

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

*Synopsis of PhD Thesis*

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**2022**

# **Chapter Plan**

<b>Chapter I</b>	<b>The Context of the Study</b>
<b>Chapter II</b>	<b>Problem of the Study</b>
<b>Chapter III</b>	<b>Methods and Procedures</b>
<b>Chapter IV</b>	<b>Result and Interpretation</b>
<b>Chapter V</b>	<b>Discussion and Conclusion</b>

# **Chapter I      The 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 tends 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 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 stages are 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.

## 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.

Researcher analyzed several (46) related studies for conducting this research. After reviewing the related studies researcher identified the proper research gap on basis of the following research questions.

## **Research Questions**

The researcher has identified the following research questions.

1. *How resilient are the students at higher education in West Bengal?*
2. *How much self-efficacy do they possess?*
3. *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**

1. To know the level of resilience among the higher education students in West Bengal.
2. To know the level of self-efficacy among the higher education students in West Bengal.
3. 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.
4. 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.

5. To find out the relationship between resilience and self-efficacy of students in higher education in West Bengal.
6. To find whether the relationship between resilience and self-efficacy of students in higher education varies across the levels of different socio-economic indicators.
7. To see whether the changes in resilience of the students can predict the changes in resilience and self-efficacy.

## 2.5 Hypotheses

- H<sub>0</sub>1: There is no significant difference between Male and Female students on basis of their Resilience.
- H<sub>0</sub> 2: There is no significant difference between Arts and Science students on basis of their Resilience.
- H<sub>0</sub>3: There is no significant difference of resilience in terms of social category of the students.
- H<sub>0</sub> 4: There is no significant difference of resilience in terms of habitat of the students.
- H<sub>0</sub>5: There is no significant difference of resilience in terms of family strength of the students.
- H<sub>0</sub>6: There is no significant difference between Minority and Non-minority students on basis of resilience.
- H<sub>0</sub>16: There is no significant difference between Male and Female students on basis of their self-efficacy
- H<sub>0</sub>17: There is no significant difference between Arts and Science students on basis of their self-efficacy.

- H<sub>0</sub>18: There is no significant difference of self-efficacy in terms of social category of the students.
- H<sub>0</sub>19: There is no significant difference of self-efficacy in terms of habitat of the students.
- H<sub>0</sub>20: There is no significant difference of self-efficacy in terms of family strength of the students.

## **Chapter III      Methods and 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.

### 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
- Faith in God: Yes or No
- Childhood Adversity: Yes or No

### **Dependent Variable**

- **Self-efficacy**
- **Resilience**

### **3.1.5 Tools**

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.

### **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.

## Chapter IV Result and Interpretation

### Major findings are as follows:

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 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). 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 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. 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 who's mothers' were postgraduate. Another side the Self-efficacy score was lower ( $m=30.44$ ) among the students who's 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 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.

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.

## Chapter V Discussion and Conclusion

### 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 ( $t_{1549} = -.801, p>.05$ ) 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 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 in 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.

### **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 contain 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 lesson 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 is 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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