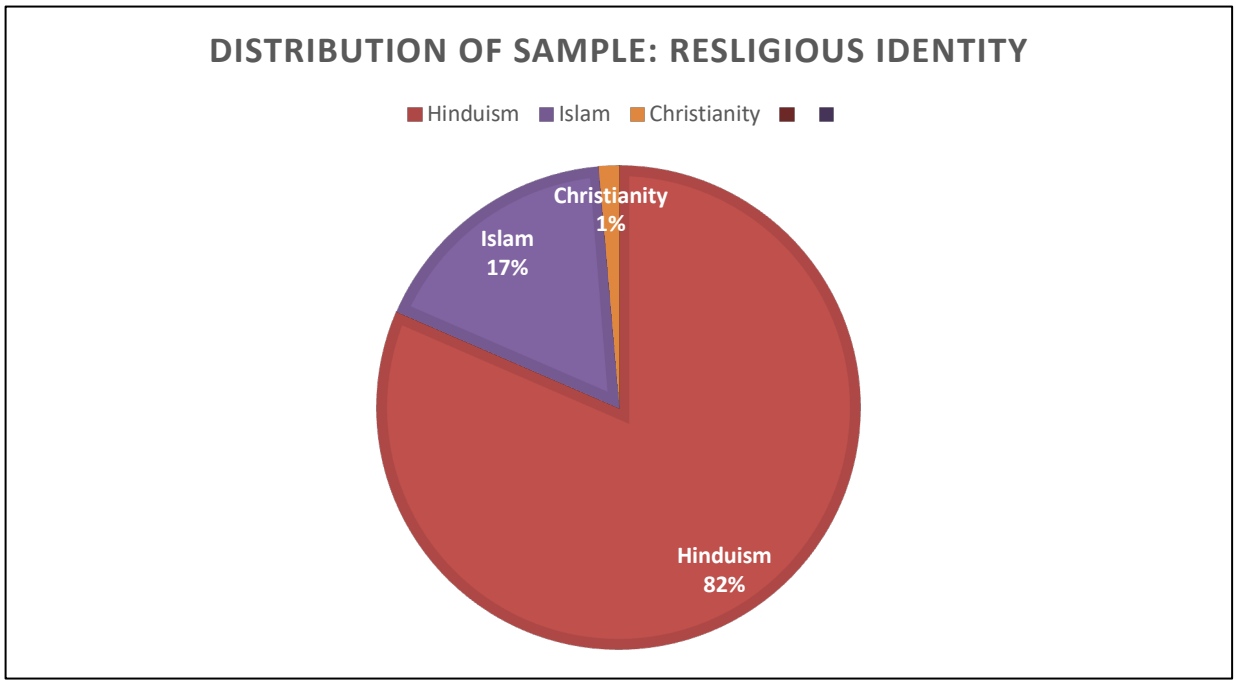


Figure 3.16 Number of Siblings wise distribution of sample

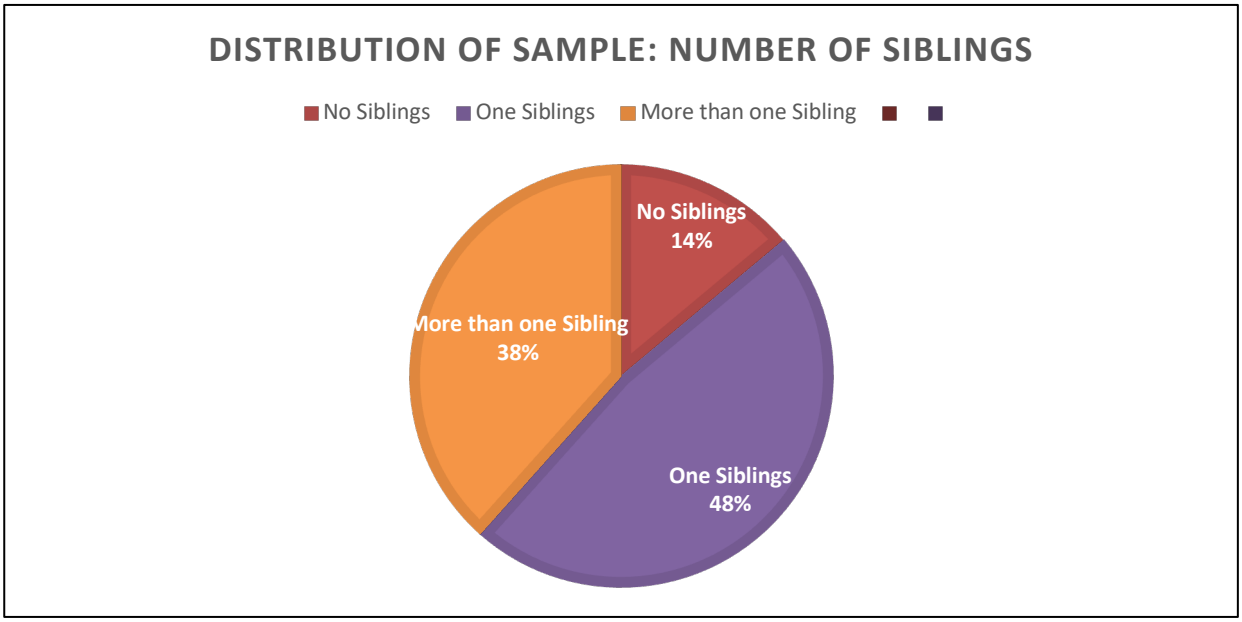


Figure 3.17 Faith in God wise distribution of sample

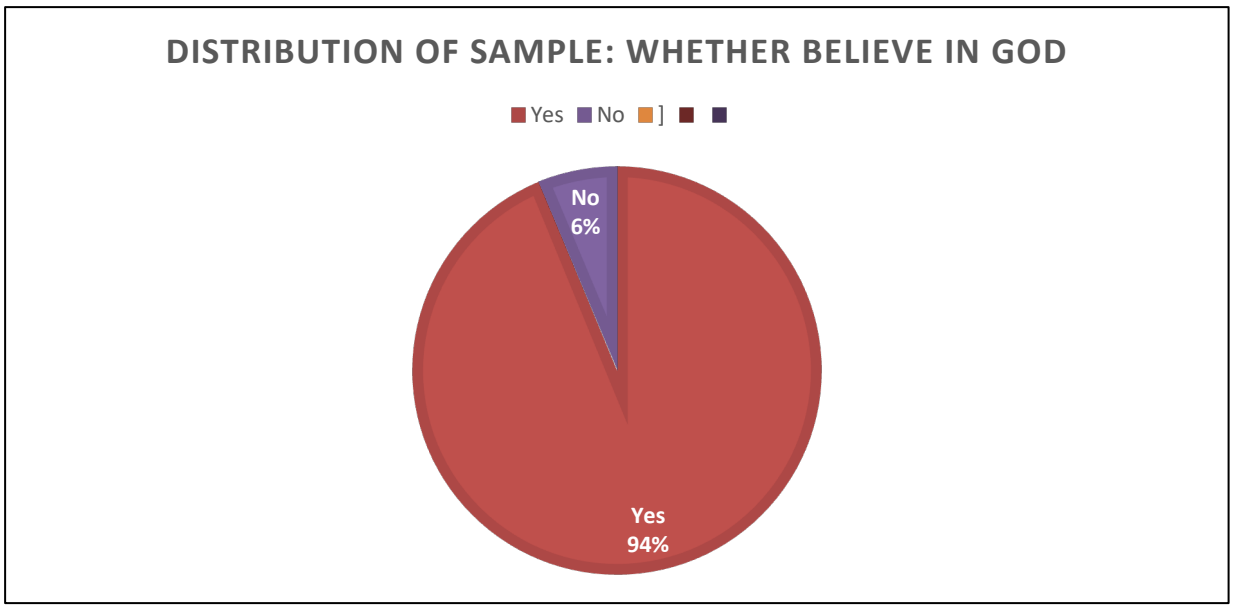


Figure 3.18 Present Class wise distribution of sample

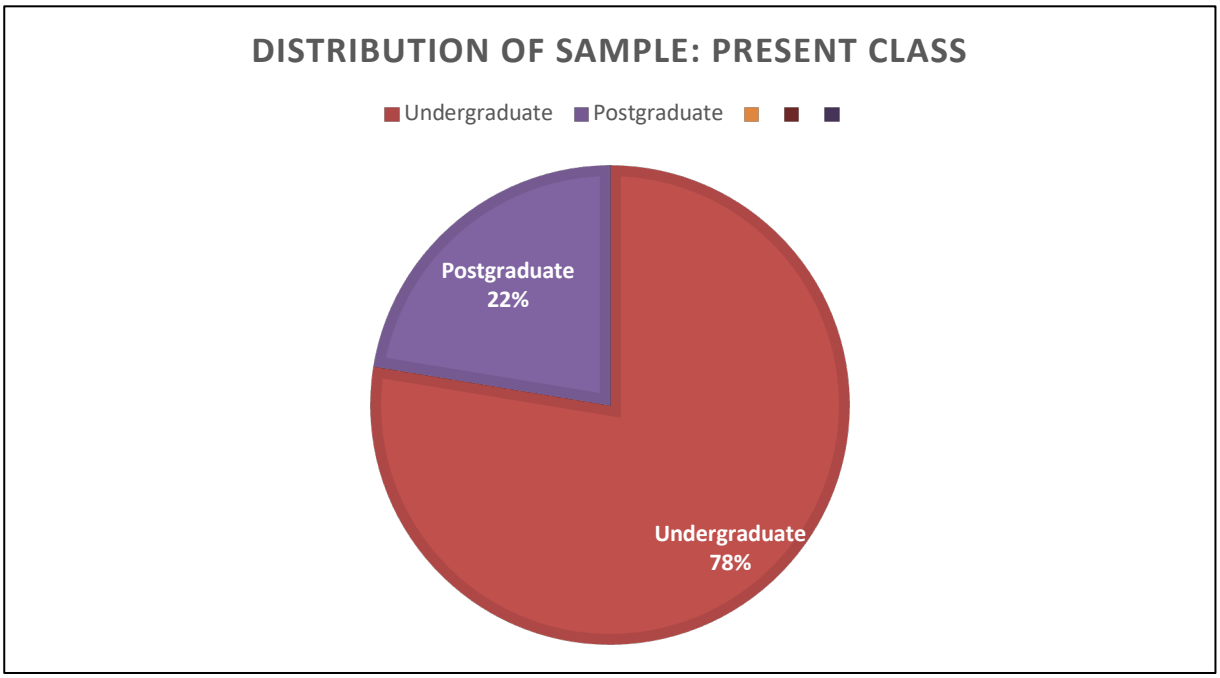
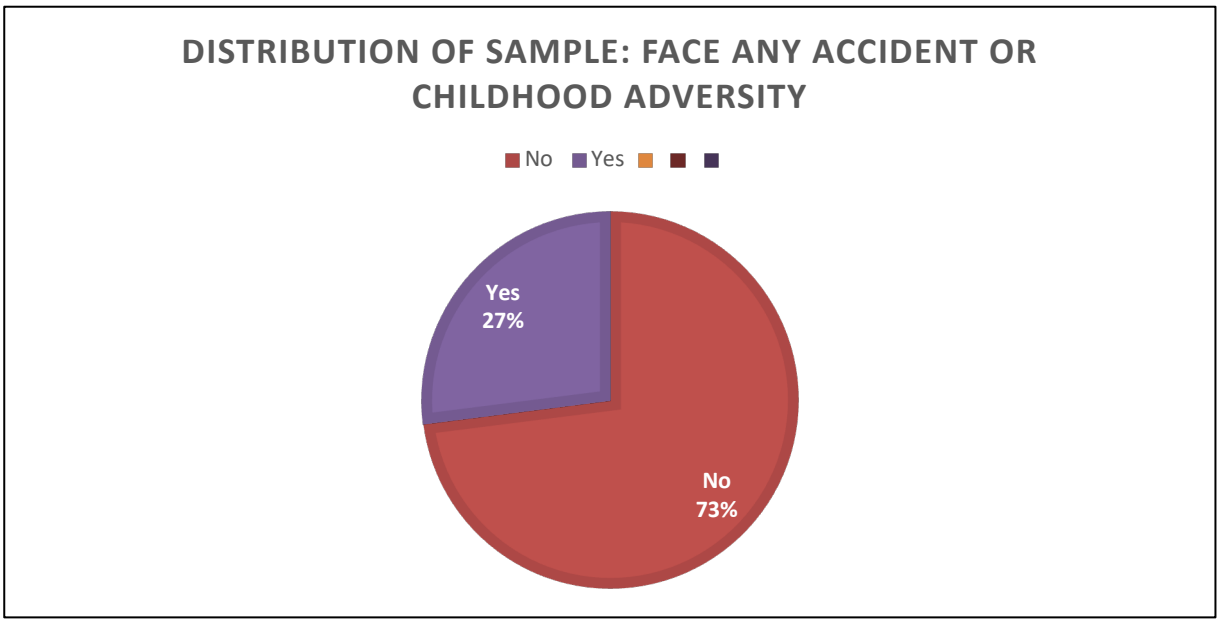


Figure 3.19 Childhood Adversity wise distribution of sample



3.2.2 Data Quality

The researcher was very much aware to ensure the quality of data and several steps were taken to maintain it. The comparison of enumerated and post enumerated data was taken thereafter. The comparison was found to be good as most of the indicators matched in at about more than 99% of cases which ensure the quality of the data.

3.2.3 Tabulation of Data

The whole data set were drawn systematically and tabulated sequentially for further analysis and to draw inference based on the objectives of the present study.

3.2.4 Statistical Analysis

Raw data of 1551 students were individually tabulated in excels sheet. Data were analyzed using Statistical Package for Social Science (SPSS, Version 20), because it accommodates a large number of variables at the same time and reduces detailed laborious calculation by hand and thereby minimized the chance of error.

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Chapter IV

Result and Interpretation

4.1 **Descriptive Statistics**

4.2 **Inferential Statistics**

4.3 **Hypotheses Testing**

References

Chapter IV Result and Interpretation

This chapter is divided into three parts. The first part of this chapter has represented *descriptive statistics* i.e. mean, standard deviation, range and correlation coefficient which was calculated to find out variations in resilience and self-efficacy construct measured in terms of self-described response to respective questionnaire. Some form of graphical representation i.e. bar diagram, pie chart was made in this part to give better understanding about the descriptive nature of current data.

The second part deals with *inferential statistics* which was computed in order to draw inferences about the population of higher education students from West Bengal. The analyses include –Chi-square test of independence, Independent samples t-test and One-way ANOVA, Pearson Product Moment Correlation, Simple Linear Regression. All the analyses and graphical representation has been made using IBM SPSS 20 software.

The third part deals with testing of the hypotheses in the lights of the results of inferential statistics pooled from the data of descriptive statistics.

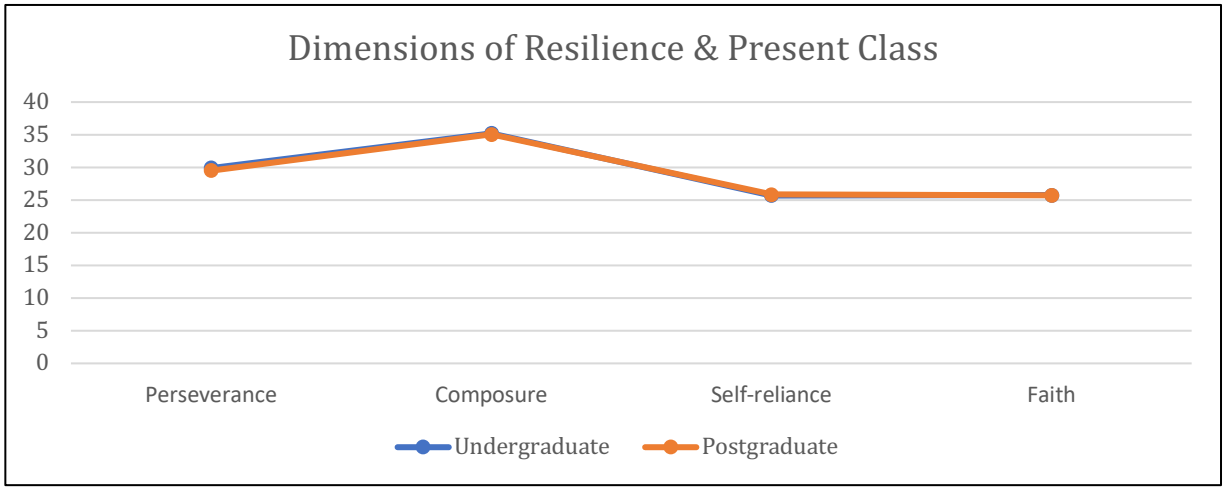
4.1 Descriptive Statistics

The study covered 1551 higher education student from 51 colleges and 17 universities of West Bengal. Results of the descriptive analyses are as followed –

Table 4.1 Comparing various dimensions of resilience score in terms of present class.

Present Class		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Undergraduate (n=1203)	Mean	29.90	35.21	25.69	25.75	116.54
	Std. Deviation	4.324	4.189	3.516	2.836	12.011
Postgraduate (n=348)	Mean	29.52	35.07	25.83	25.73	116.15
	Std. Deviation	4.301	3.981	3.556	2.993	11.692

Figure 4.1 *Comparing Undergraduate and Postgraduate students' Resilience dimensions*

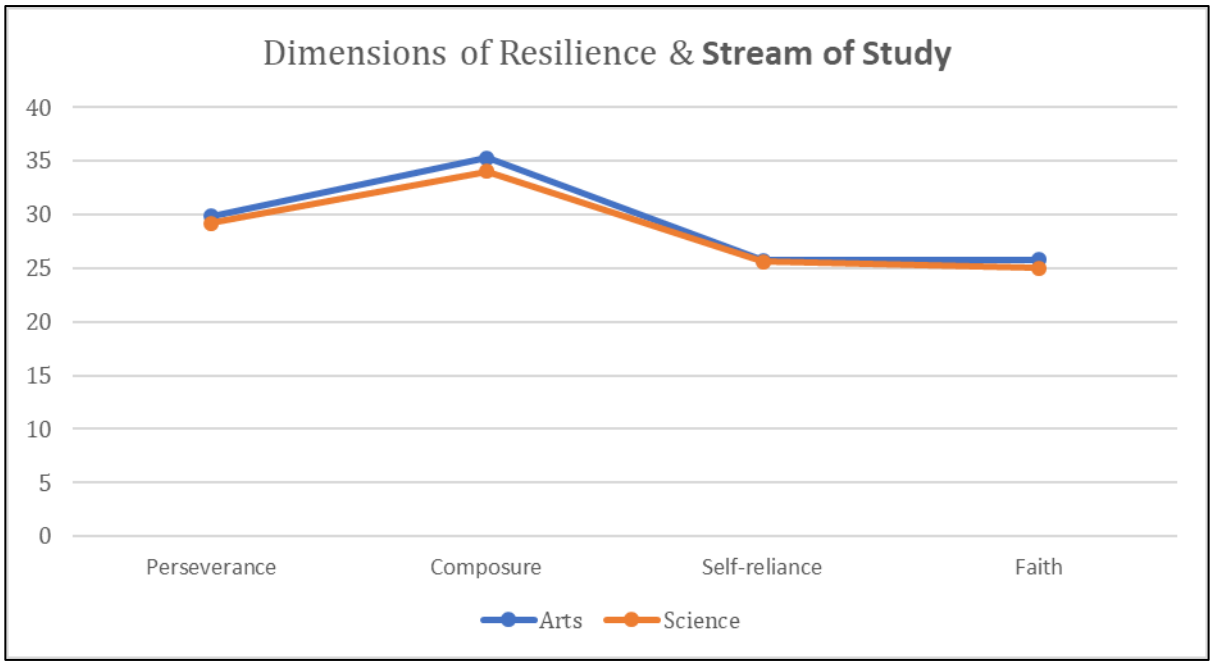


Although the participation differed between undergraduate (n=1203) and postgraduate (n=348) students in this study, it was found almost similar level of resilience among them. When seen in terms of dimensions of resilience, undergraduate students were found to have more perseverance (m=29.90, sd=4.324), composure (m=35.21, sd=4.189), and faith (m=25.75, sd=2.836) than postgraduate students. Postgraduate students were only found to be more self-reliant (m=25.83, sd=3.556) in this study compared to undergraduate students.

Table 4.2 Comparing various dimensions of resilience score in terms of stream of studies.

Stream of Study		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Arts (n=1407)	Mean	29.88	35.29	25.74	25.82	116.72
	Std. Deviation	4.299	4.114	3.555	2.827	11.930
Science (n=144)	Mean	29.17	34.05	25.60	25.01	113.83
	Std. Deviation	4.484	4.268	3.216	3.194	11.730

Figure 4.2 *various dimensions of resilience score in terms of stream of studies.*

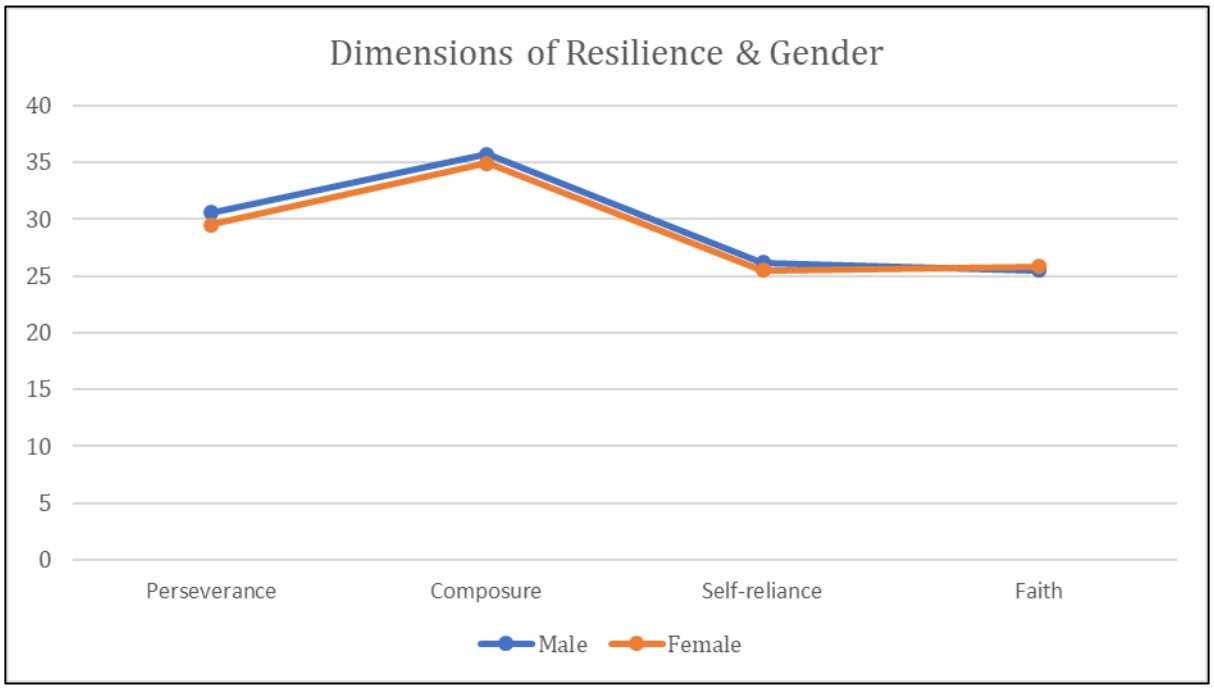


Here the result shows that out of 1551 students 1407 were from Arts stream and 144 were from Science stream in this study. On basis of various dimensions of resilience, it was found almost similar level of resilience among the Arts and Science stream students. In both the cases (science and arts stream) it was seen that the mean score of Composure (35.29 and 34.05) is higher than the other dimension of resilience which were Perseverance, Self-reliance and Faith.

Table 4.3 Dimensions of resilience and Gender

Gender		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Male (n=469)	Mean	30.59	35.74	26.20	25.49	118.03
	Std. Deviation	4.162	3.960	3.510	3.169	11.711
Female (n=1082)	Mean	29.48	34.93	25.51	25.85	115.77
	Std. Deviation	4.345	4.197	3.512	2.726	11.976

Figure 4.3 Comparing Male and Female in terms of various dimension of resilience



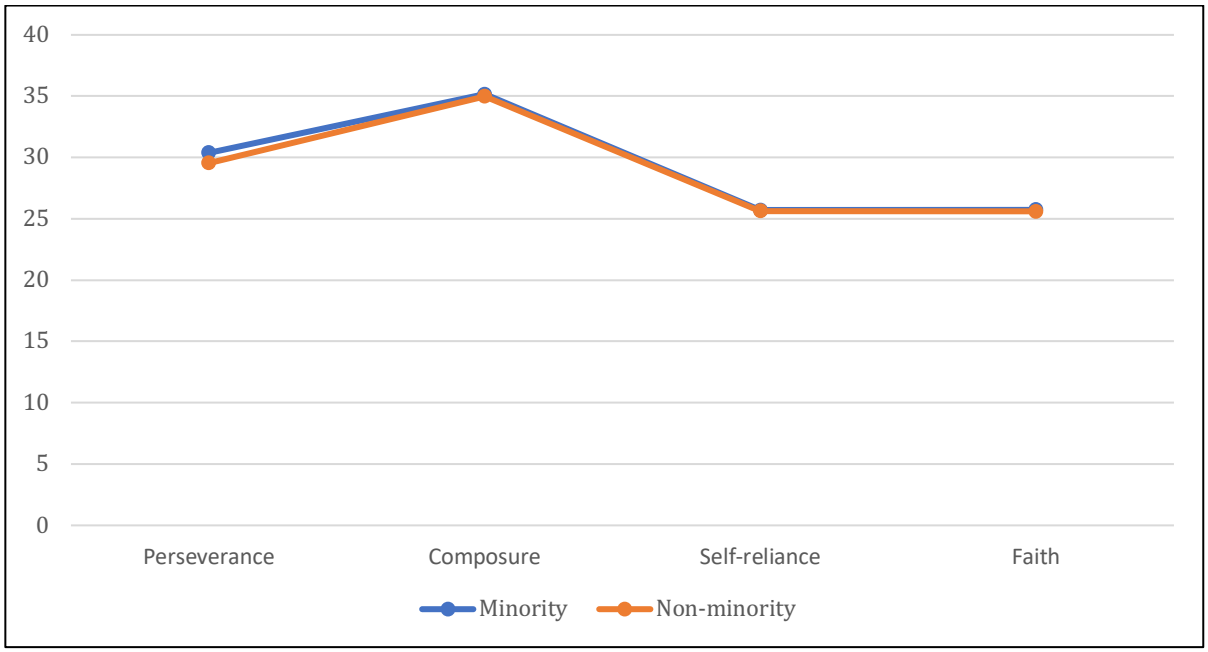
Here the result shows that out of 1551 participants 469 were male and 1082 were female in this study. On basis of various dimensions of resilience, it was found almost similar level of resilience among the male and female students. It was also observed that the mean scores of male (30.59, 35.74, 26.20) students are little bit higher than the female students (29.48, 34.93, 25.51) in case of three dimension of resilience (perseverance, composure and self-reliance) but

in case of faith, the mean score of females was slightly higher (25.85) than the score of males (25.49)

Table 4.4 Comparing Minority and Non-minority in terms of various dimension of resilience

Whether Minority		Perseverance	Composure	Self-reliance	Faith	Resilience Score
No (n=1081)	Mean	29.56	34.98	25.64	25.61	115.78
	Std. Deviation	4.315	4.227	3.528	2.874	12.039
Yes (n=470)	Mean	30.40	35.63	25.92	26.05	118.00
	Std. Deviation	4.278	3.909	3.511	2.845	11.568

Figure 4.4 Dimensions of Resilience in terms of Minority and Non-minority



Here the result shows that out of 1551 participants 470 belongs from Minority Community and 1081 from Non-minority Community. It was found almost

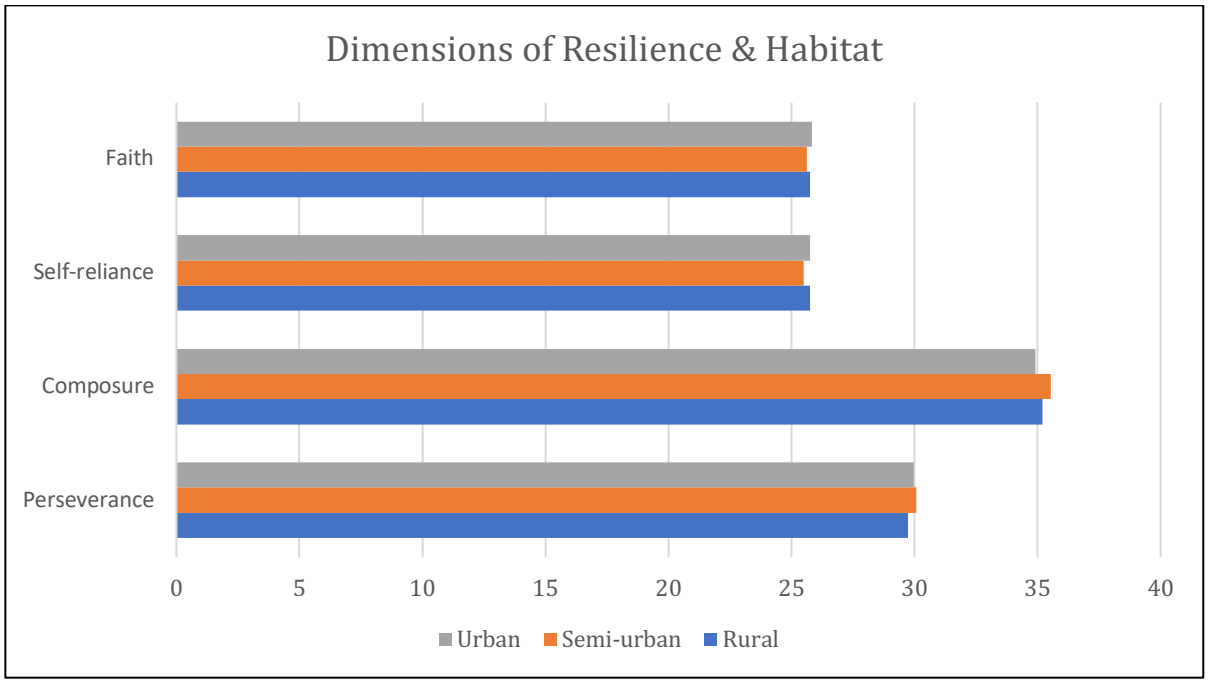
similar level of resilience among the Minority and Non-minority higher education students.

But in terms of various dimensions of resilience, it was seen that the Minority students were found to have more perseverance (m=30.40, sd=4.278), composure (m=35.63, sd=3.909), and faith (m=26.05, sd=2.845) than Non-minority students.

Table 4.5 Dimensions of resilience and habitat of the students

Habitat		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Rural (n=1088)	Mean	29.73	35.21	25.75	25.74	116.43
	Std. Deviation	4.286	4.132	3.516	2.856	11.924
Semi-urban (n=136)	Mean	30.06	35.53	25.50	25.61	116.70
	Std. Deviation	4.750	4.424	3.806	3.108	13.025
Urban (n=327)	Mean	29.98	34.90	25.74	25.82	116.43
	Std. Deviation	4.252	4.052	3.437	2.827	11.540
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.5 Dimensions of Resilience in terms of habitat



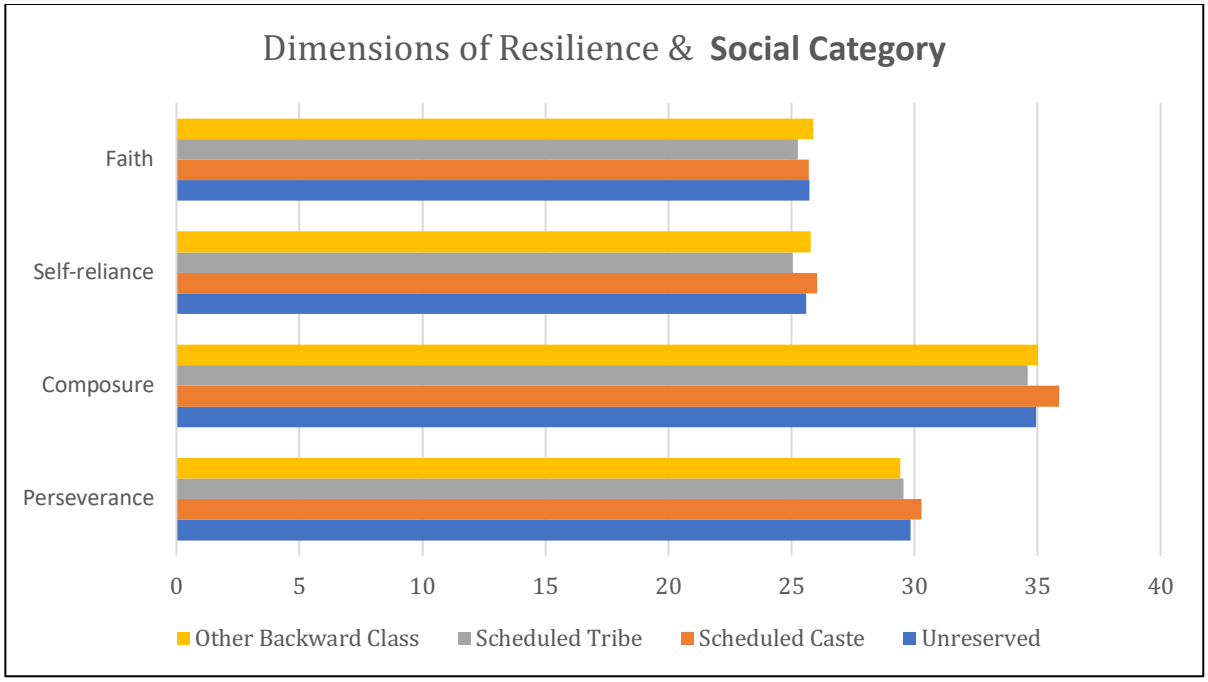
Here, habitat wise resilience scores were mentioned (Rural n=1088, Semi-urban n=136 and Urban n=327). It was found almost similar level of resilience among the rural, semi-urban and urban higher education students.

Table 4.6 *Various dimensions of resilience and social category of the students*

Social Category		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Unreserved (n=698)	Mean	29.83	34.95	25.59	25.72	116.08
	Std. Deviation	4.334	4.303	3.597	2.959	12.380
Scheduled Caste (n=371)	Mean	30.27	35.87	26.03	25.70	117.87
	Std. Deviation	4.282	3.914	3.588	3.031	11.811
Scheduled	Mean	29.55	34.59	25.05	25.26	114.45

Tribe (n=58)	Std. Deviation	4.264	4.130	3.546	2.425	11.813
Other Backward Class (n=424)	Mean	29.43	35.02	25.77	25.89	116.10
	Std. Deviation	4.313	4.011	3.327	2.625	11.231
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.6 Dimensions of Resilience Score in terms of social category



It was seen that the scores of resilience almost same among the students of Unreserved (n=698), Scheduled Caste (n=371), Scheduled Tribe (n=58) and Other Backward Class (n=424). But In terms of Perseverance (m=29.55),

Composure (m=35.87), and Self-reliance (m=26.03), the scheduled Caste students' score are slightly higher than the other higher education students.

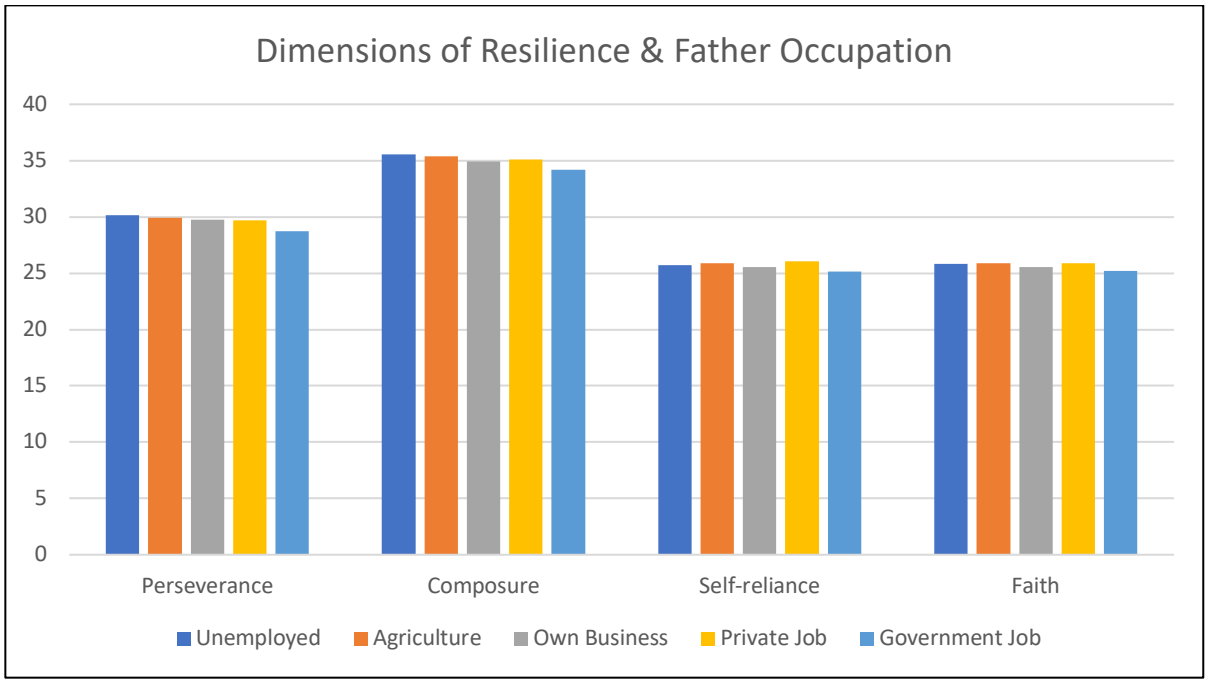
Table 4.7 *Various dimensions of resilience and family type of the students*

Perseverance Composure Self-reliance Faith Resilience Score * Family Type						
Family Type		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Nuclear Family (n=767)	Mean	29.55	34.86	25.54	25.59	115.54
	Std. Deviation	4.457	4.289	3.627	2.919	12.201
Joint Family (n=784)	Mean	30.07	35.48	25.91	25.89	117.35
	Std. Deviation	4.168	3.972	3.413	2.818	11.612
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Table 4.8 Various dimensions of resilience and father's occupation

Father Occupation		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Unemployed (n=196)	Mean	30.18	35.56	25.74	25.82	117.31
	Std. Deviation	4.498	4.193	3.580	2.959	12.066
Agriculture (n=686)	Mean	29.95	35.38	25.89	25.90	117.12
	Std. Deviation	4.226	4.101	3.469	2.757	11.781
Own Business (n=437)	Mean	29.75	34.95	25.52	25.57	115.79
	Std. Deviation	4.145	4.054	3.429	2.897	11.525
Private Job (n=116)	Mean	29.72	35.11	26.03	25.89	116.74
	Std. Deviation	4.596	4.230	3.658	2.855	12.392
Government Job (n=116)	Mean	28.73	34.20	25.16	25.23	113.32
	Std. Deviation	4.797	4.408	3.911	3.234	13.204
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4. 7 D*imensions of resilience and father's occupation*

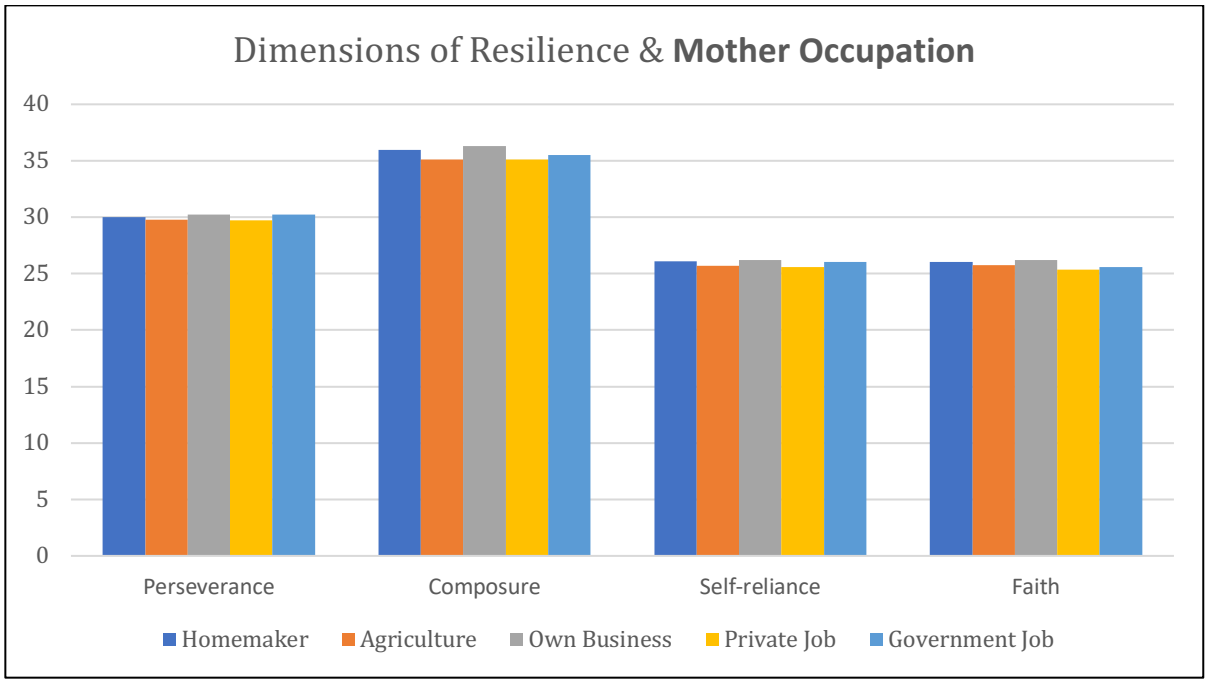


Here the result shows that on basis of overall resilience score, unemployed fathers are more resilient (m=117.31) than the other occupation of fathers. The students, whose fathers' occupation is Govt. job, they are less resilient (m=113.32) than the other profession. On basis of various dimension of resilience, it was seen almost similar level of resilience among the students in terms of their fathers' occupation.

Table 4.9 Various dimensions of resilience and mother's occupation.

Mother Occupation		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Homemaker (n=49)	Mean	30.00	35.94	26.10	26.04	118.08
	Std. Deviation	3.582	3.119	3.144	2.645	9.046
Agriculture (n=1438)	Mean	29.80	35.13	25.70	25.74	116.37
	Std. Deviation	4.329	4.174	3.497	2.875	11.961
Own Business (n=20)	Mean	30.25	36.30	26.20	26.20	118.95
	Std. Deviation	4.102	3.922	3.622	2.016	11.745
Private Job (n=26)	Mean	29.73	35.12	25.58	25.35	115.77
	Std. Deviation	5.032	4.366	4.717	2.911	14.495
Government Job (n=18)	Mean	30.22	35.50	26.06	25.61	117.39
	Std. Deviation	4.953	3.944	4.771	3.943	13.708
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.8 Dimensions of resilience and mother's occupation

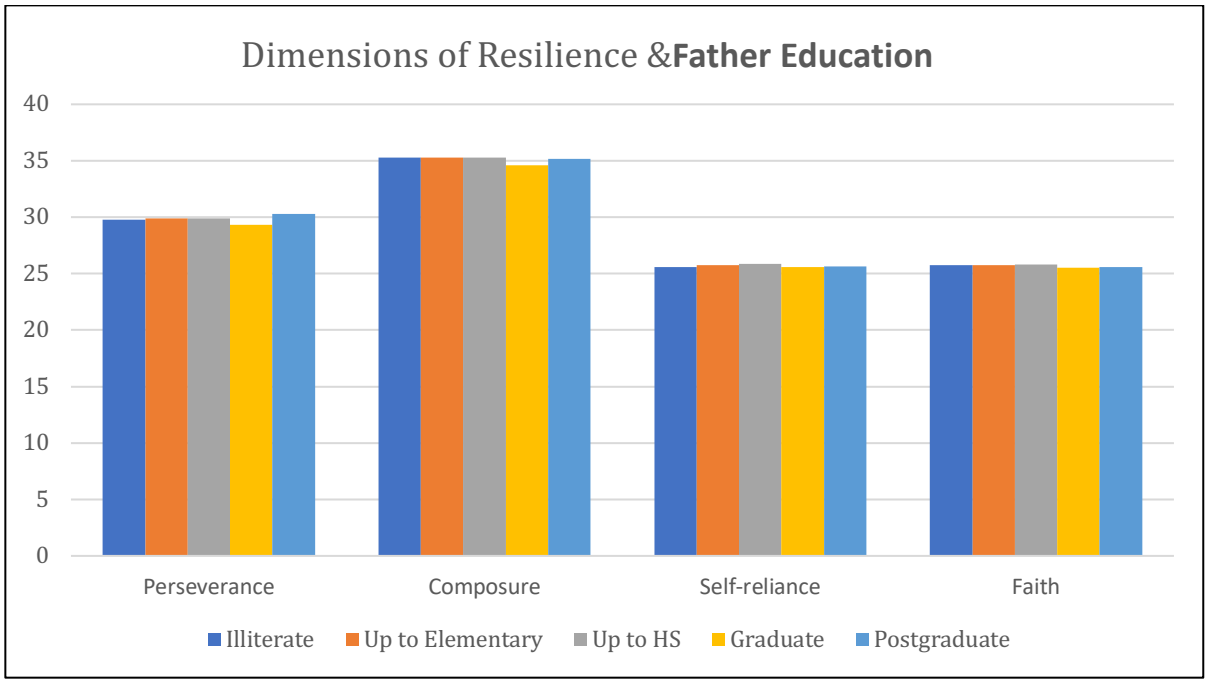


It was seen that; the students are more resilient (m=118.95) who's mother are in own business rather than the other profession. It was also observed that the students are less resilient (m=115.77) who's mothers are in private job. When seen various dimension of resilience there was no such differences among the students on basis of their mothers' occupation.

Table 4.10 Various dimensions of resilience in terms of father's education

Father Education		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Illiterate (n= 274)	Mean	29.77	35.26	25.58	25.77	116.39
	Std. Deviation	4.422	4.175	3.520	2.913	12.260
Up to Elementary (n=582)	Mean	29.92	35.26	25.75	25.78	116.70
	Std. Deviation	4.090	3.970	3.446	2.807	11.411
Up to HS (n=415)	Mean	29.90	35.30	25.88	25.83	116.92
	Std. Deviation	4.318	4.164	3.569	2.872	12.150
Graduate (n=228)	Mean	29.33	34.62	25.56	25.50	115.01
	Std. Deviation	4.648	4.422	3.652	2.975	12.335
Postgraduate (n=52)	Mean	30.29	35.19	25.63	25.58	116.69
	Std. Deviation	4.799	4.384	3.570	2.940	12.470
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.9 Dimensions of resilience and father's education



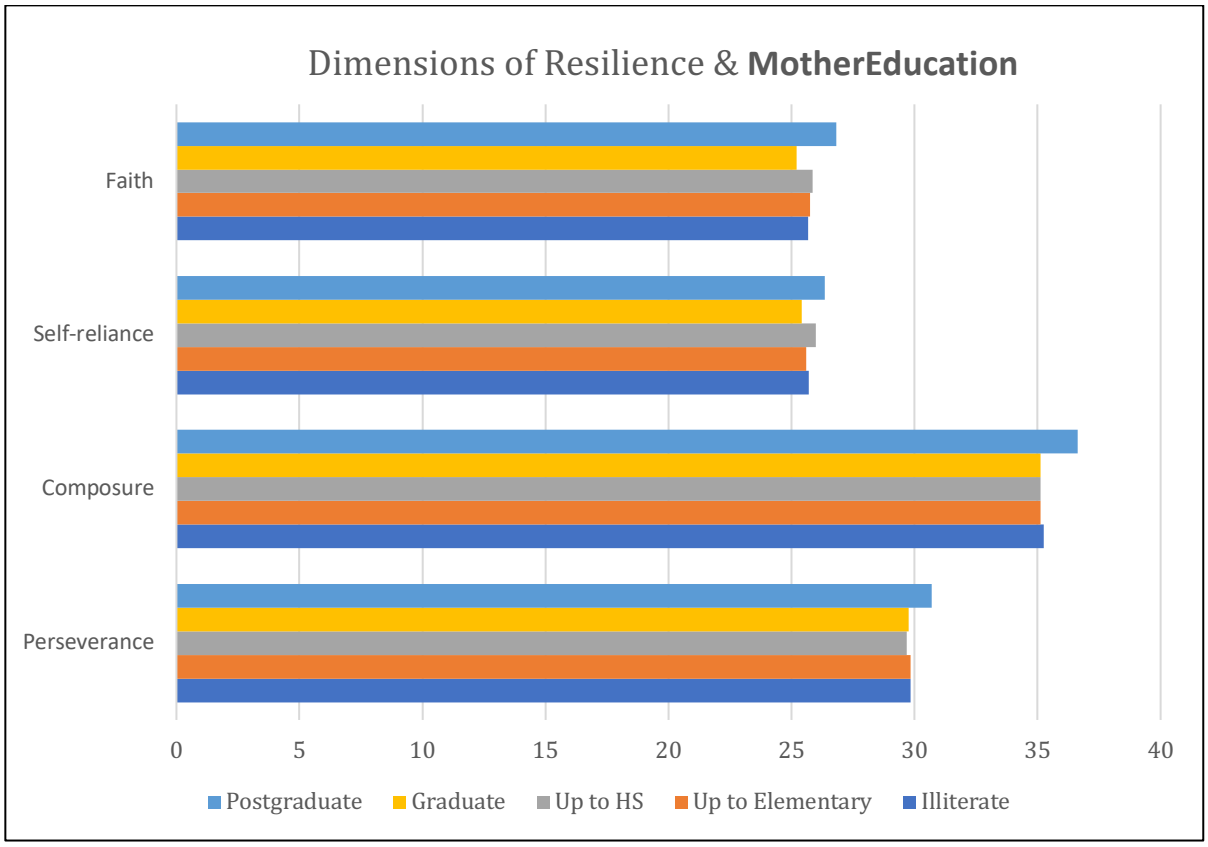
It was seen that; the students are more resilient (m=116.92) who's fathers are educated up to H.S. than any other qualifications of their father. It was also observed that the students are less resilient (m=115.01) who's fathers' qualifications are up to graduation. In terms of various dimension of resilience there was no such differences among the students on basis of their father's educational qualifications.

Table 4.11 Various dimensions of resilience in terms of mother's education

Perseverance Composure Self-reliance Faith Resilience Score * Mother Education						
Mother Education		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Illiterate (n=337)	Mean	29.83	35.26	25.70	25.67	116.47
	Std. Deviation	4.290	4.165	3.244	2.839	11.769

Up to Elementary (n=666)	Mean	29.85	35.11	25.59	25.74	116.29
	Std. Deviation	4.279	4.180	3.688	2.897	12.303
Up to HS (n=416)	Mean	29.69	35.12	25.98	25.85	116.63
	Std. Deviation	4.212	3.968	3.421	2.812	11.281
Graduate (n=100)	Mean	29.76	35.11	25.42	25.20	115.49
	Std. Deviation	4.699	4.394	3.701	2.978	11.984
Postgraduate (n=34)	Mean	30.69	36.63	26.34	26.81	120.47
	Std. Deviation	5.642	4.506	3.571	2.867	13.928
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.10 Dimensions of resilience and mother's education

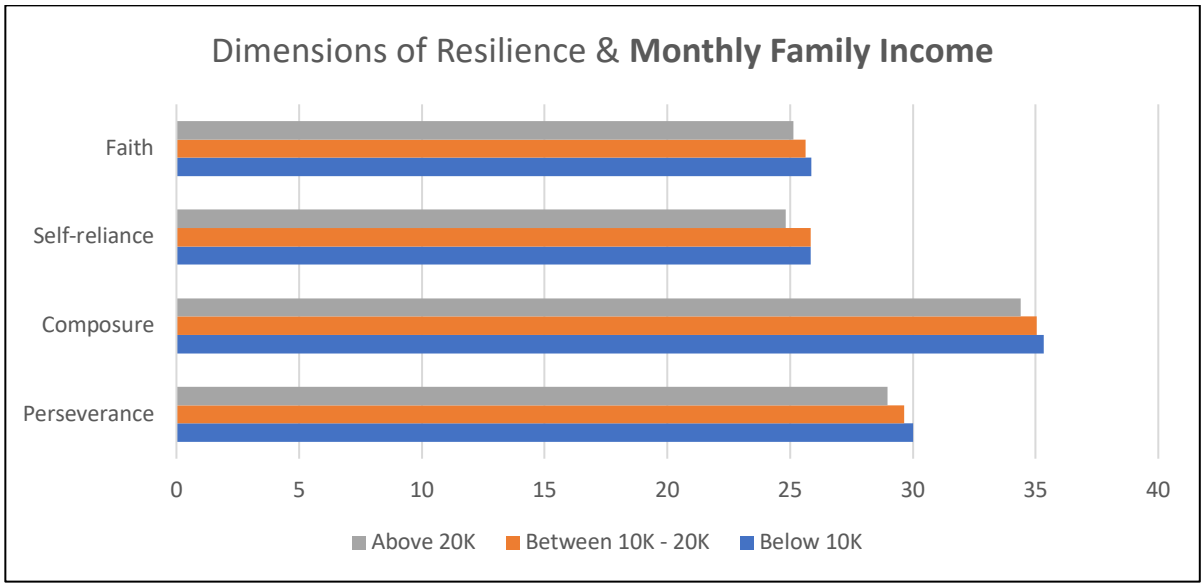


Here the result shows that out of 1551 participants only 34 responded that their mothers are post graduated and 100 participants responded that their mothers are graduated, 416 were up to HS, 666 up to elementary, and 337 participants responded that their mothers are illiterate. It was observed that the participants who's mothers are post graduated they are more resilient than the others and who's mother are graduated they are less resilient than the others. On basis of various dimensions of resilience, it was found similar level of resilience except the participants whose mothers are post graduated.

Table 4.12 Various dimensions of resilience in terms of monthly family income

Monthly Family Income		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Below 10K (n=1060)	Mean	30.00	35.34	25.83	25.87	117.04
	Std. Deviation	4.266	4.161	3.482	2.857	11.971
Between 10K - 20K (n=324)	Mean	29.64	35.05	25.84	25.63	116.15
	Std. Deviation	4.290	4.048	3.447	2.752	11.452
Above 20K (n=167)	Mean	28.96	34.40	24.81	25.13	113.31
	Std. Deviation	4.618	4.130	3.818	3.106	12.200
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.11 *Dimensions of resilience and monthly family income*



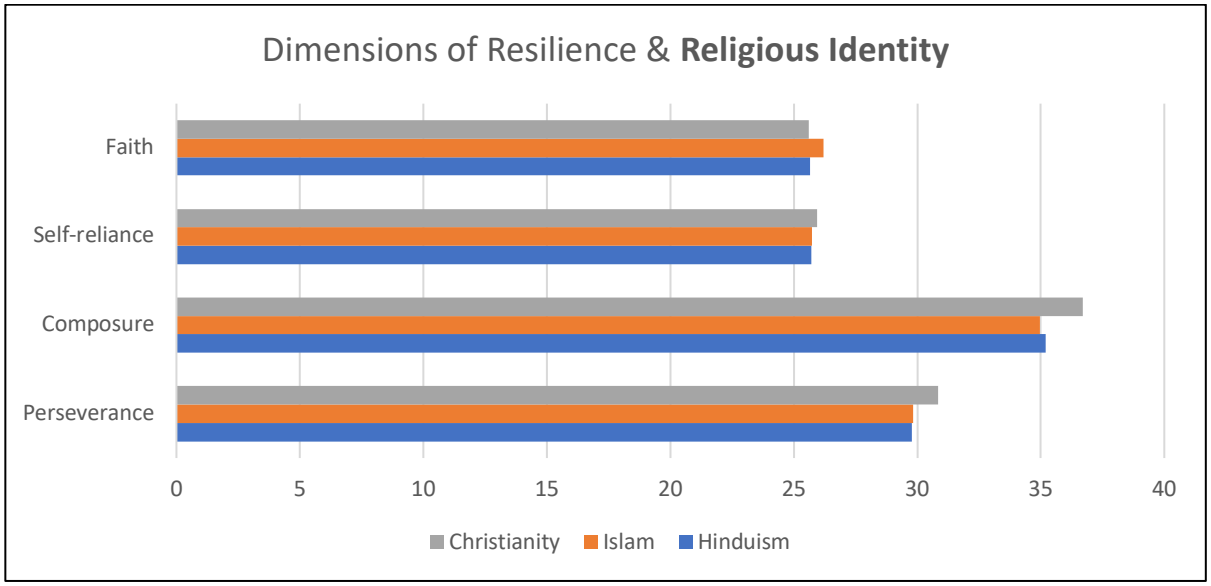
Here the result showed that out of 1551 participant 1060 responded that their monthly family income is below 10 thousand. 324 participants responded that their monthly family income is 10 thousand to 20 thousand and only 167 responded that their monthly family income is above 20 thousand. The interesting fact is that those whose family income is below 10 thousand, they are slightly more resilient(m=117.04) than the others. Another side those who's monthly income is more than 20 thousand they are slightly less resilient(m=113.31) than the others.

Table 4.13 *Various dimensions of resilience in terms of religious identity of the students*

Religious Identity		Perseverance	Composure	Self-reliance	Faith	Resilience Score
Hinduism (n=1265)	Mean	29.79	35.19	25.72	25.65	116.35
	Std. Deviation	4.318	4.145	3.525	2.938	12.002
Islam (n=266)	Mean	29.84	34.97	25.73	26.19	116.74
	Std. Deviation	4.373	4.103	3.561	2.541	11.703
Christianity	Mean	30.85	36.70	25.95	25.60	119.10

(n=20)	Std. Deviation	3.731	4.342	3.120	2.210	11.092
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.12 Dimensions of resilience and religious identity

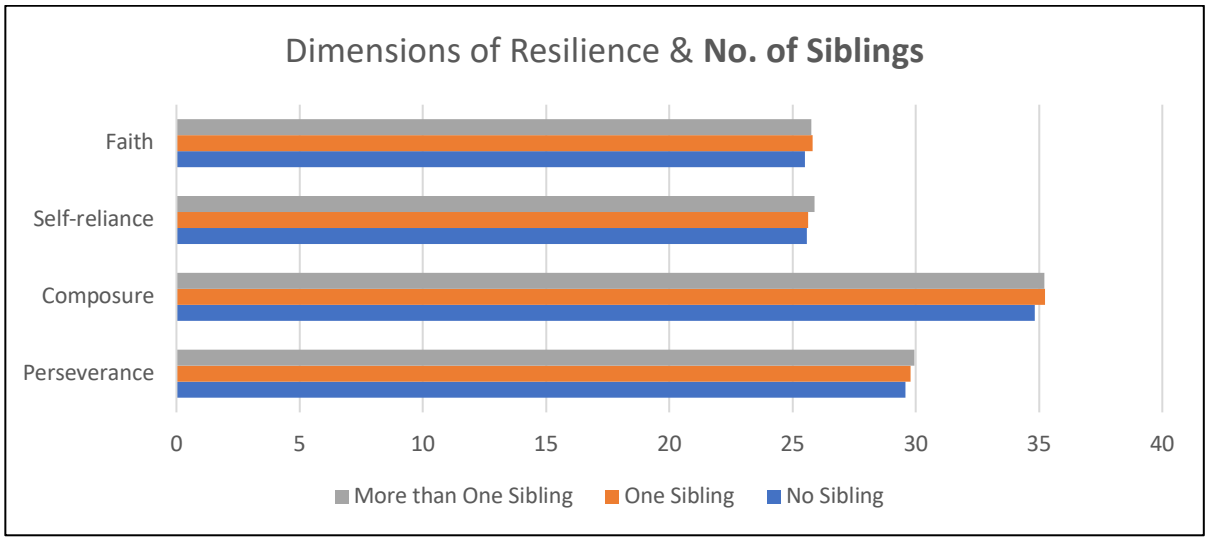


Here the result showed that out of 1551 participants 1265 belongs from Hinduism, 266 from Islam and only 20 were from Christianity. It was observed that the Christian students are generally more resilient (m=119.10) rather than Islam (m=116.74) and Hinduism (m=116.35). In terms of various dimension of resilience, it was found almost similar level of resilience among the Hinduism and Muslim Students but in 'Faith' Muslim students are more resilient (m=26.19) than Hinduism (m=25.65) and Christianity (25.60).

Table 4.14 Dimensions of resilience in terms of number of sibling

No. of Siblings		Perseverance	Composure	Self-reliance	Faith	Resilience Score
No Sibling (n=215)	Mean	29.57	34.82	25.58	25.49	115.47
	Std. Deviation	4.612	4.451	3.828	3.183	13.203
One Sibling (n=740)	Mean	29.79	35.25	25.63	25.81	116.49
	Std. Deviation	4.129	3.924	3.420	2.848	11.254
More than One Sibling (n=596)	Mean	29.93	35.21	25.89	25.75	116.77
	Std. Deviation	4.445	4.290	3.538	2.781	12.280
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.13 *Dimensions of resilience and number of siblings*

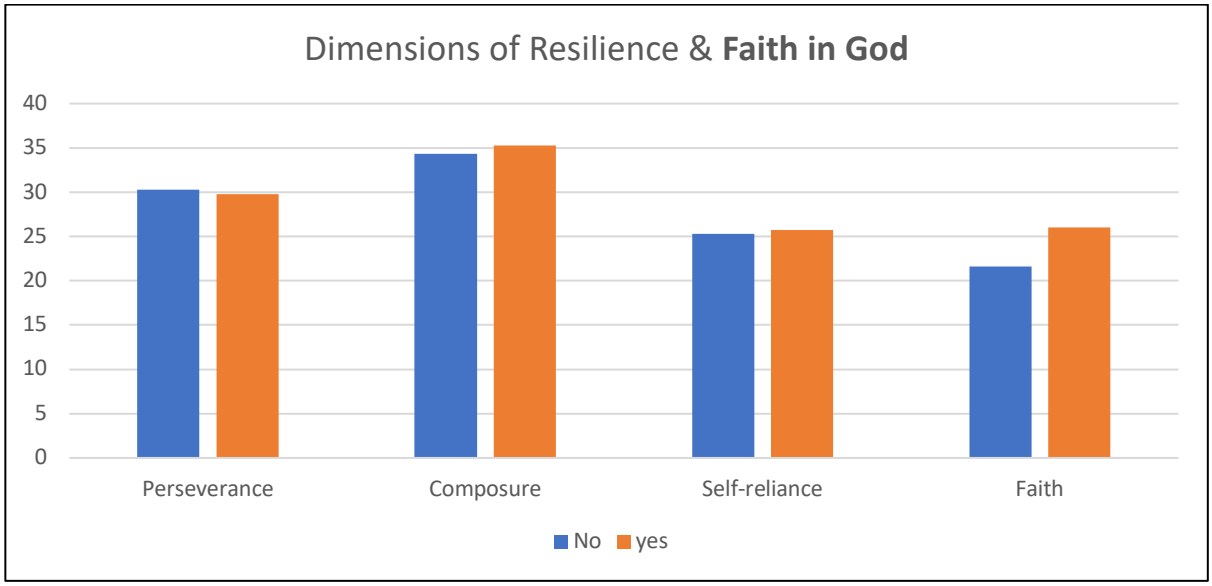


Here the result showed that out of 1551 participants 215 have no sibling, 740 have 1 sibling and 596 have more than one sibling. It was also observed that those who have no sibling are less resilient (m=115.47) than those who have one (m=116.49) and more than one (m=116.77). But in terms various dimension of resilience it was found almost similar level of resilience among the participants.

Table 4.15 Various dimensions of resilience in terms of faith in God

Do you believe in God?		Perseverance	Composure	Self-reliance	Faith	Resilience Score
No (n=96)	Mean	30.25	34.32	25.31	21.61	111.50
	Std. Deviation	4.611	4.349	3.663	3.113	12.409
Yes (n=1455)	Mean	29.78	35.23	25.75	26.02	116.78
	Std. Deviation	4.300	4.124	3.515	2.637	11.837
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.14 Dimensions of resilience and faith in God

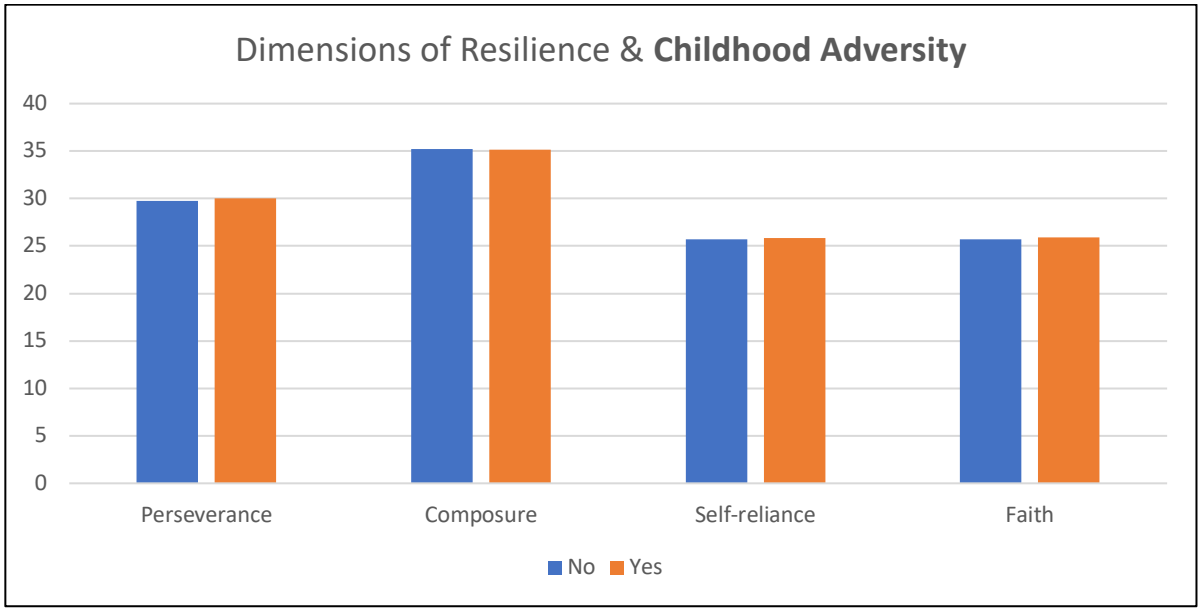


Here the result showed that out of 1551 participants only 96 don't believe in God and 1455 believe in God. The interesting fact is that those who believe in God are more resilient (m=116.78) than those who don't believe in God (m=111.50). In terms of various dimension of resilience, it was found almost slightly difference resilience score among the participants. Those who believe in God, their faith is higher (m=26.02) than those who don't believe (m=111.5).

Table 4.16 Dimensions of resilience in terms of childhood adversity

Childhood Adversity		Perseverance	Composure	Self-reliance	Faith	Resilience Score
No (n=1132)	Mean	29.73	35.18	25.68	25.68	116.26
	Std. Deviation	4.272	4.112	3.468	2.848	11.782
Yes (n=419)	Mean	30.05	35.16	25.84	25.93	116.98
	N	419	419	419	419	419
	Std. Deviation	4.443	4.228	3.674	2.928	12.347
Total	Mean	29.81	35.17	25.72	25.74	116.46
	N	1551	1551	1551	1551	1551
	Std. Deviation	4.320	4.142	3.524	2.871	11.938

Figure 4.15 Dimensions of resilience and childhood adversity



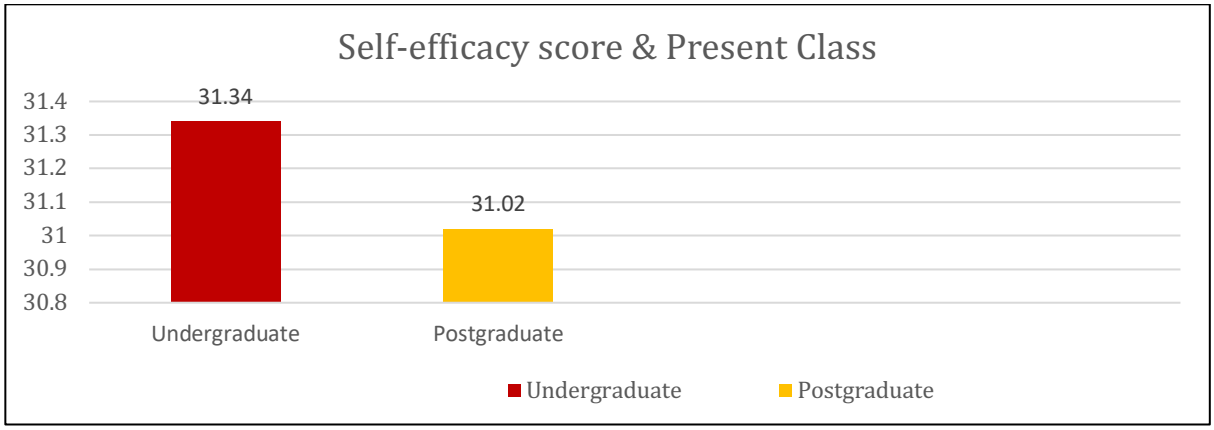
Here the result showed that out of 1551 participants 419 faced childhood adversity and 1132 did not face any childhood adversity. It was observed that those who faced any childhood adversity are more resilient (m=116.98) than

those who did not face any difficulties or childhood adversities (m=116.26). In terms of various dimension of resilience, it was found almost similar level of resilience among the participants.

Table 4.17 Comparing UG and PG students in terms of their self-efficacy score

Self-efficacy Score * Present Class			
Self-efficacy Score			
Present Class	Mean	N	Std. Deviation
Undergraduate	31.34	1203	5.818
Postgraduate	31.02	348	5.413
Total	31.27	1551	5.729

Figure 4.16 Comparing self-efficacy score in terms of Present Class

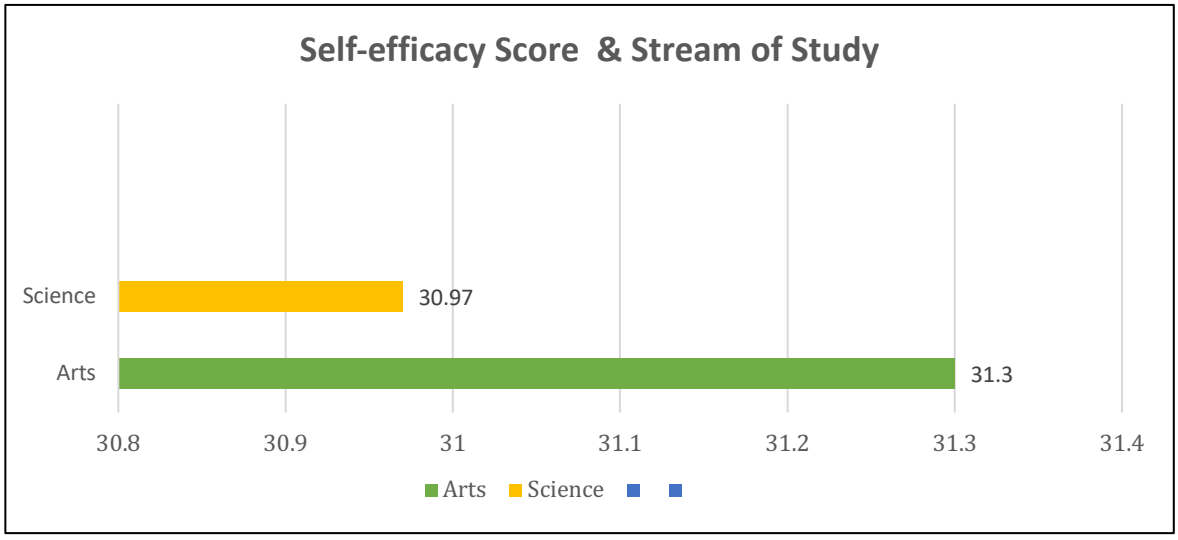


Here the result showed that out of 1551 participants 1203 were from Undergraduate and 348 were from Postgraduate. It was also observed that the Self-efficacy score of Undergraduate students are slightly higher (m=31.34) than the Postgraduate students (m=31.02).

Table 4.18 Comparing self-efficacy score in terms of stream of study

Self-efficacy Score			
Stream of Study	Mean	N	Std. Deviation
Arts	31.30	1407	5.777
Science	30.97	144	5.254
Total	31.27	1551	5.729

Figure 4.17 Comparing self-efficacy score in terms of stream of studies

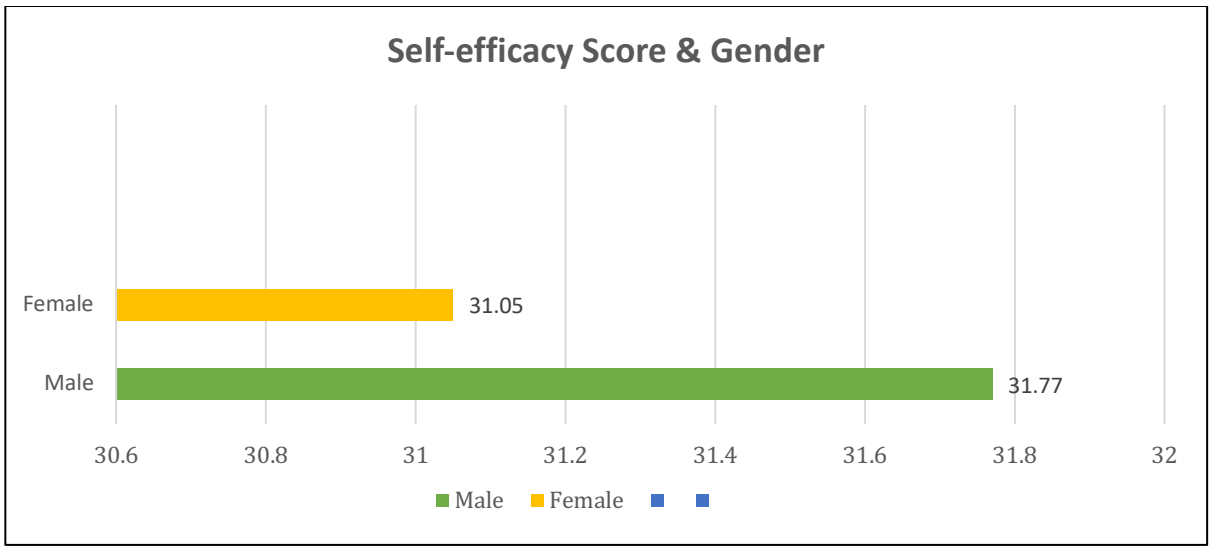


Here the result showed that out of 1551 participants 1407 were from Arts Stream and 144 were from Science stream. It was also observed that the Self-efficacy score of Arts students are slightly higher (m=31.30) than the Science students (m=30.97)

Table 4.19 Comparing self-efficacy score in terms of gender

Self-efficacy Score			
Gender	Mean	N	Std. Deviation
Male	31.77	469	5.892
Female	31.05	1082	5.647
Total	31.27	1551	5.729

Figure 4.18 Comparing self-efficacy score in terms of Gender

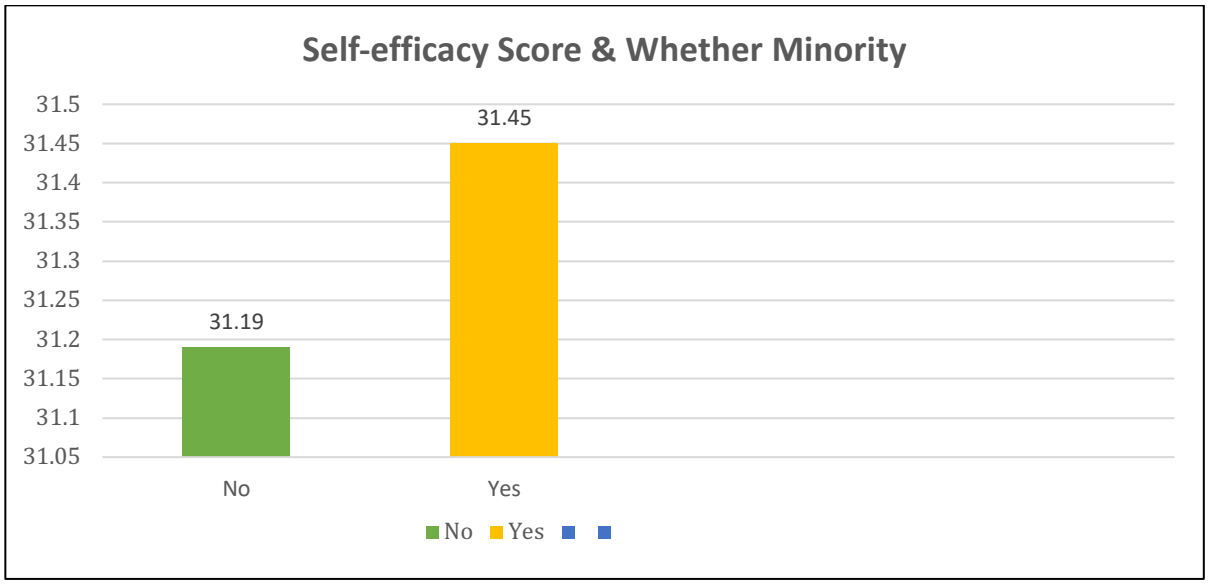


Here the result showed that out of 1551 participants 469 were male and 1082 were from female category. It was also observed that the Self-efficacy score of male students are slightly higher (m=31.77) than the female students (m=31.05).

Table 4.20 Comparing self-efficacy score in terms of Minority/Non-minority

Self-efficacy Score			
Whether Minority	Mean	N	Std. Deviation
No	31.19	1081	5.684
Yes	31.45	470	5.835
Total	31.27	1551	5.729

Figure 4.19 Comparing self-efficacy score in terms of Minority and non-minority

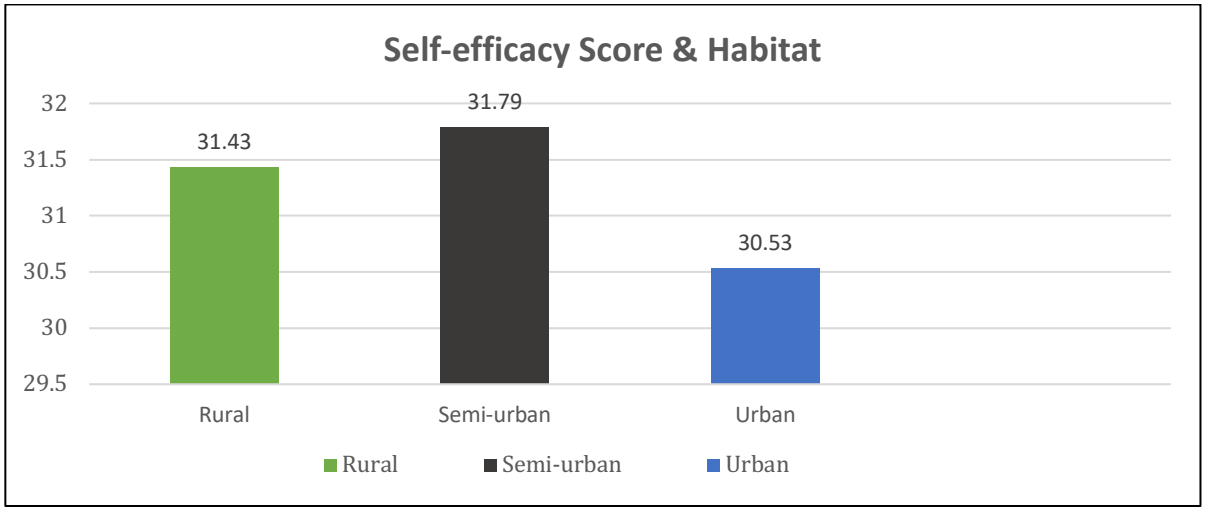


Here the result showed that out of 1551 participants 470 belongs from Minority Community and 1081 from Non-minority Community. It was also observed that the Self-efficacy score of Minority students are slightly higher (m=31.45) than the Non-minority students (m=31.19).

Table 4.21 Comparing self-efficacy score in terms of habitat

Self-efficacy Score			
Habitat	Mean	N	Std. Deviation
Rural	31.43	1088	5.694
Semi-urban	31.79	136	4.936
Urban	30.53	327	6.095
Total	31.27	1551	5.729

Figure 4.20 Comparing self-efficacy score in terms of habitat.

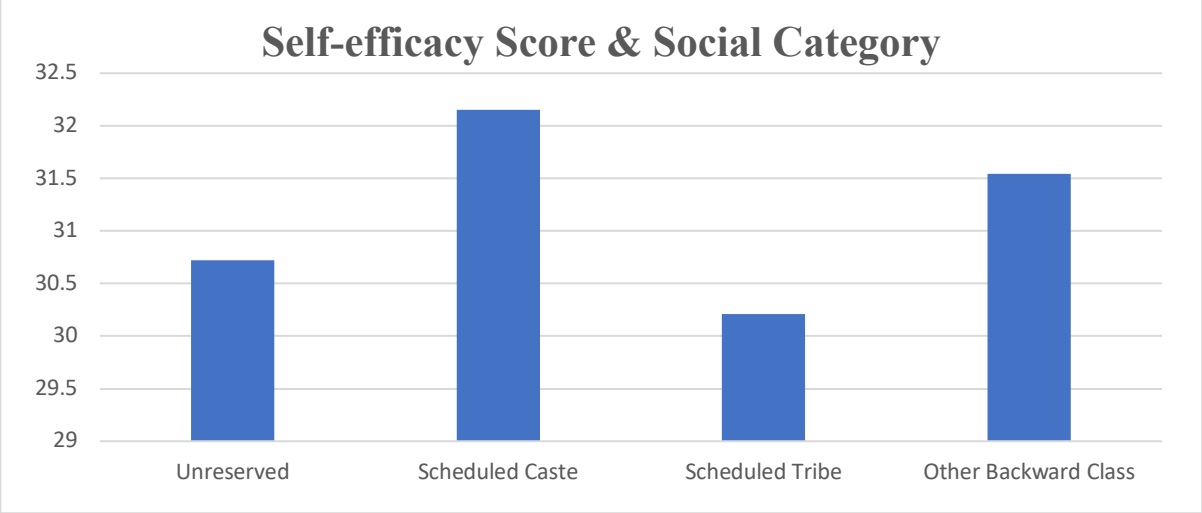


Here the result showed that out of 1551 participants 1088 were from rural area and 136 were from semi-urban and 327 were from urban area. It was found that the Self-efficacy score of semi-urban students are slightly higher (m=31.79) than the rural (m=31.43) and urban students (m=30.53). That means the urban students are lag behind than the semi-urban and rural students.

Table 4.22 Comparing self-efficacy score in terms of social category

Self-efficacy Score			
Social Category	Mean	N	Std. Deviation
Unreserved	30.72	698	5.681
Scheduled Caste	32.15	371	5.618
Scheduled Tribe	30.21	58	7.643
Other Backward Class	31.54	424	5.498
Total	31.27	1551	5.729

Figure 4.21 Comparing self-efficacy score in terms of social category

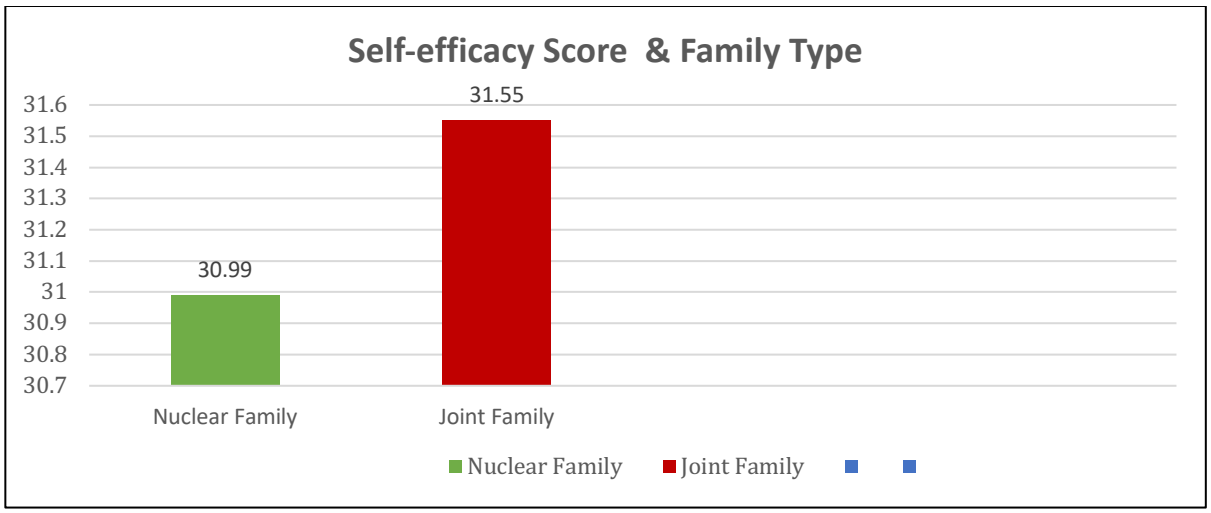


Here the result showed that out of 1551 participants 698 were from Unresearved category, 371 from Scheduled Caste, 58 from Scheduled Tribe and 424 were from OBC category. It was found that the Self-efficacy score of Scheduled Caste students are higher (m=32.15) than the others students. In terms of Self-efficacy, Scheduled Tribe students are lag behind (m=30.21) than the others category.

Table 4.23 Comparing self-efficacy score in terms family type

Self-efficacy Score			
Family Type	Mean	N	Std. Deviation
Nuclear Family	30.99	767	5.498
Joint Family	31.55	784	5.938
Total	31.27	1551	5.729

Figure 4.22 Comparing self-efficacy score in terms of family type

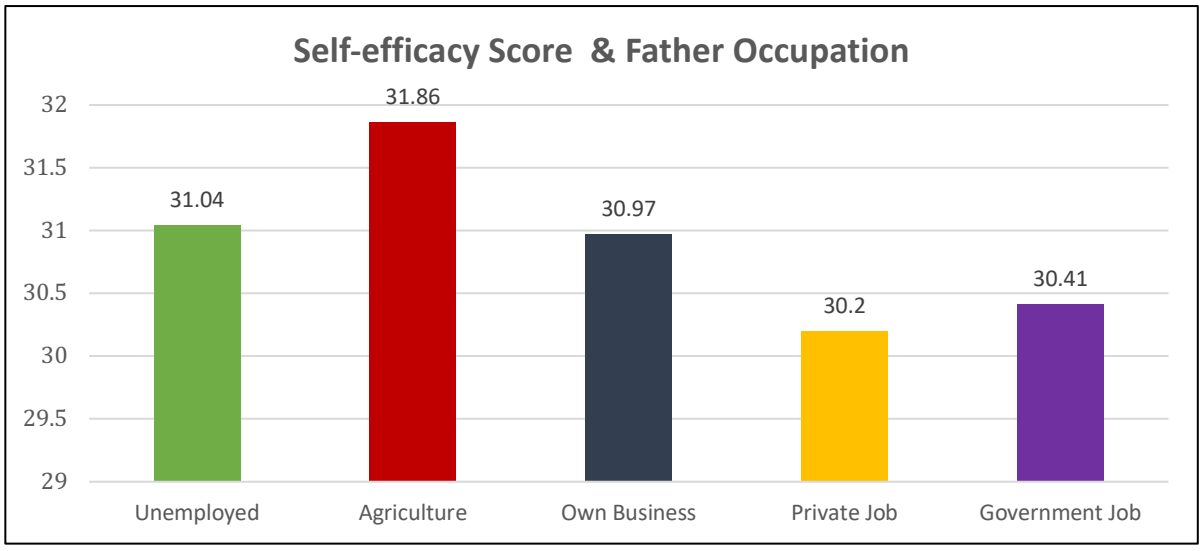


Here the result showed that out of 1551 participants 767 were from Nuclear Family and 784 were from Joint Family. It was found that the Self-efficacy score of Joint Family students are higher (m=31.55) than the Nuclear Family students (m=30.99). Figure 4.23 Self-Efficacy score and Family type of the students

Table 4.24 Comparing self-efficacy score in terms of father's occupation

Self-efficacy Score			
Father Occupation	Mean	N	Std. Deviation
Unemployed	31.04	196	5.871
Agriculture	31.86	686	5.670
Own Business	30.97	437	5.806
Private Job	30.20	116	5.609
Government Job	30.41	116	5.371
Total	31.27	1551	5.729

Figure 4.23 Comparing Self-efficacy score in terms of father's occupation

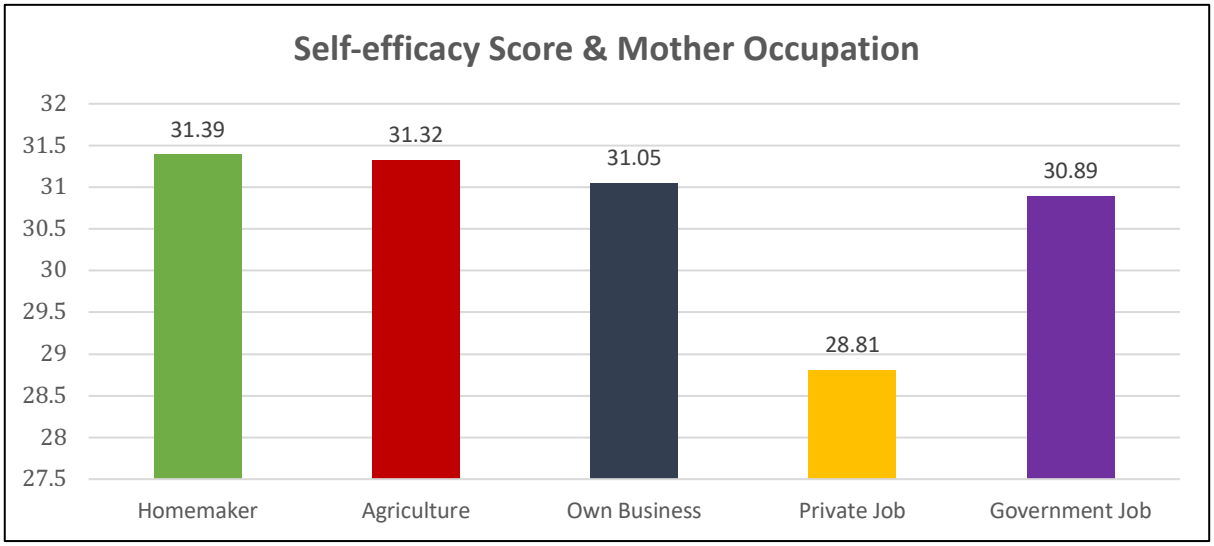


Here the result showed that out of 1551 participants 196 said that their fathers' are unemployed and 686 said agriculture, 437 said own business, 116 said private job and 116 said that their father in a Govt. job. It was found that the Self-efficacy score was higher (m=31.86) among the students who's fathers' occupation was agriculture. Another side the Self-efficacy score was lower (m=30.20) among the students who's fathers' occupation was private job.

Table 4.25 Comparing self-efficacy score in terms of mother's occupation

Self-efficacy Score			
Mother Occupation	Mean	N	Std. Deviation
Homemaker	31.39	49	5.488
Agriculture	31.32	1438	5.649
Own Business	31.05	20	7.007
Private Job	28.81	26	7.705
Government Job	30.89	18	7.638
Total	31.27	1551	5.729

Figure 4.24 Comparing *self-efficacy score in terms of mother's occupation*



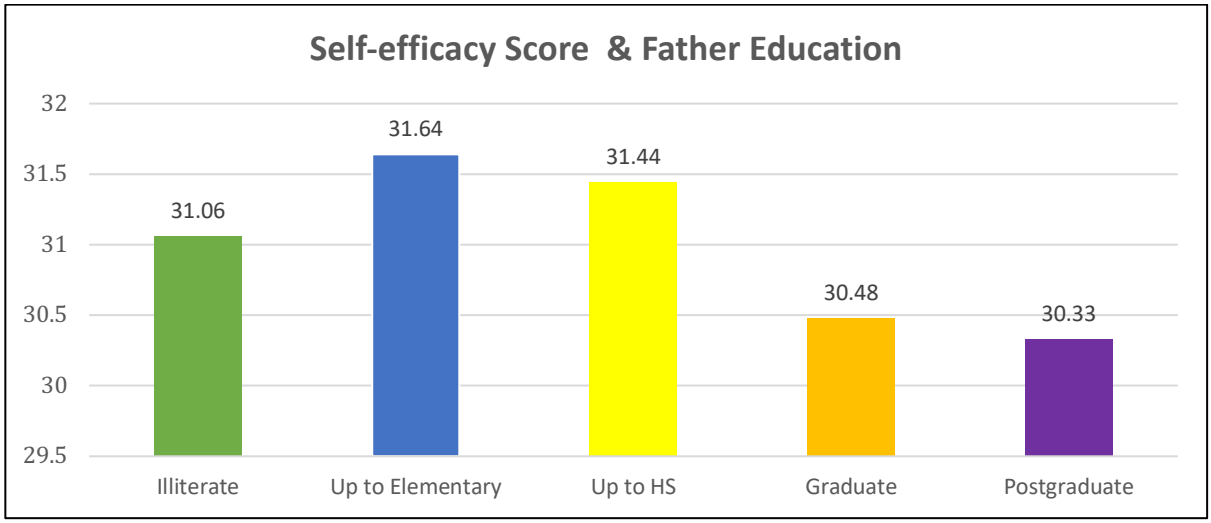
Here the result showed that out of 1551 participants 49 said that their mother is a homemaker, 1438 said agriculture, 20 own business, 26 said private job and only 18 said that their mother in a Govt. job. It was found that the Self-efficacy score was slightly higher (m=31.39) among the students who's mother was a

homemaker. Another side the Self-efficacy score was lower (m=28.81) among the students who's mothers' occupation was private job.

Table 4.26 *Comparing self-efficacy score in terms of father's education*

Self-efficacy Score			
Father Education	Mean	N	Std. Deviation
Illiterate	31.06	274	5.976
Up to Elementary	31.64	582	5.624
Up to HS	31.44	415	5.858
Graduate	30.48	228	5.358
Postgraduate	30.33	52	5.833
Total	31.27	1551	5.729

Figure 4.25 Comparing self-efficacy score in terms of father's education



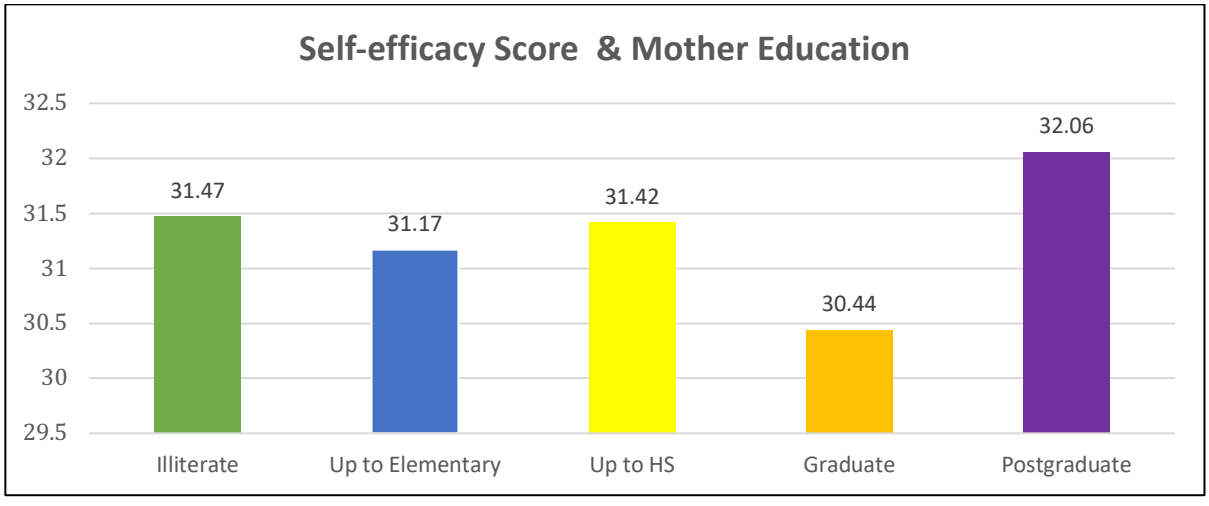
Here the result showed that out of 1551 participants 274 said that their father was illiterate, and 582 said up to elementary, 415 said up to H.S, 228 said graduation and only 52 said that their father was postgraduated. It was found that the Self-efficacy score was higher (m=31.64) among the students who's

fathers' education was up to elementary. Another side the Self-efficacy score was lower (m=30.33) among the students who's fathers were post graduated.

Table 4.27 *Comparing self-efficacy score in terms of* mother's education

Self-efficacy Score			
Mother Education	Mean	N	Std. Deviation
Illiterate	31.47	337	5.607
Up to Elementary	31.17	666	5.845
Up to HS	31.42	416	5.563
Graduate	30.44	100	5.894
Postgraduate	32.06	32	6.221
Total	31.27	1551	5.729

Figure 4.26 *Comparing self-efficacy score in terms of* mother's education



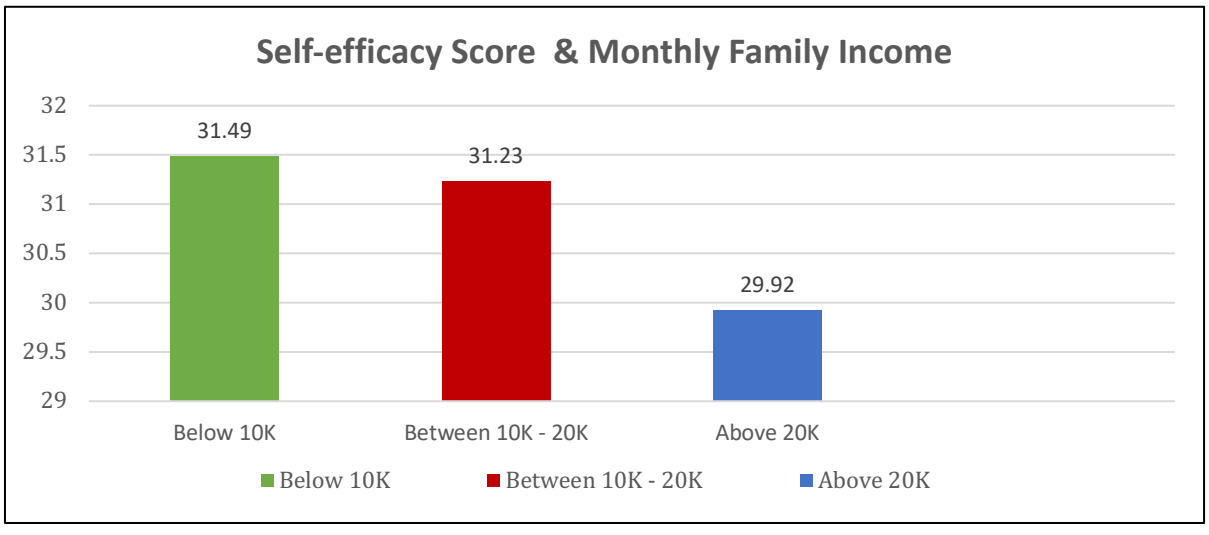
Here the result showed that out of 1551 participants 337 said that their mother was illiterate, and 666 said up to elementary, 416 said up to H.S, 100 said graduation and only 32 said that their mothers were postgraduated. It was found

that the Self-efficacy score was higher (m=32.06) among the students who's mothers' were postgraduated. Another side the Self-efficacy score was lower (m=30.44) among the students who's mothers were graduated.

Table 4.28 Comparing self-efficacy Score in terms of monthly family income

Self-efficacy Score			
Monthly Family Income	Mean	N	Std. Deviation
Below 10K	31.49	1060	5.700
Between 10K - 20K	31.23	324	5.696
Above 20K	29.92	167	5.830
Total	31.27	1551	5.729

Figure 4.27 *Comparing self-efficacy score in terms of* monthly family income



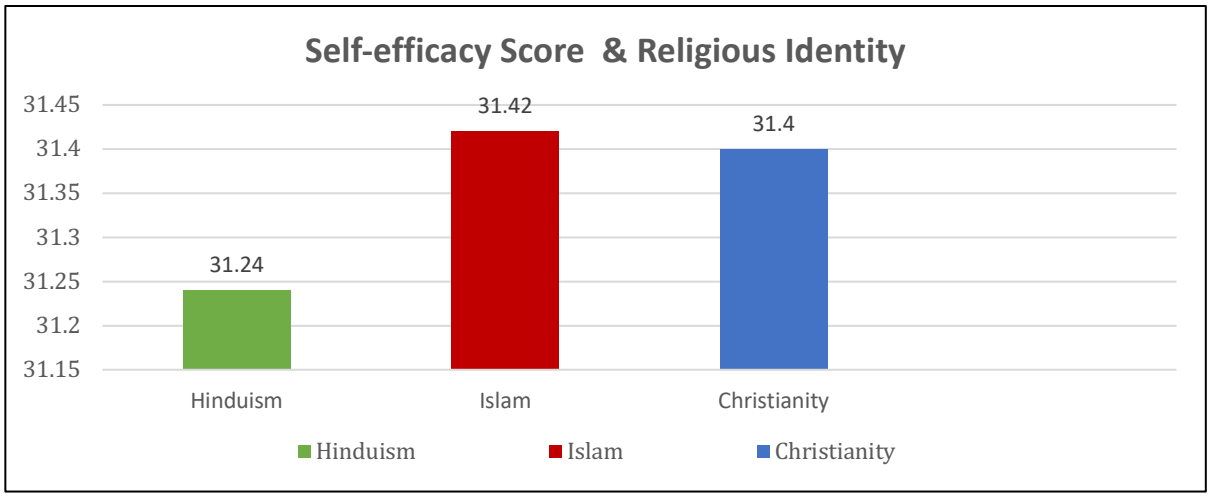
Here the result showed that out of 1551 participants 1060 said that their monthly family income was below 10 thousand, 324 said between 10 to 20 thousand and only 167said that their monthly family income was above 20

thousand. It was found that the Self-efficacy score was higher (m=31.49) among the students who's monthly family income was below 10 thousand. Another side the Self-efficacy score was lower (m=29.92) among the students who's monthly family income was above 20 thousand.

Table 4.29 Comparing self-efficacy score in terms of religious identity of the students

Self-efficacy Score			
Religious Identity	Mean	N	Std. Deviation
Hinduism	31.24	1265	5.629
Islam	31.42	266	6.126
Christianity	31.40	20	6.816
Total	31.27	1551	5.729

Figure 4.28 *Comparing self-efficacy score in terms of religious identity of the students*



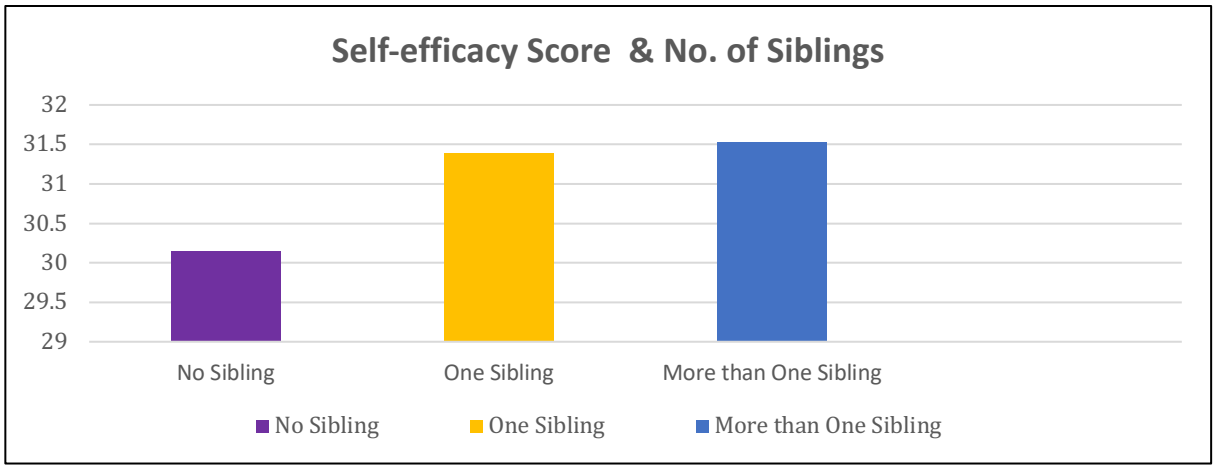
Here the result showed that out of 1551 participants 1265 were from Hinduism, 266 were from Islam and only 20 were Christianity. It was found that the Self-efficacy score of Muslim students are slightly higher (m=31.42) than the Christian (m=31.40) and Hindu students (m=31.24). Though the differences are

very little so it can be said that the self-efficacy score are almost similar among the Hindu, Muslim and Christian Community students.

Table 4.30 Comparing self-efficacy score in terms of No. of Siblings

Self-efficacy Score			
No. of Siblings	Mean	N	Std. Deviation
No Sibling	30.15	215	6.273
One Sibling	31.39	740	5.279
More than One Sibling	31.53	596	6.019
Total	31.27	1551	5.729

Figure 4.29 Comparing self-efficacy score in terms of No. of Siblings

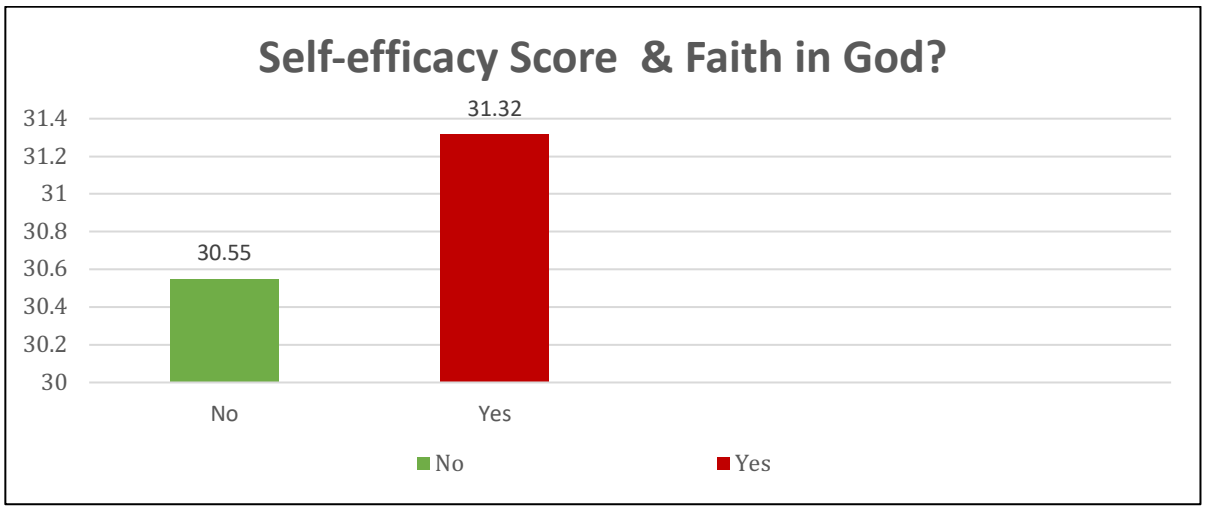


Here the result showed that out of 1551 participants 215 responded that they don't have any sibling, 740 replied that they have only one sibling and 596 replied that they have more than one sibling. It was found that the Self-efficacy score was slightly higher (m=31.53) among the students those who have more than one siblings than the students those who have one sibling (m=31.39) and no sibling (m=30.15). So it can be said that the students who did not have any sibling their self-efficacy score was lower than the others.

Table 4. 31 Comparing self-efficacy score in terms of faith in God

Self-efficacy Score			
Do you believe in God?	Mean	N	Std. Deviation
No	30.55	96	5.460
Yes	31.32	1455	5.745
Total	31.27	1551	5.729

Figure 4.30 *Comparing self-efficacy score in terms of faith in God.*

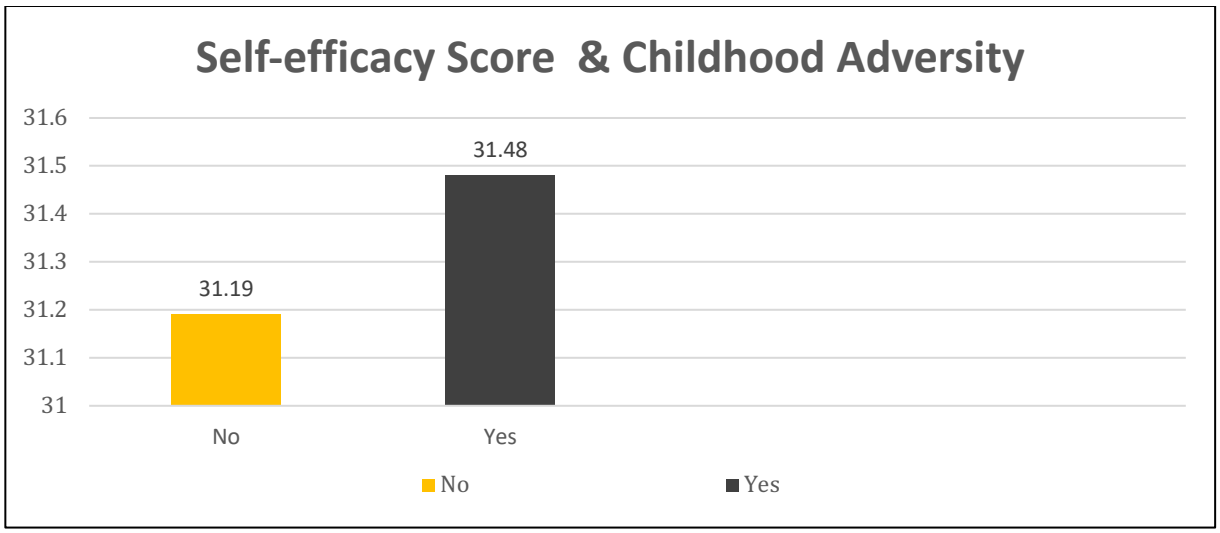


Here the result showed that out of 1551 participants only 96 responded that they don't believe in God and 1455 replied that they believe in God. It was also observed that the Self-efficacy score of the students those who believe in God was higher (m=31.32) than the students those who don't believe in God (m=30.55).

Table 4.32 Comparing self-efficacy score in terms of childhood adversity

Self-efficacy Score			
Childhood Adversity	Mean	N	Std. Deviation
No	31.19	1132	5.810
Yes	31.48	419	5.508
Total	31.27	1551	5.729

Figure 4.31 Comparing self-efficacy score in terms of childhood adversity



Here the result showed that out of 1551 participants 419 faced childhood adversity and 1132 did not face any childhood adversity. It was found that the Self-efficacy score was higher (m=31.48) among the students those who faced difficulties or childhood adversity rather than the students those who don't not face any difficulties or childhood adversity (m=31.19).

4.2 Inferential Statistics

Here presented a series of statistical significance test according to the order of variables presented in descriptive section. The researcher tried to find out

statistical significance of mean difference between the levels of each independent and dependent variable pair.

A one sample Kolmogorov-Smirnov test was conducted instead of Shapiro-Wilk test on both the continuous variables namely resilience score and self-efficacy score to check the normality of the distribution as sample size was 1551. It was found that both the resilience and self-efficacy score distribution were floated from normality due to its large sample size. The result of the normality tests is as followed –

Table 4.33 1-Sample K-S Test for Resilience Score

			Statistic	Std. Error
Resilience Score	Mean		116.46	.303
	95% Confidence Interval for Mean	Lower Bound	115.86	
		Upper Bound	117.05	
	5% Trimmed Mean		116.73	
	Median		117.00	
	Variance		142.505	
	Std. Deviation		11.938	
	Minimum		65	
	Maximum		150	
	Range		85	
	Interquartile Range		15	
	Skewness		-.325	.062

	Kurtosis	.464	.124

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Resilience Score	.045	1551	.000

Table 4.34 1-Sample K-S Test for Self-efficacy Score

			Statistic	Std. Error
Self-efficacy Score	Mean		31.27	.145
	95% Confidence Interval for Mean	Lower Bound	30.98	
		Upper Bound	31.56	
	5% Trimmed Mean		31.53	
	Median		32.00	
	Variance		32.827	
	Std. Deviation		5.729	
	Minimum		10	
	Maximum		40	
	Range		30	
	Interquartile Range		8	
	Skewness		-.562	.062

	Kurtosis	.103	.124

	Kolmogorov-Smirnov[a]			
	Statistic	df	Sig.	Statistic
Self-efficacy Score	.070	1551	.000	.967

P-value of both the tests were less than .01 level, which rejects the assumption of normality of the distribution (Mishra et al., 2019). But, as per the excerpts of Central Limit Theorem, parametric test i.e., t-test and ANOVA can still be used for non-normal distribution with large sample size especially when each group of the sample has more than 15 participant (Frost, 2021). Hence, in this study, independent sample t-test and One-way ANOVA were used for inferential testing.

Independent samples t-test was computed to see if the mean score of four dimensions of emotional intelligence varies significantly through the different levels of *gender, family structure, school board, medium of instruction and school culture*. The following tables exhibits the result of separate independent samples t-test for each of the three above mentioned variables in a composite manner.

Table 4.35 correlation between components of resilience and self-efficacy of higher education students

	Perseverance	Composure	Self-reliance	Faith	Resilience Score	Self-efficacy Score

Perseverance	Pearson Correlation	1	.682**	.559**	.326**	.842**	.409**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	1551	1551	1551	1551	1551	1551
Composure	Pearson Correlation	.682**	1	.631**	.447**	.888**	.422**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	1551	1551	1551	1551	1551	1551
Self-reliance	Pearson Correlation	.559**	.631**	1	.368**	.805**	.457**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	1551	1551	1551	1551	1551	1551
Faith	Pearson Correlation	.326**	.447**	.368**	1	.622**	.278**
	Sig. (2-tailed)	.000	.000	.000		.000	.000

	N	1551	1551	1551	1551	1551	1551
Resilience Score	Pearson Correlation	.842**	.888**	.805**	.622**	1	.496**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	1551	1551	1551	1551	1551	1551
Self-efficacy Score	Pearson Correlation	.409**	.422**	.457**	.278**	.496**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	1551	1551	1551	1551	1551	1551

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson Coefficient of correlation was computed between resilience score and self-efficacy score of higher education students. A moderate positive correlation was found (r=.496). That means students with higher level of resilience were found to have higher self-efficacy. The correlation between resilience and self-efficacy (r=.496) was statistically significant at p<.01 level. Hence it can be said that there is significantly positive (moderate) association between student's resilience and self-efficacy.

Table 4.36 Chi-square test of independence between Level of Resilience and Present Class

			Present Class		
			Undergraduate	Postgraduate	Total
Level of Resilience	Low Resilience	Count	11	2	13
		% within Level of Resilience	84.6%	15.4%	100.0%
		% within Present Class	0.9%	0.6%	0.8%
	Average Resilience	Count	829	251	1080
		% within Level of Resilience	76.8%	23.2%	100.0%
		% within Present Class	68.9%	72.1%	69.6%
	High Resilience	Count	363	95	458
		% within Level of Resilience	79.3%	20.7%	100.0%
		% within Present Class	30.2%	27.3%	29.5%
Total		Count	1203	348	1551
		% within Level of Resilience	77.6%	22.4%	100.0%
		% within Present Class	100.0%	100.0%	100.0%
χ^2 = 1.528, df=2, p>.05 {Not Significant}					

A chi-square test of independence was computed between the levels of resilience and present class. Although there was variation of distribution of resilience between the classes (UG & PG) but no statistically significant dependency {Chi-square=1.528, df=2, p>.05} was seen.

Table 4.37 Chi-square test of independence between Level of Resilience and Stream of Study

			Stream of Study		Total
			Arts	Science	
Level of Resilience	Low Resilience	Count	12	1	13
		% within Level of Resilience	92.3%	7.7%	100.0%
		% within Stream of Study	0.9%	0.7%	0.8%
	Average Resilience	Count	964	116	1080
		% within Level of Resilience	89.3%	10.7%	100.0%
		% within Stream of Study	68.5%	80.6%	69.6%
	High Resilience	Count	431	27	458
		% within Level of Resilience	94.1%	5.9%	100.0%
		% within Stream of Study	30.6%	18.8%	29.5%
Total		Count	1407	144	1551

	% within Level of Resilience	90.7%	9.3%	100.0%
	% within Stream of Study	100.0%	100.0%	100.0%
χ^2 = 9.005, df=2, p<.05 {Significant}				

A chi-square test of independence was computed between the levels of resilience and stream of studies. Statistically significant relationship was found {chi-square=9.005, df=2, p<0.05. So it can be said that students from science stream are significantly more inclined towards average level of resilience and the students from arts stream were more inclined towards high level of resilience than science students.

Table 4.38 Chi-square test of independence between Level of Resilience and Gender

			Gender		Total
			Male	Female	
Level of Resilience	Low Resilience	Count	4	9	13
		% within Level of Resilience	30.8%	69.2%	100.0%
		% within Gender	0.9%	0.8%	0.8%
	Average Resilience	Count	306	774	1080
		% within Level of Resilience	28.3%	71.7%	100.0%
		% within Gender	65.2%	71.5%	69.6%

	High Resilience	Count	159	299	458
		% within Level of Resilience	34.7%	65.3%	100.0%
		% within Gender	33.9%	27.6%	29.5%
Total		Count	469	1082	1551
		% within Level of Resilience	30.2%	69.8%	100.0%
		% within Gender	100.0%	100.0%	100.0%
χ^2 = 6.213, df=2, p<.05 {Significant}					

A chi-square test of independence was computed between the levels of resilience and gender variable. The relationship between the variable was Statistically significant {chi-square=6.213, df=2, p=<0.05. It was seen that female students are significantly more inclined towards average level of resilience and the male students are more inclined towards high level of resilience than female students.

Table 4.39 Chi-square test of independence between Level of Resilience and Minority and Non-Minority Students

			Whether Minority		
			No	Yes	Total
Level of Resilience	Low Resilience	Count	8	5	13
		% within Level of Resilience	61.5%	38.5%	100.0%

		% within Whether Minority	0.7%	1.1%	0.8%
	Average Resilience	Count	770	310	1080
		% within Level of Resilience	71.3%	28.7%	100.0%
		% within Whether Minority	71.2%	66.0%	69.6%
	High Resilience	Count	303	155	458
		% within Level of Resilience	66.2%	33.8%	100.0%
		% within Whether Minority	28.0%	33.0%	29.5%
Total		Count	1081	470	1551
		% within Level of Resilience	69.7%	30.3%	100.0%
		% within Whether Minority	100.0%	100.0%	100.0%
χ^2 = 4.435, df=2, p>.05 {Not Significant}					

A chi-square test of independence was computed between the levels of resilience and social belonging group. The relationship between the variable was not statistically significant {chi-square=4.435, df=2, p=>0.05}.

Table 4.40 Chi-square test of independence between Level of Resilience and Habitat of the students.

			Habitat			
			Rural	Semi-urban	Urban	Total
Level of Resilience	Low Resilience	Count	10	1	2	13
		% within Level of Resilience	76.9%	7.7%	15.4%	100.0%
		% within Habitat	0.9%	0.7%	0.6%	0.8%
	Average Resilience	Count	753	94	233	1080
		% within Level of Resilience	69.7%	8.7%	21.6%	100.0%
		% within Habitat	69.2%	69.1%	71.3%	69.6%
	High Resilience	Count	325	41	92	458
		% within Level of Resilience	71.0%	9.0%	20.1%	100.0%
		% within Habitat	29.9%	30.1%	28.1%	29.5%
Total		Count	1088	136	327	1551
		% within Level of Resilience	70.1%	8.8%	21.1%	100.0%
		% within Habitat	100.0%	100.0%	100.0%	100.0%
χ^2 = .735, df=4, p>.05 {Not Significant}						

A chi-square test of independence was computed between the levels of resilience and habitat. The relationship between the variable was not statistically significant {chi-square=.735, df=4, p=>0.05.

Table 4.41 Chi-square test of independence between Level of Resilience and Social Category of the students.

			Social Category				
			Unreserved	Scheduled Caste	Scheduled Tribe	Other Backward Class	Total
Level of Resilience	Low Resilience	Count	5	6	0	2	13
		% within Level of Resilience	38.5%	46.2%	0.0%	15.4%	100.0%
		% within Social Category	0.7%	1.6%	0.0%	0.5%	0.8%
	Average Resilience	Count	491	238	44	307	1080
		% within Level of Resilience	45.5%	22.0%	4.1%	28.4%	100.0%
		% within Social Category	70.3%	64.2%	75.9%	72.4%	69.6%
	High	Count	202	127	14	115	458

	Resilience	% within Level of Resilience	44.1%	27.7%	3.1%	25.1%	100.0%
		% within Social Category	28.9%	34.2%	24.1%	27.1%	29.5%
Total		Count	698	371	58	424	1551
		% within Level of Resilience	45.0%	23.9%	3.7%	27.3%	100.0%
		% within Social Category	100.0%	100.0%	100.0%	100.0%	100.0%
χ^2 = 10.682, df=6, p>.05 {Not Significant}							

A chi-square test of independence was computed between the levels of resilience and social category. The relationship between the variable was not statistically significant {chi-square=10.682, df=6, p=>0.05.

Table 4.42 Chi-square test of independence between Level of Resilience and Family type of the students.

			Family Type		
			Nuclear Family	Joint Family	Total
Level of	Low Resilience	Count	7	6	13

Resilience		% within Level of Resilience	53.8%	46.2%	100.0%
		% within Family Type	0.9%	0.8%	0.8%
	Average Resilience	Count	557	523	1080
		% within Level of Resilience	51.6%	48.4%	100.0%
		% within Family Type	72.6%	66.7%	69.6%
	High Resilience	Count	203	255	458
		% within Level of Resilience	44.3%	55.7%	100.0%
		% within Family Type	26.5%	32.5%	29.5%
Total		Count	767	784	1551
		% within Level of Resilience	49.5%	50.5%	100.0%
		% within Family Type	100.0%	100.0%	100.0%
χ^2 = 6.866, df=2, p<.05 {Significant}					

A chi-square test of independence was computed between the levels of resilience and family type. The relationship between the variable was statistically significant {chi-square=.6.866, df=2, p=<0.05}. That means the students of nuclear family are significantly more inclined towards average level of resilience and the students of joint family are inclined towards high level of resilience.

Table 4.43 Chi-square test of independence between Level of Resilience and Occupation of father.

			Father Occupation					
			Unemployed	Agriculture	Own Business	Private Job	Government Job	Total
Level of Resilience	Low Resilience	Count	1	6	3	1	2	13
		% within Level of Resilience	7.7%	46.2%	23.1%	7.7%	15.4%	100.0%
		% within Father Occupation	0.5%	0.9%	0.7%	0.9%	1.7%	0.8%
	Average Resilience	Count	130	464	318	77	91	1080
		% within Level of Resilience	12.0%	43.0%	29.4%	7.1%	8.4%	100.0%

		% within Father Occupation	66.3%	67.6%	72.8%	66.4%	78.4%	69.6%
	High Resilience	Count	65	216	116	38	23	458
		% within Level of Resilience	14.2%	47.2%	25.3%	8.3%	5.0%	100.0%
		% within Father Occupation	33.2%	31.5%	26.5%	32.8%	19.8%	29.5%
Total		Count	196	686	437	116	116	1551
		% within Level of Resilience	12.6%	44.2%	28.2%	7.5%	7.5%	100.0%
		% within Father Occupation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

χ^2 = 11.449, df=8, p>.05 { Not Significant}

A chi-square test of independence was computed between the levels of resilience and father occupation. The relationship between the variable was not statistically significant {chi-square=.11.449, df=8, p=>0.05}.

Table 4.44 Chi-square test of independence between Level of Resilience and Occupation of Mother.

			Mother Occupation					
			Home maker	Agriculture	Own Business	Private Job	Government Job	Total
Level of Resilience	Low Resilience	Count	0	13	0	0	0	13
		% within Level of Resilience	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
		% within Mother Occupation	0.0%	0.9%	0.0%	0.0%	0.0%	0.8%
	Average Resilience	Count	37	999	14	18	12	1080
		% within Level of Resilience	3.4%	92.5%	1.3%	1.7%	1.1%	100.0%
		% within Mother Occupation	75.5%	69.5%	70.0%	69.2%	66.7%	69.6%

	High Resilience	Count	12	426	6	8	6	458
		% within Level of Resilience	2.6%	93.0 %	1.3%	1.7%	1.3%	100. 0%
		% within Mother Occupation	24.5%	29.6 %	30.0%	30.8 %	33.3%	29.5 %
Total		Count	49	1438	20	26	18	155 1
		% within Level of Resilience	3.2%	92.7 %	1.3%	1.7%	1.2%	100. 0%
		% within Mother Occupation	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100. 0%
χ^2 = 1.823, df=8, p>.05 { Not Significant}								

A chi-square test of independence was computed between the levels of resilience and mother occupation. The relationship between the variable was not statistically significant {chi-square=1.823, df=8, p=>0.05}.

Table 4.45 Chi-square test of independence between Level of Resilience and Education of Father.

			Father Education					
			Illiterate	Up to Elementary	Up to HS	Graduate	Postgraduate	Total
Level of Resilience	Low Resilience	Count	3	4	4	2	0	13
		% within Level of Resilience	23.1%	30.8%	30.8%	15.4%	0.0%	100.0%
		% within Father Education	1.1%	0.7%	1.0%	0.9%	0.0%	0.8%
	Average Resilience	Count	191	406	278	167	38	1080
		% within Level of Resilience	17.7%	37.6%	25.7%	15.5%	3.5%	100.0%
		% within Father Education	69.7%	69.8%	67.0%	73.2%	73.1%	69.6%
	High Resilience	Count	80	172	133	59	14	458
		% within Level of Resilience	17.5%	37.6%	29.0%	12.9%	3.1%	100.0%

		% within Father Education	29.2%	29.6%	32.0%	25.9%	26.9%	29.5%
Total		Count	274	582	415	228	52	1551
		% within Level of Resilience	17.7%	37.5%	26.8%	14.7%	3.4%	100.0%
		% within Father Education	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
χ^2 = 3.878, df=8, p>.05 {Not Significant}								

A chi-square test of independence was computed between the levels of resilience and fathers' education. The relationship between the variable was not statistically significant {chi-square=3.878, df=8, p=>0.05}.

Table 4.46 Chi-square test of independence between Level of Resilience and Education of Mother.

			Mother Education					
			Illiterate	Up to Elementary	Up to HS	Graduate	Postgraduate	Total
Level of Resilience	Low Resilience	Count	2	9	1	1	0	13
		% within Level of Resilience	15.4%	69.2%	7.7%	7.7%	0.0%	100.0%

		% within Mother Education	0.6%	1.4%	0.2%	1.0%	0.0%	0.8%
	Average Resilience	Count	234	459	296	72	19	1080
		% within Level of Resilience	21.7%	42.5%	27.4%	6.7%	1.8%	100.0%
		% within Mother Education	69.4%	68.9%	71.2%	72.0%	59.4%	69.6%
	High Resilience	Count	101	198	119	27	13	458
		% within Level of Resilience	22.1%	43.2%	26.0%	5.9%	2.8%	100.0%
		% within Mother Education	30.0%	29.7%	28.6%	27.0%	40.6%	29.5%
Total		Count	337	666	416	100	32	1551
		% within Level of Resilience	21.7%	42.9%	26.8%	6.4%	2.1%	100.0%
		% within Mother Education	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

χ^2 = 6.861, df=8, p>.05 { Not Significant}

A chi-square test of independence was computed between the levels of resilience and mothers' education. The relationship between the variable was not statistically significant {chi-square=6.861, df=8, p=>0.05}.

Table 4.47 Chi-square test of independence between Level of Resilience and monthly family income

			Monthly Family Income			
			Below 10K	Between 10K - 20K	Above 20K	Total
Level of Resilience	Low Resilience	Count	10	1	2	13
		% within Level of Resilience	76.9%	7.7%	15.4%	100.0 %
		% within Monthly Family Income	0.9%	0.3%	1.2%	0.8%
	Average Resilience	Count	717	227	136	1080
		% within Level of Resilience	66.4%	21.0%	12.6%	100.0 %
		% within Monthly Family Income	67.6%	70.1%	81.4%	69.6 %
	High	Count	333	96	29	458

	Resilience	% within Level of Resilience	72.7%	21.0%	6.3%	100.0 %
		% within Monthly Family Income	31.4%	29.6%	17.4%	29.5 %
Total		Count	1060	324	167	1551
		% within Level of Resilience	68.3%	20.9%	10.8%	100.0 %
		% within Monthly Family Income	100.0 %	100.0%	100.0%	100.0 %
χ^2 = 15.081, df=4, p<.05 {Significant}						

A chi-square test of independence was computed between the levels of resilience and monthly family income. The relationship between the variable was statistically significant {chi-square=15.081, df=4, p=<0.01}. That means the students of above 20k family income are significantly more inclined towards average level of resilience and the students of below 10k family income are inclined towards high level of resilience than the others.

Table 4.48 Chi-square test of independence between Level of Resilience and Religious Identity of the students

			Religious Identity			
			Hinduism	Islam	Christianity	Total
Level of	Low	Count	9	4	0	13

Resilience	Resilience	% within Level of Resilience	69.2%	30.8%	0.0%	100.0 %
		% within Religious Identity	0.7%	1.5%	0.0%	0.8%
	Average Resilience	Count	885	183	12	1080
		% within Level of Resilience	81.9%	16.9%	1.1%	100.0 %
		% within Religious Identity	70.0%	68.8%	60.0%	69.6%
	High Resilience	Count	371	79	8	458
		% within Level of Resilience	81.0%	17.2%	1.7%	100.0 %
		% within Religious Identity	29.3%	29.7%	40.0%	29.5%
Total		Count	1265	266	20	1551
		% within Level of Resilience	81.6%	17.2%	1.3%	100.0 %
		% within Religious Identity	100.0 %	100.0 %	100.0%	100.0 %
χ^2 = 2.891, df=4, p>.05 {Not Significant}						

A chi-square test of independence was computed between the levels of resilience and religious identity. The relationship between the variable was not statistically significant {chi-square=2.891, df=4, p=>0.05}.

Table 4.49 Chi-square test of independence between Level of Resilience and No. of Sibling of the students

			No. of Siblings			
			No Sibling	One Sibling	More than One Sibling	Total
Level of Resilience	Low Resilience	Count	3	4	6	13
		% within Level of Resilience	23.1%	30.8%	46.2%	100.0 %
		% within No. of Siblings	1.4%	0.5%	1.0%	0.8%
	Average Resilience	Count	150	527	403	1080
		% within Level of Resilience	13.9%	48.8%	37.3%	100.0 %
		% within No. of Siblings	69.8%	71.2%	67.6%	69.6 %
	High Resilience	Count	62	209	187	458
		% within Level of Resilience	13.5%	45.6%	40.8%	100.0 %
		% within No. of Siblings	28.8%	28.2%	31.4%	29.5 %

Total	Count	215	740	596	1551
	% within Level of Resilience	13.9%	47.7%	38.4%	100.0 %
	% within No. of Siblings	100.0 %	100.0%	100.0%	100.0 %
χ^2 = 3.533, df=4, p>.05 {Not Significant}					

A chi-square test of independence was computed between the levels of resilience and number of siblings. The relationship between the variable was not statistically significant {chi-square=3.533, df=4, p=>0.05}.

Table 4.50 Chi-square test of independence between Level of Resilience and faith in God of the students

			Do you believe in God?		Total
			No	Yes	
Level of Resilience	Low Resilience	Count	2	11	13
		% within Level of Resilience	15.4%	84.6%	100.0%
		% within Do you believe in God?	2.1%	0.8%	0.8%
	Average Resilience	Count	79	1001	1080
		% within Level of Resilience	7.3%	92.7%	100.0%

		% within Do you believe in God?	82.3%	68.8%	69.6%
	High Resilience	Count	15	443	458
		% within Level of Resilience	3.3%	96.7%	100.0%
		% within Do you believe in God?	15.6%	30.4%	29.5%
Total		Count	96	1455	1551
		% within Level of Resilience	6.2%	93.8%	100.0%
		% within Do you believe in God?	100.0%	100.0%	100.0%
χ^2 = 10.948, df=2, p<.05 {Significant}					

A chi-square test of independence was computed between the levels of resilience and faith in God. The relationship between the variable was statistically significant {chi-square=10.948, df=2, p=<0.01}. That means the students those who don't believe in God are significantly more inclined towards average level of resilience and the students those who believe in God are inclined towards high level of resilience than the not believers.

Table 4.51 Chi-square test of independence between Level of Resilience Childhood Adversity of the students

			Childhood Adversity		
			No	Yes	Total
Level of Resilience	Low Resilience	Count	10	3	13
		% within Level of Resilience	76.9%	23.1%	100.0 %
		% within Childhood Adversity	0.9%	0.7%	0.8%
	Average Resilience	Count	801	279	1080
		% within Level of Resilience	74.2%	25.8%	100.0 %
		% within Childhood Adversity	70.8%	66.6%	69.6%
	High Resilience	Count	321	137	458
		% within Level of Resilience	70.1%	29.9%	100.0 %
		% within Childhood Adversity	28.4%	32.7%	29.5%
Total		Count	1132	419	1551
		% within Level of Resilience	73.0%	27.0%	100.0 %

	% within Childhood Adversity	100.0 %	100.0 %	100.0 %
χ^2 = 2.818, df=2, p>.05 {Not Significant}				

A chi-square test of independence was computed between the levels of resilience and childhood adversity. The relationship between the variable was not statistically significant {chi-square=2.818, df=2, p=>0.05}.

Table 4.52 Chi-square test of independence between Level of Resilience and family strength of the students

			Family Strength			Total
			Up to 5 Members	Between 6 - 10 Members	Above 10 Members	
Level of Resilience	Low Resilience	Count	10	2	1	13
		% within Level of Resilience	76.9%	15.4%	7.7%	100.0 %
		% within Family Strength	0.9%	0.5%	1.4%	0.8%
	Average Resilience	Count	770	264	46	1080
		% within Level of Resilience	71.3%	24.4%	4.3%	100.0 %

		% within Family Strength	70.8%	67.0%	66.7%	69.6 %
	High Resilience	Count	308	128	22	458
		% within Level of Resilience	67.2%	27.9%	4.8%	100.0 %
		% within Family Strength	28.3%	32.5%	31.9%	29.5 %
Total		Count	1088	394	69	1551
		% within Level of Resilience	70.1%	25.4%	4.4%	100.0 %
		% within Family Strength	100.0%	100.0%	100.0%	100.0 %
χ^2 = 3.433, df=2, p>.05 {Not Significant}						

A chi-square test of independence was computed between the levels of resilience and family strength. The relationship between the variable was not statistically significant {chi-square=, df=4, p=>0.05}.

Independent Sample t-test

4.53 Comparing self-efficacy score in terms of present class

	Present Class	N	Mean	Std. Deviation	t(1549)=.914, p>.05 {Not Significant}
Self-efficacy	Undergraduate	1203	31.34	5.818	

Score	Postgraduate	348	31.02	5.413	

An independent samples t-test was computed on self-efficacy score of undergraduate and postgraduate students. There was no statistically significant mean difference found (t_{1549} = .914, p>.05) between the undergraduate and postgraduate students.

4.54 Comparing self-efficacy score in terms of stream of study

	Stream of Study	N	Mean	Std. Deviation	t(1549)=.670, p>.05 {Not Significant}
Self-efficacy Score	Arts	1407	31.30	5.777	
	Science	144	30.97	5.254	

An independent samples t-test was computed on self-efficacy score of arts and science students. There was no statistically significant mean difference found (t_{1549} = .670, p>.05) between the arts and science students.

4.55 Comparing self-efficacy score in terms of gender

	Gender	N	Mean	Std. Deviation	t(1549)=2.264, p<.05 {Significant}
Self-efficacy Score	Male	469	31.77	5.892	
	Female	1082	31.05	5.647	

An independent samples t-test was computed on self-efficacy score of male and female students. There was a statistical significant mean difference found (t_{1549} = 2.264, p<.05) between the male and female students. So it can be said that male

students' self-efficacy are higher (m=31.77) than that of female students (m=31.05)

4.56 Comparing self-efficacy score in terms of gender

	Family Type	N	Mean	Std. Deviation	t(1549)=1.936, p>.05 {Not Significant}
Self-efficacy Score	Nuclear Family	767	30.99	5.498	
	Joint Family	784	31.55	5.938	

An independent samples t-test was computed on self-efficacy score of nuclear and joint family students. There was no statistically significant mean difference found (t_{1549} = -1.936, p>.05) between nuclear and joint family students.

4.57 Comparing self-efficacy score in terms of social belonging group

	Whether Minority	N	Mean	Std. Deviation	t(1549)=.801, p>.05 {Not Significant}
Self-efficacy Score	No	1081	31.19	5.684	
	Yes	470	31.45	5.835	

An independent samples t-test was computed on self-efficacy score of minority and non-minority students. There was no statistically significant mean difference found (t_{1549} = -.801, p>.05) between minority and non-minority students.

4.58 Comparing self-efficacy score in terms of faith in God of the students

	Do you believe in God?	N	Mean	Std. Deviation	t(1549)=-1.268, p>.05 {Not Significant}
Self-efficacy Score	No	96	30.55	5.460	
	Yes	1455	31.32	5.745	

An independent samples t-test was computed on self-efficacy score of the students of god believers and non-believers. There was no statistically significant mean difference found (t_{1549} = -1.268, p>.05) between the students those who believe in God and who don't.

4.59 Comparing self-efficacy score in terms of childhood adversity of the students

	Childhood Adversity	N	Mean	Std. Deviation	t(1549)=.896 p>.05 {Not Significant
Self-efficacy Score	No	1132	31.19	5.810	
	Yes	419	31.48	5.508	

An independent samples t-test was computed on self-efficacy score of the students those who faced any childhood adversity and who don't. There was no statistically significant mean difference found (t_{1549} = -.896, p>.05) between the students who faced any childhood adversity or who don't.

4.60 Comparing self-efficacy score in terms of habitat of the students

	N	Mean	Std. Deviation	
Rural	1088	31.43	5.694	$F_{2,1548} = 3.716$, p<.05 {Significant}
Semi-urban	136	31.79	4.936	
Urban	327	30.53	6.095	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of different area of residence of the students. Statistically significant mean difference was found ($F_{2,1548}$ =3.716, p< .05) across the area of residence (habitat). It was observed that, students belong from semi-urban area their self-efficacy are significantly higher than the rural and urban.

4.61 Comparing self-efficacy score in terms of social category of the students

	N	Mean	Std. Deviation	
Unreserved	698	30.72	5.681	$F_{3,1547} = 6.091$ p<.01 {Significant}
Scheduled Caste	371	32.15	5.618	
Scheduled Tribe	58	30.21	7.643	
Other Backward Class	424	31.54	5.498	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of different social category students. Statistically significant mean difference was found ($F_{2,1547}$ =6.091, p< .01) among the various groups of social categories. It was observed

that, students belong from Scheduled Caste(m=32.15) their self-efficacy are significantly higher than the other groups.

4.62 Comparing self-efficacy score in terms of occupation of father of the students

	N	Mean	Std. Deviation	
Unemployed	196	31.04	5.871	$F_{4,1546}$ = 3.891 p<.01 {Significant}
Agriculture	686	31.86	5.670	
Own Business	437	30.97	5.806	
Private Job	116	30.20	5.609	
Government Job	116	30.41	5.371	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of different occupations of father of the students. Statistically significant mean difference was found ($F_{4,1546}$ =3.891, p< .01) on basis of various occupations of father. It was observed that, students, whose fathers' occupation was agriculture their self-efficacy are significantly higher than the others.

4.63 Comparing self-efficacy score in terms of occupation of mother of the students

	N	Mean	Std. Deviation	
Homemaker	49	31.39	5.488	
Agriculture	1438	31.32	5.649	$F_{4,1546} = 1.260$
Own Business	20	31.05	7.007	p>.05
Private Job	26	28.81	7.705	{Not Significant}
Government Job	18	30.89	7.638	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of different occupations of mother of the students. Statistically not significant mean difference was found ($F_{4,1546}$ =1.260, p>.05) on basis of various occupations of mother.

4.64 Comparing self-efficacy score in terms of education of father of the students

	N	Mean	Std. Deviation	
Illiterate	274	31.06	5.976	
Up to Elementary	582	31.64	5.624	$F_{4,1546} = 2.235$
Up to HS	415	31.44	5.858	p>.05
Graduate	228	30.48	5.358	{Not Significant}
Postgraduate	52	30.33	5.833	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of different educational qualifications of father of the students. Statistically not significant mean difference was found ($F_{4,1546}$ =2.235, p>.05) on basis of various qualifications of father of the students.

4.65 Comparing self-efficacy score in terms of education of mother of the students

	N	Mean	Std. Deviation	
Illiterate	337	31.47	5.607	$F_{4,1546}$ = .897 p>.05 {Not Significant}
Up to Elementary	666	31.17	5.845	
Up to HS	416	31.42	5.563	
Graduate	100	30.44	5.894	
Postgraduate	32	32.06	6.221	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of different educational qualifications of mother of the students. Statistically not significant mean difference was found ($F_{2,1546}$ =.897, p>.05) on basis of various qualifications of mother of the students.

4.66 Comparing self-efficacy score in terms of monthly family income

	N	Mean	Std. Deviation	$F_{2,1548} = 5.472$ p<.01 {Significant}
Below 10K	1060	31.49	5.700	
Between 10K - 20K	324	31.23	5.696	
Above 20K	167	29.92	5.830	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of different levels family income of the students. Statistically significant mean difference was found ($F_{2,1546}$ =5.472, p< .01) across the various levels of family income. It was seen that, students, whose family income below 10k their self-efficacy are significantly higher than the others.

4.67 Comparing self-efficacy score in terms of religious identity

	N	Mean	Std. Deviation	$F_{2,1548} = 0.119$ p>.05 {Not Significant}
Hinduism	1265	31.24	5.629	
Islam	266	31.42	6.126	
Christianity	20	31.40	6.816	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of different religious identity of the students. Statistically not significant mean difference was found ($F_{2,1546}$ =.119, p>.05) across various religious identity of the students.

4.68 Comparing self-efficacy score in terms of number of sibling(s)

	N	Mean	Std. Deviation	
No Sibling	215	30.15	6.273	$F_{2,1548}$ = 4.858 p<.01 {Significant}
One Sibling	740	31.39	5.279	
More than One Sibling	596	31.53	6.019	
Total	1551	31.27	5.729	

A one-way ANOVA was calculated taking self-efficacy score of the students' status of siblings. Statistically significant mean difference was found ($F_{2,1546}$ =4.858, p< .01) on basis of sibling status of the students. It was seen that, students, who have more than one sibling their self-efficacy are significantly higher than the others.

4.69 Comparing resilience score in terms of presence of childhood adversity

	Childhood Adversity	N	Mean	Std. Deviation	t_{1549} = 1.05 p>.05 {Not Significant}
Resilience Score	No	1132	116.26	11.782	
	Yes	419	116.98	12.347	

An independent samples t-test was computed on resilience score of the students those who faced any childhood adversity or not. There was no statistically significant mean difference was found (t_{1549} = -1.050, p>.05) between the students those who faced any childhood adversity and or who don't.

4.70 Comparing resilience score in terms of present class

	Present Class	N	Mean	Std. Deviation	t_{1549} = .542 p>.05 {Not Significant}
Resilience Score	Undergraduate	1203	116.54	12.011	
	Postgraduate	348	116.15	11.692	

An independent samples t-test was computed on resilience score of undergraduate and post graduate students. There was no statistically significant mean difference was found (t_{1549} = .542, p>.05) between UG and PG students.

4.71 Comparing resilience score in terms of stream of study

	Stream of Study	N	Mean	Std. Deviation	t_{1549} = 2.781 p<.01 {Significant}
Resilience Score	Arts	1407	116.72	11.930	
	Science	144	113.83	11.730	

An independent samples t-test was computed on resilience score of arts and science students. A statistically significant mean difference was found (t_{1549} = 2.781, p<.01). Therefore, it can be said that the resilience score of arts students (mean=116.72, sd=11.930) are significantly higher than that of science students (mean=113.83, sd=11.730) in the population of this study.

4.72 Comparing resilience score in terms of gender

	Gender	N	Mean	Std. Deviation	$t_{1549} = 3.432$ p<.01 {Significant}
Resilience Score	Male	469	118.03	11.711	
	Female	1082	115.77	11.976	

An independent samples t-test was computed on resilience score of male and female students. A statistically significant mean difference was found (t_{1549} = 3.432, p<.01). Therefore, it can be said that the resilience score of male students (mean=118.03, sd=11.71) are significantly higher than that of female students (mean=115.77, sd=11.98) in the population of this study.

4.73 Comparing resilience score in terms of family type

	Family Type	N	Mean	Std. Deviation	$t_{1549} = 2.99$ p<.01 {Significant}
Resilience Score	Nuclear Family	767	115.54	12.201	
	Joint Family	784	117.35	11.612	

An independent samples t-test was computed on resilience score of students from nuclear and joint family. A statistically significant mean difference was found (t_{1549} = -2.999, p<.01). Therefore, it can be said that the resilience score of joint family students (mean=117.35, sd=11.612) are significantly higher than that of nuclear family students (mean=115.54, sd=12.201) in the population of this study.

4.74 Comparing resilience score in terms of belief in God

	Do you believe in God?	N	Mean	Std. Deviation	$t_{1549} = 4.22$ p<.01 {Significant}
Resilience Score	No	96	111.50	12.409	
	Yes	1455	116.78	11.837	

An independent samples t-test was computed on resilience score of the students whether they believe in God or not. A statistically significant mean difference was found (t_{1549} = -4.222, p<.01). Therefore, it can be said that the students those who believe in God are more resilient (mean=116.78, sd=11.837) than that of the students who don't believe in God (mean=111.5, sd=12.409) in the population of this study.

4.75 Comparing resilience score in terms of monthly family income

	N	Mean	Std. Deviation	$F_{2,1548} = 7.261$, p<.01 {Significant}
Below 10K	1060	117.04	11.971	
Between 10K - 20K	324	116.15	11.452	
Above 20K	167	113.31	12.200	
Total	1551	116.46	11.938	

A one-way ANOVA was calculated taking resilience score of different levels of family income. Statistically significant mean difference was found ($F_{2,1548}$ =7.261, p< .01) across the levels of family income. It was seen that students from below 10k monthly family income group are significantly more resilient than the other family income groups.

4.76 Descriptive Statistics of regression analysis between self-efficacy score and resilience score

	Mean	Std. Deviation	N
Self-efficacy Score	31.27	5.729	1551
Resilience Score	116.46	11.938	1551
Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	Resilience Score[b]	.	Enter
a. Dependent Variable: Self-efficacy Score b. All requested variables entered.			

4.77 Model summary of regression analysis between self-efficacy score and resilience score

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.496[a]	.246	.246	4.977	.246	505.381	1	1549	.000
(Constant)				3.548					
Beta				.496					

A simple linear regression following Enter method was computed taking resilience score as predictor and self-efficacy score as outcome/dependent variable. It was seen that 24.6% of variance in self-efficacy score was predicted by resilience score, which is statistically significant as p<.01 level. The simple linear regression equation for overall sample is therefore computed as

Self-efficacy score = 3.548 + .496 (resilience score)

4.78 Model summary of regression analysis between self-efficacy score and resilience score of undergraduate Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.491[a]	.241	.240	5.072	.241	380.578	1	1201	.000
(Constant)				3.649					
Beta				.491					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.491) and it was found that 24% of change of the self-efficacy score among UG students was predicted by their resilience score. Which is also statistically significant. Here regression equation can be denoted as

self-efficacy =3.469 + .491 (resilience score)

4.79 Model summary of regression analysis between self-efficacy score and resilience score of postgraduate students

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change

1	.517[a]	.267	.265	4.642	.267	125.909	1	346	.000
(Constant)				3.246					
Beta				.517					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=..517) and it was found that 26.7% of change of the self-efficacy score among PG students was predicted by their resilience score. Which is also statistically significant. Here regression equation can be denoted as

self-efficacy = 3.246 + .517 (resilience score)

4.80 Model summary of regression analysis between self-efficacy score and resilience score of students of arts stream

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.486[a]	.236	.236	5.050	.236	434.584	1	1405	.000
(Constant)				3.830					
Beta				.486					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.486) and it was found

that 23.6% of change of the self-efficacy score among arts stream students was predicted by their resilience score. Which is also statistically significant. Here regression equation can be denoted as

self-efficacy = 3.830 + .486 (resilience score)

4.81 Model summary of regression analysis between self-efficacy score and resilience score of students of science stream

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.608[a]	.370	.365	4.186	.370	83.247	1	142	.000
(Constant)				-028					
Beta				.608					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.608) and it was also found that 37% of change of the self-efficacy score among science stream students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-.028 + .608 (resilience score)

4.82 Model summary of regression analysis between self-efficacy score and resilience score of male students

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.537[a]	.288	.287	4.976	.288	189.223	1	467	.000
(Constant)				-.119					
Beta				.537					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.537) found between the variables. It was also found that 28.8% of change of the self-efficacy score among male students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-.119 + .537 (resilience score)

4.83 Model summary of regression analysis between self-efficacy score and resilience score of female students

Model Summary					
Model	R	R	Adjusted	Std.	Change Statistics

		Square	R Square	Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.475[a]	.225	.225	4.972	.225	314.437	1	1080	.000
(Constant)				5.132					
Beta				.475					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.475) found between the variables. It was also found that 22.5% of change of the self-efficacy score among female students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy = 5.132 + .475 (resilience score)

4.84 Model summary of regression analysis between self-efficacy score and resilience score of non-minority student

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.507[a]	.257	.256	4.901	.257	373.293	1	1079	.000
(Constant)				3.478					
Beta				.507					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.507) found between the variables. It was also found that 25.7% of change of the self-efficacy score among the non-minority students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy = 3.478 + .507 (resilience score)

4.85 Model summary of regression analysis between self-efficacy score and resilience score of minority student

Model Summary									
				Std.	Change Statistics				
Model	R	R Square	Adjusted R Square	Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.472[a]	.222	.221	5.151	.222	133.890	1	468	.000
(Constant)				3.372					
Beta				.472					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.472) found between the variables. It was also found that 22.2% of change of the self-efficacy score among the minority students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =3.372 + .472 (resilience score)

4.86 Model summary of regression analysis between self-efficacy score and resilience score of rural students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.518[a]	.268	.268	4.872	.268	398.387	1	1086	.000
(Constant)				2.627					
Beta				.518					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.518) found between the variables. It was also found that 26.8% of change of the self-efficacy score among the rural students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =2.627 + .518 (resilience score)

4.87 Model summary of regression analysis between self-efficacy score and resilience score of semi-urban students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.617[a]	.380	.376	3.899	.380	82.290	1	134	.000
(Constant)				4.510					

Beta	.617

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.617) found between the variables. It was also found that 38% of change of the self-efficacy score among the semi-urban students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =.510 + .617 (resilience score)

4.88 Model summary of regression analysis between self-efficacy score and resilience score of urban students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.392[a]	.153	.151	5.617	.153	58.836	1	325	.000
(Constant)				6.452					
Beta				.392					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.392) found between the variables. It was also found that 15.3% of change of the self-efficacy score among the urban students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =6.452 + .392 (resilience score)

4.89 Model summary of regression analysis between self-efficacy score and resilience score of unreserved category students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.481[a]	.231	.230	4.985	.231	209.264	1	696	.000
(Constant)				5.114					
Beta				.481					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=..481) found between the variables. It was also found that 23% of change of the self-efficacy score among the unreserved students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =5.114 + .481 (resilience score)

4.90 Model summary of regression analysis between self-efficacy score and resilience score of scheduled caste students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.516[a]	.266	.264	4.818	.266	134.013	1	369	.000

(Constant)	3.212
Beta	.516

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.516) found between the variables. It was also found that 26.6% of change of the self-efficacy score among the SC students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =3.212 + .516 (resilience score)

4.91 Model summary of regression analysis between self-efficacy score and resilience score of scheduled tribe students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.395[a]	.156	.141	7.084	.156	10.339	1	56	.002
(Constant)				.976					
Beta				.395					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.395) found between the variables. It was also found that 15.6% of change of the self-efficacy score among the ST students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =.976 + .395 (resilience score)

4.92 Model summary of regression analysis between self-efficacy score and resilience score of other backward class students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.521[a]	.272	.270	4.697	.272	157.596	1	422	.000
(Constant)				1.906					
Beta				.521					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.521) found between the variables. It was also found that 27.2% of change of the self-efficacy score among the OBC students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as self-efficacy (y)=1.906 (a) + .521 (b) resilience score.

4.93 Model summary of regression analysis between self-efficacy score and resilience score of students from nuclear family

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.500[a]	.250	.249	4.764	.250	255.318	1	765	.000

(Constant)	4.942
Beta	.500

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.50) found between the variables. It was also found that 25% of change of the self-efficacy score among the nuclear family students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =4.942 + .5 (resilience score)

4.94 Model summary of regression analysis between self-efficacy score and resilience score of students from joint family

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.491[a]	.241	.240	5.177	.241	247.792	1	782	.000
(Constant)				2.113					
Beta				.491					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.491) found between the variables. It was also found that 24% of change of the self-efficacy score among the joint family students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =2.113 + .491(resilience score)

4.95 Model summary of regression analysis between self-efficacy score and resilience score of students whose father is unemployed

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.569[a]	.323	.320	4.842	.323	92.715	1	194	.000
(Constant)				-1.421					
Beta				.569					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.569) found between the variables. It was also found that 32.3% of change of the self-efficacy score among the students whose father was unemployed, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-1.421 + .569 (resilience score)

4.96 Model summary of regression analysis between self-efficacy score and resilience score of students whose father does agriculture for living

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.508[a]	.258	.257	4.886	.258	238.335	1	684	.000

(Constant)	3.205
Beta	.508

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.508) found between the variables. It was also found that 25.8% of change of the self-efficacy score among the students whose fathers' occupation was agriculture, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-3.205 + .508(resilience score)

4.97 Model summary of regression analysis between self-efficacy score and resilience score of students whose father does business for living

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.414[a]	.171	.169	5.292	.171	89.753	1	435	.000
(Constant)				6.846					
Beta				.208					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.414) found between the variables. It was also found that 17.14% of change of the self-efficacy score among the students whose fathers' occupation was own business, predicted by

their resilience score, which is also statistically significant. Here regression equation can be denoted as self-efficacy (y)=-6.846(a) + .414(b) resilience score.

4.98 Model summary of regression analysis between self-efficacy score and resilience score of students whose father does private job for living

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.456[a]	.208	.201	5.015	.208	29.860	1	114	.000
(Constant)				6.124					
Beta				.456					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.456) found between the variables. It was also found that 20.8% of change of the self-efficacy score among the students whose fathers' occupation was private job, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-6.124 + .456(resilience score)

4.99 Model summary of regression analysis between self-efficacy score and resilience score of students whose father does govt. job for living

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.633[a]	.401	.395	4.176	.401	76.227	1	114	.000
(Constant)				1.224					
Beta				.633					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.633) found between the variables. It was also found that 40% of change of the self-efficacy score among the students whose fathers' occupation was Govt. job, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-1.224 + .633 (resilience score)

4.100 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother is a homemaker

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.314[a]	.099	.079	5.265	.099	5.144	1	47	.028
(Constant)				8.886					

Beta	.084

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a low positive correlation (r=.314) found between the variables. It was also found that 9% of change of the self-efficacy score among the students whose mothers were homemaker, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-8.886 + .314(resilience score)

4.101 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother's occupation is agriculture

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.505[a]	.255	.254	4.879	.255	490.655	1	1436	.000
(Constant)				3.583					
Beta				.505					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.505) found between the variables. It was also found that 25.5% of change of the self-efficacy score among the students whose mothers' occupation was agriculture, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-3.583 + .505 (resilience score)

4.102 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother's occupation is business

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.578[a]	.334	.297	5.874	.334	9.037	1	18	.008
(Constant)				-9.980					
Beta				.578					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.578) found between the variables. It was also found that 33.4% of change of the self-efficacy score among the students whose mothers' occupation was own business, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy = -9.980 + .578 (resilience score)

4.103 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother's occupation is private job

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.268[a]	.072	.033	7.576	.072	1.855	1	24	.186
(Constant)				12.325					

Beta	.268

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.268) found between the variables. It was also found that 7.2% of change of the self-efficacy score among the students whose mothers' occupation was private job, predicted by their resilience score, which is not statistically significant. Here regression equation can be denoted as self-efficacy (y)=-12.325(a) + .268(b) resilience score.

4.104 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother's occupation is govt. job

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.645[a]	.417	.380	6.014	.417	11.424	1	16	.004
(Constant)				-11.328					
Beta				.645					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.645) found between the variables. It was also found that 41.7% of change of the self-efficacy score among the students whose mothers' occupation was Govt. job, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-11.328 + .645(resilience score)

4.105 Model summary of regression analysis between self-efficacy score and resilience score of students whose father is illiterate

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.521[a]	.272	.269	5.110	.272	101.388	1	272	.000
(Constant)				1.495					
Beta				.521					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.522) found between the variables. It was also found that 27.2% of change of the self-efficacy score among the students whose fathers' were illiterate, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as self-efficacy (y)=-1.495(a) + ..521(b) resilience score.

4.106 Model summary of regression analysis between self-efficacy score and resilience score of students whose father is educated up to elementary level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.480[a]	.230	.229	4.938	.230	173.671	1	580	.000
(Constant)				4.031					
Beta				.480					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.480) found between the variables. It was also found that 23% of change of the self-efficacy score among the students whose fathers' education was up to elementary, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as self-efficacy (y)=-4.031(a) + .480(b) resilience score.

4.107 Model summary of regression analysis between self-efficacy score and resilience score of students whose father is educated up to higher secondary level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.492[a]	.242	.240	5.107	.242	131.756	1	413	.000
(Constant)				3.715					
Beta				.492					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.492) found between the variables. It was also found that 24.2% of change of the self-efficacy score among the students whose fathers' education was up to higher secondary, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-3.715 + .492 (resilience score)

4.108 Model summary of regression analysis between self-efficacy score and resilience score of students whose father is educated up to graduation level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.461[a]	.213	.209	4.765	.213	60.992	1	226	.000
(Constant)				7.452					
Beta				.461					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.461) found between the variables. It was also found that 21.3% of change of the self-efficacy score among the students whose fathers' education was up to graduation, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-7.452 + .461 (resilience score)

4.109 Model summary of regression analysis between self-efficacy score and resilience score of students whose father is educated up to post-graduation level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.677[a]	.459	.448	4.335	.459	42.343	1	50	.000
(Constant)				-6.636					

Beta	.049

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.677) found between the variables. It was also found that 45.9% of change of the self-efficacy score among the students whose fathers' education was up to postgraduation, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as self-efficacy (y)=--6.636(a) + .677(b) resilience score.

4.110 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother is illiterate

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.517[a]	.267	.265	4.808	.267	121.951	1	335	.000
(Constant)				2.799					
Beta				.517					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.517) found between the variables. It was also found that 26.7% of change of the self-efficacy score among the students whose mothers' were illiterate, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-2.799 + .517 (resilience score)

4.111 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother is educated up to elementary level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.497[a]	.247	.246	5.076	.247	217.848	1	664	.000
(Constant)				3.707					
Beta				.497					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.497) found between the variables. It was also found that 24.7% of change of the self-efficacy score among the students whose mothers' education was up to elementary, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-3.707 + .497(resilience score)

4.112 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother is educated up to higher secondary level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.502[a]	.252	.250	4.817	.252	139.445	1	414	.000
(Constant)				2.548					

Beta	.502

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.502) found between the variables. It was also found that 25.2% of change of the self-efficacy score among the students whose mothers' education was up to higher secondary, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-2.548 + .502 (resilience score)

4.113 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother is educated up to graduation level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.334[a]	.112	.103	5.582	.112	12.340	1	98	.001
(Constant)				11.447					
Beta				.334					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.334) found between the variables. It was also found that 11.2% of change of the self-efficacy score among the students whose mothers' education was up to graduate, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-11.447 + .334 (resilience score)

4.114 Model summary of regression analysis between self-efficacy score and resilience score of students whose mother is educated up to post-graduation level

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.649[a]	.421	.402	4.812	.421	21.818	1	30	.000
(Constant)				-2.854					
Beta				.649					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.649) found between the variables. It was also found that 42.1% of change of the self-efficacy score among the students whose mothers' education was up to postgraduate, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy = -2.854 + .649 (resilience score)

4.115 Model summary of regression analysis between self-efficacy score and resilience score of students whose monthly family income is below 10k

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.500[a]	.250	.249	4.940	.250	351.946	1	1058	.000
(Constant)				3.652					
Beta				.500					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.50) found between the variables. It was also found that 25% of change of the self-efficacy score among the students whose monthly family income was below 10K, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-3.652 + .50 (resilience score)

4.116 Model summary of regression analysis between self-efficacy score and resilience score of students whose monthly family income is between 10k and 20k

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.447[a]	.200	.197	5.103	.200	80.472	1	322	.000

(Constant)	5.399
Beta	.447

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.447) found between the variables. It was also found that 20% of change of the self-efficacy score among the students whose monthly family income was 10K to 20K, predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy = -5.399 + .447(resilience score)

4.117 Model summary of regression analysis between self-efficacy score and resilience score of students whose monthly family income is more than 20k

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.526[a]	.276	.272	4.974	.276	63.012	1	165	.000
(Constant)				1.460					
Beta				.526					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.526) found between the variables. It was also found that 27.6% of change of the self-efficacy score among the students whose monthly family income was above 20K, predicted by their

resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy = -1.460 + .526(resilience score)

4.118 Model summary of regression analysis between self-efficacy score and resilience score of students whose religious identity is Hinduism

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.498[a]	.248	.248	4.882	.248	417.376	1	1263	.000
(Constant)				4.041					
Beta				.498					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.498) found between the variables. It was also found that 24.8% of change of the self-efficacy score among the Hindu community students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy = -4.041 + .498(resilience score)

4.119 Model summary of regression analysis between self-efficacy score and resilience score of students whose religious identity is Islam

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.499[a]	.249	.246	5.320	.249	87.325	1	264	.000
(Constant)				.955					
Beta				.499					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.499) found between the variables. It was also found that 24.9% of change of the self-efficacy score among the Muslim community students was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy = -.955 + .499(resilience score)

4.120 Model summary of regression analysis between self-efficacy score and resilience score of students whose religious identity is Christianity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.369[a]	.136	.088	6.509	.136	2.838	1	18	.109

(Constant)	4.389
Beta	.369

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.369) found between the variables. It was also found that 13.6% of change of the self-efficacy score among the Christian community students was predicted by their resilience score, which is also statistically not significant. Here regression equation can be denoted as

self-efficacy = -4.389 + .369 (resilience score)

4.121 Model summary of regression analysis between self-efficacy score and resilience score of students who has no sibling

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.591[a]	.350	.347	5.070	.350	114.502	1	213	.000
(Constant)				-2.283					
Beta				.591					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.591) found between the variables. It was also found that 35% of change of the self-efficacy score among the students who don't have any sibling, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-2.283 + .591(resilience score)

4.122 Model summary of regression analysis between self-efficacy score and resilience score of students who has one sibling

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.491[a]	.241	.240	4.603	.241	233.828	1	738	.000
(Constant)				4.587					
Beta				.491					

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.491) found between the variables. It was also found that 24.1% of change of the self-efficacy score among the students who have one sibling, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =4.587+ .491(resilience score)

4.123 Model summary of regression analysis between self-efficacy score and resilience score of students who have more than one sibling

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.461[a]	.213	.211	5.345	.213	160.491	1	594	.000

(Constant)	5.130
Beta	.461

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.461) found between the variables. It was also found that 21.3% of change of the self-efficacy score among the students who have more than one sibling, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =5.130 + .461(resilience score)

Resilience & Self-efficacy * Faith in God (Don't Believe in God)

4.124 Model summary of regression analysis between self-efficacy score and resilience score of students who don't Believe in God.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.540[a]	.292	.284	4.619	.292	38.726	1	94	.000
(Constant)					4.053				
Beta					.540				

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.540) found between the variables. It was also found that 29.2% of change of the self-efficacy score among

the students who don't believe in God, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =4.053+.540 (resilience score)

4.125 Model summary of regression analysis between self-efficacy score and resilience score of students who believe in God.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.493[a]	.243	.242	5.001	.243	466.247	1	1453	.000
(Constant)					3.380				
Beta					.493				

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.493) found between the variables. It was also found that 24.3% of change of the self-efficacy score among the students who believe in God, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =3.380+.493 (resilience score)

4.126 Model summary of regression analysis between self-efficacy score and resilience score of students who don't face any childhood adversity.

Model	R	R	Adjusted	Std.	Change Statistics

		Square	R Square	Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.497[a]	.247	.246	5.045	.247	369.955	1	1130	.000
(Constant)					2.720				
Beta					.497				

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.497) found between the variables. It was also found that 24.7% of change of the self-efficacy score among the students those who did not face any childhood adversity, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =2.720+.497 (resilience score)

4.127 Model summary of regression analysis between self-efficacy score and resilience score of students who faced any childhood adversity.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.495[a]	.245	.243	4.792	.245	135.276	1	417	.000
(Constant)					5.658				
Beta					.495				

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.495) found between the variables. It was also found that 24.5% of change of the self-efficacy score among the students those who faced childhood adversity, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =5.658+.495 (resilience score)

4.128 Model summary of regression analysis between self-efficacy score and resilience score of students who have up to 5 family members.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.502[a]	.252	.251	4.839	.252	365.959	1	1086	.000
(Constant)					3.807				
Beta					.502				

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.502) found between the variables. It was also found that 25.2% of change of the self-efficacy score among the students those who have up to 5 family members, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =3.807 +.502 (resilience score)

4.129 Model summary of regression analysis between self-efficacy score and resilience score of students who have 6 to 10 family members.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.466[a]	.217	.215	5.376	.217	108.462	1	392	.000
(Constant)					3.419				
Beta					.466				

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.466) found between the variables. It was also found that 21.7% of change of the self-efficacy score among the students those who have 6 to 10 family members, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =3.419 +.466 (resilience score)

4.130 Model summary of regression analysis between self-efficacy score and resilience score of students who have above 10 family members.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change

1	.618[a]	.382	.373	4.564	.382	41.470	1	67	.000
(Constant)					-.649				
Beta					.618				

A simple linear regression following Enter method was computed taking their resilience score as predictor and self-efficacy score as outcome / dependent variable. There was a moderate positive correlation (r=.618) found between the variables. It was also found that 38.2% of change of the self-efficacy score among the students those who have above 10 family members, was predicted by their resilience score, which is also statistically significant. Here regression equation can be denoted as

self-efficacy =-.649 + .618 (resilience score)

4.3 Hypothesis Testing

Based on the result of significance tests, all the hypotheses are verified according to their order –

- **$H_0$1**: There is no significant difference between UG and PG students on basis of their Resilience.

Findings: There was no statistically significant dependency {Chi-square=1.528, df=2, p>.05} seen between UG and PG students.

Decision: Null hypothesis $H_0$1 is *retained*.

- **$H_0$2**: There is no significant difference between Science and Arts students on basis of their Resilience.

Findings: Statistically significant relationship was found {chi-square=9.005, df=2, p=<0.05}

Decision: Null hypothesis $H_0$2 is *rejected*.

- **$H_0$3**: There is no significant difference between Male and Female students on basis of their Resilience.

  Findings: A statistically significant relationship was found between the levels of gender and the levels of resilience {$\chi^2(2) = 6.213$, $p<.05$}.
  Decision: Null hypothesis $H_0$3 is *rejected*.

- **$H_0$4**: There is no significant difference between Minority and Non-minority students on basis of resilience.
  Findings: The relationship between the variable was not statistically significant {chi-square=4.435, df=2, p=>0.05}.
  Decision: Null hypothesis $H_0$4 is *retained*.

- **$H_0$5**: There is no significant difference of resilience in terms of habitat of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=.735, df=4, p=>0.05}
  Decision: Null hypothesis $H_0$5 is *accepted*.

- **$H_0$6**: There is no significant difference of resilience in terms of social category of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=10.682, df=6, p=>0.05.
  Decision: Null hypothesis $H_0$6 is *accepted*.

- **$H_0$7**: There is no significant difference between joint and nuclear family students on basis of their Resilience.
  Findings: The relationship between the variable was statistically significant {chi-square=.6.866, df=2, p=<0.05}

Decision: Null hypothesis $H_0$7 is *rejected*.

- **$H_0$8**: There is no significant difference of resilience in terms of occupation of father of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=11.449, df=8, p=>0.05}.
  Decision: Null hypothesis $H_0$8 is *accepted*.

- **$H_0$9**: There is no significant difference of resilience in terms of occupation of mother of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=1.823, df=8, p=>0.05}
  Decision: Null hypothesis $H_0$9 is *accepted*.

- **$H_0$10**: There is no significant difference of resilience in terms of education of father of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=3.878, df=8, p=>0.05}.
  Decision: Null hypothesis $H_0$10 is *accepted*.

- **$H_0$11**: There is no significant difference of resilience in terms of education of mother of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=6.861, df=8, p=>0.05}.
  Decision: Null hypothesis $H_0$11 is *accepted*.

- **$H_0$12**: There is no significant difference of resilience in terms of monthly family income of the students.
  Findings: The relationship between the variable was statistically significant {chi-square=15.081, df=4, p=<0.01}.

Decision: Null hypothesis $H_0$12 is *rejected.*

- **$H_0$13**: There is no significant difference of resilience in terms of religious identity of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=2.891, df=4, p=>0.05}.
  Decision: Null hypothesis $H_0$13 is *accepted.*

- **$H_0$14**: There is no significant difference of resilience in terms of number of siblings of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=3.533, df=4, p=>0.05}
  Decision: Null hypothesis $H_0$14 is *accepted.*

- **$H_0$15**: There is no significant difference of resilience in terms of faith in God of the students.
  Findings: The relationship between the variable was statistically significant {chi-square=10.948, df=2, p=<0.01}
  Decision: Null hypothesis $H_0$15 is *rejected.*

- **$H_0$16**: There is no significant difference of resilience in terms of childhood adversity of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=2.818, df=2, p=>0.05}.
  Decision: Null hypothesis $H_0$16 is *accepted.*

- **$H_0$17**: There is no significant difference of resilience in terms of family strength of the students.
  Findings: The relationship between the variable was not statistically significant {chi-square=3.433, df=4, p=>0.05}.

Decision: Null hypothesis $H_0$17 is *accepted.*

- **$H_0$18**: There is no significant difference between UG and PG students on basis of their self-efficacy.

  Findings: There was no statistically significant mean difference found (t_{1549} = .914, p>.05) between the undergraduate and postgraduate students.
  Decision: Null hypothesis $H_0$18 is *accepted*.

- **$H_0$19**: There is no significant difference between Science and Arts students on basis of their self-efficacy.

  Findings: There was no statistically significant mean difference found (t_{1549} = .670, p>.05) between the arts and science students.
  Decision: Null hypothesis $H_0$19 is accepted.

- **$H_0$20**: There is no significant difference between Male and Female students on basis of their Self-efficacy.

  Findings: A statistically significant relationship was found between the levels of gender and the levels of self-efficacy {$\chi^2(2) = 6.213$, p<.05}.
  Decision: Null hypothesis $H_0$20 is *rejected*.

- **$H_0$21**: There is no significant difference between Minority and Non-minority students on basis of self-efficacy.
  Findings: There was no statistically significant mean difference found (t_{1549} = -.801, p>.05) between minority and non-minority students.
  Decision: Null hypothesis $H_0$21 is *accepted*.

- **$H_0$22**: There is no significant difference of self-efficacy in terms of habitat of the students.

  Findings: Statistically significant mean difference was found ($F_{2,1548}$ =3.716, p< .05) across the area of residence (habitat).

  Decision: Null hypothesis $H_0$22 is *rejected*.

- **$H_0$23**: There is no significant difference of resilience in terms of social category of the students.

  Findings: Statistically significant mean difference was found ($F_{2,1547}$ =6.091, p< .01) among the various groups of social categories.

  Decision: Null hypothesis $H_0$23 is *rejected.*

- **$H_0$24**: There is no significant difference between joint and nuclear family students on basis of their self-efficacy.

  Findings: There was no statistically significant mean difference found (t_{1549} = -1.936, p>.05) between nuclear and joint family students.

  Decision: Null hypothesis $H_0$24 is *accepted*.

- **$H_0$25**: There is no significant difference of self-efficacy in terms of occupation of father of the students.

  Findings: Statistically significant mean difference was found ($F_{2,1546}$ =3.891, p< .01) on basis of various occupations of father.

  Decision: Null hypothesis $H_0$25 is rejected.

- **$H_0$26**: There is no significant difference of self-efficacy in terms of occupation of mother of the students.

  Findings: Statistically not significant mean difference was found ($F_{2,1546}$ =1.260, p>.05) on basis of various occupations of mother.

  Decision: Null hypothesis $H_0$26 is *accepted*.

- **$H_0$27**: There is no significant difference of self-efficacy in terms of education of father of the students.

  Findings: Statistically not significant mean difference was found ($F_{2,1546}$ =2.235, p>.05) on basis of various qualifications of father of the students.

  Decision: Null hypothesis $H_0$27 is *accepted*.

- **$H_0$28**: There is no significant difference of self-efficacy in terms of education of mother of the students.

  Findings: Statistically not significant mean difference was found ($F_{2,1546}$ =.897, p>.05) on basis of various qualifications of mother of the students.

  Decision: Null hypothesis $H_0$28 is *accepted*.

- **$H_0$29**: There is no significant difference of self-efficacy in terms of monthly family income of the students.

  Findings: Statistically significant mean difference was found ($F_{2,1546}$ =5.472, p< .01) across the various levels of family income.

  Decision: Null hypothesis $H_0$29 is *rejected.*

- **$H_0$30**: There is no significant difference of self-efficacy in terms of religious identity of the students.

  Findings: Statistically not significant mean difference was found ($F_{2,1546}$ =.119, p>.05) across various religious identity of the students.

  Decision: Null hypothesis $H_0$30 is *accepted.*

- **$H_0$31**: There is no significant difference of self-efficacy in terms of number of siblings of the students.

  Findings: Statistically significant mean difference was found ($F_{2,1546}$ =4.858, p< .01) on basis of sibling status of the students.

  Decision: Null hypothesis $H_0$31 is *rejected.*

- **$H_0$32**: There is no significant difference of self-efficacy in terms of faith in God of the students.

  Findings: There was no statistically significant mean difference found (t_{1549} = -1.268, p>.05) between the students those who believe in God and who don't.

  Decision: Null hypothesis $H_0$32 is *accepted.*

- **$H_0$33**: There is no significant difference of self-efficacy in terms of childhood adversity of the students.

  Findings: There is no statistically significant mean difference found (t_{1549} = -.896, p>.05) between the students who faced any childhood adversity or who don't.

  Decision: Null hypothesis $H_0$33 is *accepted.*

- **$H_0$34**: There is no significant difference of resilience in terms of family strength of the students.

  Findings: The relationship between the variable was not statistically significant {chi-square=, df=4, p=>0.05}.

  Decision: Null hypothesis $H_0$34 is *accepted.*

4.131 Summary of Hypothesis Testing

Sl. No.	Hypothesis Statement	Decision
$H_0$1	There is no significant difference between UG and PG students on basis of their Resilience.	Retained
$H_0$2	There is no significant difference between Science and Arts students on basis of their Resilience.	*Rejected*.
$H_0$3	There is no significant difference between Male and Female students on basis of their Resilience	Rejected
$H_0$4	There is no significant difference between Minority and Non-minority students on basis of resilience	Retained

$H_0$5	There is no significant difference of resilience in terms of habitat of the students.	Retained
$H_0$6	There is no significant difference of resilience in terms of social category of the students.	Retained
$H_0$7	There is no significant difference between joint and nuclear family students on basis of their Resilience	Rejected
$H_0$8	There is no significant difference of resilience in terms of occupation of father of the students.	Retained
$H_0$9	There is no significant difference of resilience in terms of occupation of mother of the students.	Retained
$H_0$10	There is no significant difference of resilience in terms of education of father of the students.	Retained
$H_0$11	There is no significant difference of resilience in terms of education of mother of the students	Retained
$H_0$12	There is no significant difference of resilience in terms of monthly family income of the students.	Rejected
$H_0$13	There is no significant difference of resilience in terms of religious identity of the students.	Retained
$H_0$14	There is no significant difference of resilience in terms of number of siblings of the students.	Retained
$H_0$15	There is no significant difference of resilience in terms of faith in God of the students	Rejected
$H_0$16	There is no significant difference of resilience in terms of childhood adversity of the students.	Retained
$H_0$17	There is no significant difference of resilience in terms of family strength of the students.	Retained
$H_0$18	There is no significant difference between UG and PG students on basis of their self-efficacy.	Retained
$H_0$19	There is no significant difference between Science and Arts	Retained

	students on basis of their self-efficacy.	
$H_0$20	There is no significant difference between Male and Female students on basis of their Self-efficacy	Rejected
$H_0$21	There is no significant difference between Minority and Non-minority students on basis of self-efficacy.	Retained
$H_0$22	There is no significant difference of self-efficacy in terms of habitat of the students.	Rejected
$H_0$23	There is no significant difference of resilience in terms of social category of the students.	Rejected
$H_0$24	There is no significant difference between joint and nuclear family students on basis of their self-efficacy.	Retained
$H_0$25	There is no significant difference of self-efficacy in terms of occupation of father of the students.	Rejected
$H_0$26	There is no significant difference of self-efficacy in terms of occupation of mother of the students.	Retained
$H_0$27	There is no significant difference of self-efficacy in terms of education of father of the students.	Retained
$H_0$28	There is no significant difference of self-efficacy in terms of education of mother of the students.	Retained
$H_0$29	There is no significant difference of self-efficacy in terms of monthly family income of the students.	Rejected
$H_0$30	There is no significant difference of self-efficacy in terms of religious identity of the students.	Retained
$H_0$31	There is no significant difference of self-efficacy in terms of number of siblings of the students.	Rejected

$H_0$32	There is no significant difference of self-efficacy in terms of faith in God of the students.	Retained
$H_0$33	There is no significant difference of self-efficacy in terms of childhood adversity of the students.	Retained
$H_0$34	There is no significant difference of resilience in terms of family strength of the students	Retained

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Chapter V

Discussion and Conclusion

5.1 Summary of Findings

5.2 Discussion

5.3 Conclusion

5.4 Limitations of the Study

5.5 Recommendations & Scope of Further Studies

References

Chapter V Discussion and Conclusion

In this present study, it was intended to know the levels of resilience and the levels of self-efficacy among the higher education students in the present-day context. How self-efficacy and resilience correlated and also how both and how their relationship varies with different socio-economic indicators of the students, i.e. Gender, Stream of Studies, Social Category, Residence, Family structure, Number of Family Members, Social Belonging Group, Family Type, Occupation of Father, Occupation of Mother, Educational Qualification of Father, Educational Qualification of Mother, Monthly Family Income, Religious Identity, Number of Siblings, Faith in God and Childhood Adversity.

The following sections in this chapter summarize the major findings of this study and discuss the significant ones, followed by a conclusion based on the same in relation to the purpose of the study. It finally refers to the limitations of this current study and highlights the scope for further research in this context.

5.1 Summary of Findings

A correlation was computed between resilience and self-efficacy scores of the students and a moderate positive correlation was found (r=.496) between resilience and self-efficacy scores. That means students with higher level of resilience were found to have higher self-efficacy. The correlation between resilience and self-efficacy (r=.496) was statistically significant at p<.01 level.

It was found to have more perseverance (m=29.90, sd=4.324), composure (m=35.21, sd=4.189), and faith (m=25.75, sd=2.836) than postgraduate students. Postgraduate students were only found to be more self-reliant (m=25.83, sd=3.556) in this study compared to undergraduate students. There was no statistically significant dependency {Chi-square=1.528, df=2, p>.05} seen between UG and PG students in terms of their resilience.

It was found almost similar level of resilience among the Arts and Science stream students. In both the cases (science and arts stream) it was seen that the mean score of Composure (35.29 and 34.05) is higher than the other dimension of resilience which were Perseverance, Self-reliance and Faith. Statistically significant relationship was found {chi-square=9.005, df=2, p=<0.05}.

It was observed that the mean scores of males (30.59, 35.74, 26.20) students are little bit higher than the female students (29.48, 34.93, 25.51) in case of three dimension of resilience (perseverance, composure and self-reliance) but in case of faith, the mean score of females was slightly higher (25.85) than the score of males (25.49). A statistically significant relationship was found between the levels of gender and the levels of resilience {$\chi^2(2) = 6.213$, p<.05}.

It was found almost similar level of resilience among the Minority and Non-minority higher education students. But in terms of various dimensions of resilience, it was seen that the Minority students were found to have more perseverance (m=30.40, sd=4.278), composure (m=35.63, sd=3.909), and faith (m=26.05, sd=2.845) than Non-minority students. The relationship between the variable was not statistically significant {chi-square=4.435, df=2, p=>0.05}.

It was found almost similar level of resilience among the rural, semi-urban and urban higher education students. The relationship between the variable was not statistically significant {chi-square=.735, df=4, p=>0.05}

In terms of Perseverance (m=29.55), Composure (m=35.87), and Self-reliance (m=26.03), the scheduled Caste students' score are slightly higher than the other higher education students. The relationship between the variable was not statistically significant {chi-square=10.682, df=6, p=>0.05.

On basis of various dimension of resilience, it was seen almost similar level of resilience among the students in terms of their fathers' occupation. The relationship between the variable was not statistically significant {chi-square=11.449, df=8, p=>0.05}.

It was seen that; the students are more resilient (m=118.95) who's mother are in own business rather than the other profession. It was also observed that the students are less resilient (m=115.77) who's mothers are in private job. When seen various dimension of resilience there was no such differences among the students on basis of their mothers' occupation. The relationship between the variable was not statistically significant {chi-square=1.823, df=8, p=>0.05}.

It was seen that; the students are more resilient (m=116.92) who's fathers are educated up to H.S. than any other qualifications of their father. It was also observed that the students are less resilient (m=115.01) who's fathers' qualifications are up to graduation. In terms of various dimension of resilience there was no such differences among the students on basis of their father's educational qualifications. The relationship between the variable was not statistically significant {chi-square=3.878, df=8, p=>0.05}.

It was observed that the participants who's mothers are post graduated they are more resilient than the others and who's mother are graduated they are less resilient than the others. On basis of various dimensions of resilience it was found similar level of resilience except the participants who's mothers are post graduated. The relationship between the variable was not statistically significant {chi-square=6.861, df=8, p=>0.05}.

The interesting fact is that those whose family income is below 10 thousand, they are slightly more resilient(m=117.04) than the others. Another side those who's monthly income is more than 20 thousand they are slightly less resilient(m=113.31) than the others. The relationship between the variable was statistically significant {chi-square=15.081, df=4, p=<0.01}.

It was observed that the Christian students are generally more resilient (m=119.10) rather than Islam (m=116.74) and Hinduism (m=116.35). In terms of various dimension of resilience it was found almost similar level of resilience among the Hinduism and Muslim Students but in 'Faith' Muslim students are more resilient (m=26.19) than Hinduism (m=25.65) and Christianity (25.60).

The relationship between the variable was not statistically significant {chi-square=2.891, df=4, p=>0.05}.

It was also observed that those who have no sibling are less resilient (m=115.47) than those who have one (m=116.49) and more than one (m=116.77). But in terms various dimension of resilience it was found almost similar level of resilience among the participants. The relationship between the variable was not statistically significant {chi-square=3.533, df=4, p=>0.05}

It was found slightly difference resilience score among the participants. Those who believe in God, their faith is higher (m=26.02) than those who don't believe (m=111.5). The relationship between the variable was statistically significant {chi-square=10.948, df=2, p=<0.01}.

It was observed that those who faced any childhood adversity are more resilient (m=116.98) than those who did not face any difficulties or childhood adversities (m=116.26). In terms of various dimension of resilience it was found almost similar level of resilience among the participants. The relationship between the variable was not statistically significant {chi-square=2.818, df=2, p=>0.05}.

It was found that the Self-efficacy score of semi-urban students are slightly higher (m=31.79) than the rural (m=31.43) and urban students (m=30.53). That means the urban students are lag behind than the semi-urban and rural students. Statistically significant mean difference was found ($F_{2,1548}$ =3.716, p< .05) across the area of residence (habitat).

It was found that the Self-efficacy score of Scheduled Caste students are higher (m=32.15) than the others students. In terms of Self-efficacy, Scheduled Tribe students are lag behind (m=30.21) than the others category. Statistically significant mean difference was found ($F_{2,1547}$ =6.091, p< .01) among the various groups of social categories.

It was found that the Self-efficacy score was higher (m=31.86) among the students whose fathers' occupation was agriculture. Another side the Self-

efficacy score was lower (m=30.20) among the students who's fathers' occupation was private job. Statistically significant mean difference was found ($F_{2,1546}$ =3.891, p< .01) on basis of various occupations of father.

It was found that the Self-efficacy score was slightly higher (m=31.39) among the students who's mother was a homemaker. Another side the Self-efficacy score was lower (m=28.81) among the students who's mothers' occupation was private job. Statistically not significant mean difference was found ($F_{2,1546}$ =1.260, p>.05) on basis of various occupations of mother.

It was found that the Self-efficacy score was higher (m=31.64) among the students who's fathers' education was up to elementary. Another side the Self-efficacy score was lower (m=30.33) among the students who's fathers were post graduated. Statistically not significant mean difference was found ($F_{2,1546}$ =2.235, p>.05) on basis of various qualifications of father of the students.

It was found that the Self-efficacy score was higher (m=32.06) among the students whose mothers were postgraduate. Another side the Self-efficacy score was lower (m=30.44) among the students whose mothers were graduated. Statistically not significant mean difference was found ($F_{2,1546}$ =.897, p>.05) on basis of various qualifications of mother of the students.

It was found that the Self-efficacy score was higher (m=31.49) among the students who's monthly family income was below 10 thousand. Another side the Self-efficacy score was lower (m=29.92) among the students who's monthly family income was above 20 thousand. Statistically significant mean difference was found ($F_{2,1546}$ =5.472, p< .01) across the various levels of family income.

It was found that the Self-efficacy score of Muslim students are slightly higher (m=31.42) than the Christian (m=31.40) and Hindu students (m=31.24). Though the differences are very little so it can be said that the self-efficacy score are almost similar among the Hindu, Muslim and Christian Community students. Statistically not significant mean difference was found ($F_{2,1546}$ =.119, p>.05) across various religious identity of the students.

It was found that the Self-efficacy score was slightly higher (m=31.53) among the students those who have more than one sibling than the students those who have one sibling (m=31.39) and no sibling (m=30.15). So, it can be said that the students who did not have any sibling their self-efficacy score was lower than the others. Statistically significant mean difference was found ($F_{2,1546}$ =4.858, p< .01) on basis of sibling status of the students.

It was also observed that the Self-efficacy score of the students those who believe in God was higher (m=31.32) than the students those who don't believe in God (m=30.55). There was no statistically significant mean difference found (t_{1549} = -1.268, p>.05) between the students those who believe in God and who don't.

It was found that the Self-efficacy score was higher (m=31.48) among the students those who faced difficulties or childhood adversity rather than the students those who don't not face any difficulties or childhood adversity (m=31.19). There is no statistically significant mean difference found (t_{1549} = -.896, p>.05) between the students who faced any childhood adversity or who don't.

Regression Prediction:

The resilience score could predict the change in self-efficacy score 24.1% for undergraduate students, 26.7% for postgraduate, 28.2% for male, 22.5% for female, 23.6% for arts students and 37% for science students, 23.1% for unreserved category, 26.6% for SC category, 15.6% for ST category, 27.2% for OBC category, 25.7% for non-minority and 22.2% for minority students, 26.8% for rural students, 38% for semi-urban and 15.3% for urban students, 25% for nuclear family students and 24.1% for joint family students, 32.3% for unemployed father of the students, 25.8% for agriculture, 17.1% for own business, 20.8% for private job and 40% for the students whose father occupation was Govt. job, 9% for the students whose mother was homemaker, 25.5% for the students whose mother occupation was agriculture, 33.4% for own

business, 7.2% for private job and 41.7% for the students whose mother occupation was Govt. job, 27.2% for the students whose fathers were illiterate, 23% for up to elementary, 24.2% up to higher secondary, 21.3% for graduate and 45.9% for the students whose fathers were post graduated, 26.7% for the students whose mother education was illiterate, 24.7% for up to elementary, 25.2% for higher secondary, 11.2% for graduation and 42.1% for the students whose mothers were post graduated, 25% for the students whose monthly family income was below 10K, 20% for 10K to 20K, and 27.6% for the students whose monthly family income was above 20K, 24.8% for Hindu, 24.9% for Muslim and 13.6 % for Christian students, 35% for the students who have no siblings, 24.1% one sibling and 21.3% for the students who have more than one sibling, 29.2% for the students who don't believe in God, 24.3% for God believers, 24.7% for the students who don't face any childhood adversity and 24.5% for the students who faced childhood adversity, 25.2% for the students whose family members up to 5, 21.7% for between 6 to 10 members and 38.2% for the students whose family members was above 10.

5.2 Discussion

Resilience and Self-efficacy both, differs from person to person, genders, ethnicities, races and communities. Students of different strata of the society always experience various types of difficulties and distresses in achieving their academic and also non-academic successes in both personal as well as professional life. Basically, it is very important for the students of higher education level. Research shows that 'those who are more Resilient have the "ability to adjust and adapt to the changes, demands, and disappointments that come up in the course of life" (Joseph, 1994, p. xi). Resilient students have the capacity to overcome personal weaknesses and negative environmental conditions—they have the ability to succeed under adverse conditions.

Resilience and Self-efficacy both are very important to everyone's life specially for the students those who are in higher education level. The socio-economic conditions of the higher education students in West Bengal are not so much remarkable as the research shows that more than 68% students' monthly family income below 10 thousand. More than 44% students' fathers' occupation was agriculture and 93% mothers' occupation were agriculture. Educational qualifications of father were seen as Illiterate -17.7%, Up to Elementary -37.5%, Up to HS-26.8%, Graduate, 14.7% and only 3.4% were Post Graduate. Similarly, mother's educational qualifications were also observed as Illiterate-21.7%, Up to Elementary-42.9%, Up to HS-26.8%, Graduate-6.4% and only 2.1% were Post Graduate. Another important thing is that, 94% respondents respond that they believe in God and only 6% don't believe in God. Among the respondents 27% faced different types of childhood adversity and 73% did not. After analysing the data, the research found that there was a moderate positive correlation (r=.496) between resilience and self-efficacy score of the students. That means the students with higher level of resilience have higher level of self-efficacy also. So, it can be said that the students who are more resilient they have also high self-efficacy. In terms of resilience, the undergraduate and postgraduate students are same. Arts stream students were more inclined towards high level of resilience than science students. It was also seen that male students are more resilient than female students. There was no any significant difference between Minority and non-minority students in terms of their resilience. The students, belong from joint family are more resilient than nuclear family because of their supportive home environment. One interesting thing is that the students whose monthly family income was below 10K, they are more resilient than others (10K – 20K, more than 20K). So, it can be assumed that more money is not required for being more resilient. Most of the higher education students of West Bengal believe that there is a supreme power or existence of God. The students those who believe in God, they are more resilient than the not believers. In other hand in case of self-efficacy it was observed that male students possess more self-efficacy (m=31.77)

than that of female students (m=31.05). The self-efficacy level of undergraduate and postgraduate students is same. There was no any significant difference between nuclear and joint family students in terms of their self-efficacy. There was no statistically significant mean difference found (t1549 = -.801, p>.05) between minority and non-minority students in terms of their self-efficacy. The students belong from semi-urban area (m=31.79), their self-efficacy is significantly higher than the rural (m=31.43) and urban area (m=30.53).

Michelle D. Keye and Aileen M. Pidgeon (2013) conducted a research work which was related to this present research study. Title of the study was "An Investigation of the Relationship between Resilience, Mindfulness, and Academic Self-Efficacy". Through this study researchers tried to find out the role of mindfulness and academic self-efficacy in predicting resilience among university students and the result suggests that mindfulness and academic self-efficacy have a significant impact on resilience. There is a bit similarity with this present study. The title of the present study is Self-efficacy and Resilience: A correlational study on Higher Education Students in West Bengal and the result showed that there is a moderate positive correlation among the higher education students in West Bengal and also a significant level of prediction found (change of resilience predicts the change of self-efficacy).

In 2006, Bill Thornton, Michele Collins, and Richard Daugherty did a research work entitled as "A Study of Resiliency of American Indian High School Students". The target population of this study was American Indian High School Students and the main objective of the study was to assess the resiliency of the students. But it this present research, researcher investigated the levels of self-efficacy and the levels of resilience and also their relationship among the higher education students in West Bengal.

There are lots of research work have already been done related to this research work but no any similar studies have been found as far the investigation of the present researcher.

5.3 Conclusion

The main purpose of the study was to find out the levels of self-efficacy, levels of resilience and how both are related to each other in respect to the higher education students in West Bengal. It was also intended to find out the relationship between resilience and self-efficacy among the students in respect to their various socio-economic indicators. The study found a moderate positive correlation(r=.496) between resilience and self-efficacy among the students. In the present study, it was also found that arts stream students are more inclined towards high level of resilience than science students. Male students are more inclined towards high level of resilience and also self-efficacy than female students. The students of joint family are inclined towards high level of resilience than nuclear family but in case of self-efficacy both are same. The students of below 10k monthly family income are inclined towards high level of resilience and also self-efficacy than the others. The students those who believe in God are inclined towards high level of resilience but in case of self-efficacy both are same. This research also found the prediction level of resilience on self-efficacy and a significant level of prediction was found in respect to various socio-economic indicators.

As it was already investigated by so many researches that 'those who are more Resilient have the "ability to adjust and adapt to the changes, demands, and disappointments that come up in the course of life" (Joseph, 1994, p. xi). Resilient students have the capacity to overcome personal weaknesses and negative environmental conditions—they have the ability to succeed under adverse conditions. Another side it was also found that the students those who have the belief about his/her own ability such individuals are more likely to believe that they can alter the world by their actions and are capable of acting effectively on the world. This is very important to everyone's life, especially for the students.

5.4 Limitations of the Study

There were several factors to this study that limits from capturing a true picture of what its conclusions indicated.

- ❖ Self-efficacy and resilience were measured only through self-reported questionnaire. There are so many dimensions of resilience and also self-efficacy but it was not covered through this present research.
- ❖ The study covered only colleges and university level students of West Bengal. Other levels of education could not be covered.
- ❖ The study covered students only from arts and science stream. Other academic disciplines could not be covered.
- ❖ Resilience Quotient could not be measured in this study.
- ❖ Field survey was very difficult during the pandemic Covid-19.
- ❖ The researcher acknowledged that the responses provided by the participants are not all accurate and may contains error and biases which could not be identified and reduced.

5.5 Recommendations & Scope of Further Studies

- ❖ Resilience and self-efficacy can be observed among the secondary and higher secondary level students also.
- ❖ It is very necessary to know the levels of self-efficacy and levels of resilience among the medical, nursing, engineering and commerce students also.
- ❖ Further studies can be conducted on Stress Management and Resiliency Training (SMART) Program.
- ❖ It would have far better if a comparative study could be done between students of West Bengal and students of any part of a developed country.
- ❖ Special training program should be organized for the improvement of resilience and self-efficacy among the students.

- The contents of curriculum and syllabus should be prepared in such a way so that after completion of the lesion students could be more resilient and more confident.
- With more advanced multivariate tools, the factors can be looked at in more depth to find out how resilience affects self-efficacy and other parts of life and if it can predict success and achievement.
- The researcher has done this study doesn't mean it as an end in itself. Instead, it as a way to keep learning about resilience and self-efficacy to help people find a better and more stable way of living.

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Appendices

Appendix 1

Basic Information Schedule

i) **Stream of Studies:** Arts / Science / Commerce / Engineering

ii) **Class:** UG / PG

iii) **Gender** Male / Female

iv) **Social Category:** Minority / Non-minority

v) **Religion:**

vi) **Caste:** General / SC / ST / OBC

vii) **Residence:** Rural / Urban / Semi Urban

viii) **No. Family Members:**

ix) **Family Type:** Joint / Nuclear

x) **Family Income Monthly:** Below Rs. 10,000 / Between Rs. 10,000-Rs. 20,000 / Above Rs. 20,000

xi) **Educational Qualification of Father:** Illiterate / Up to Elementary level / Up to Higher Secondary Level / Graduation / Post-graduation

xii) **Educational Qualification of Mother:** Illiterate / Up to Elementary level / Up to Higher Secondary Level / Graduation / Post-graduation

xiii) **Occupation of father:** Unemployed / Agriculture / Own Business / Private Job / Govt. Job

xiv) **Occupation of Mother:** Homemaker / Agriculture / Own Business / Private Job / Govt. Job

xv) **Have you experienced any bad experience in childhood:** Yes / No

xvi) **Do you have faith in God:** Yes / No

Appendix 2

Resilience Scale

Developed by Dr. Vijaya Lakshmi & Dr. Shruti Narain

Appendix 3

The General Self-Efficacy Scale (GSF)

The following scale was developed to evaluate the coping ability of daily living. The scale can be administered to evaluate persons age 12 and older.

Response Format **1** = Not at all true **2** = Hardly true **3** = Moderately true **4** = Exactly true	Write the number that best describes your opinion in the boxes below.
I can always manage to solve difficult problems if I try hard enough.	
If someone opposes me, I can find the means and ways to get what I want.	
It is easy for me to stick to my aims and accomplish my goals.	
I am confident that I could deal efficiently with unexpected events.	
Thanks to my resourcefulness, I know how to handle unforeseen situations.	
I can solve most problems if I invest the necessary effort.	
I can remain calm when facing difficulties because I can rely on my coping abilities.	
When I am confronted with a problem, I can usually find several solutions.	
If I am in trouble, I can usually think of a solution.	
I can usually handle whatever comes my way.	
Add up the numbers from each row in the last column. This total equals your self-efficacy score. The higher the score, the greater your self-efficacy or confidence in your ability to successfully manage an illness or follow through with behavior change. This score may change over time.	