



## **A STUDY ON RESILIENCE AND SELF EFFICACY AMONG THE HIGHER EDUCATION STUDENTS OF WEST BENGAL**

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### **Abstract:**

Resilience and Self-efficacy 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 1<sup>st</sup> proposed by Albert Bandura. Self-efficacy and Resilience both are very important to everyone’s life because self-efficacy plays a vital role for developing a good personality and resilience gives individuals strength to overcome any difficulties and adversities. 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.

This paper tried to find out the level of resilience and the level of self-efficacy among the higher education students of West Bengal. It also explored the importance of resilience and self-efficacy in every day’s life specially for the students of higher education.

**Key words:** Resilience, Self-efficacy, Adversities, Overcome, Disappointments

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## **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.

## **The Concept 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).

## **The Concept of 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.

**Objectives of the Study:**

Main objectives of the study are as follows

- i) To find out the level of resilience among the higher education students of West Bengal.
- ii) To find out the level of self-efficacy among the higher education students of West Bengal.
- iii) To find out the relationship between resilience and self-efficacy among the higher education students.

**Method and Study Design:**

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. 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. Two separate standardized research tools, Resilience Scale (RS) and General Self-efficacy Scale were used for collecting the required information from the respondents.

**Findings and Discussion:**

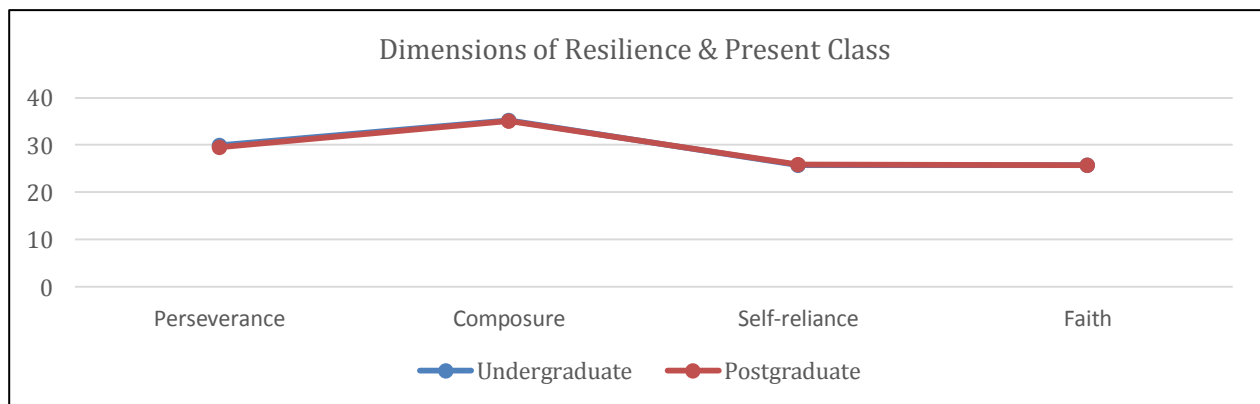
In this present study, it was intended to know the levels of resilience and the levels of self-efficacy among the higher education students in the present-day context and also their relationship. The major findings are as follows

**Resilience Score Among the Higher Education Students:**

*Table 1 Comparing various dimensions of resilience score in terms of present class.*

| Present Class             |                | Perseverance | Composure | Self-reliance | Faith | Resilience Score |
|---------------------------|----------------|--------------|-----------|---------------|-------|------------------|
| Undergraduate<br>(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<br>(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 1 Comparing Undergraduate and Postgraduate students' Resilience dimensions*



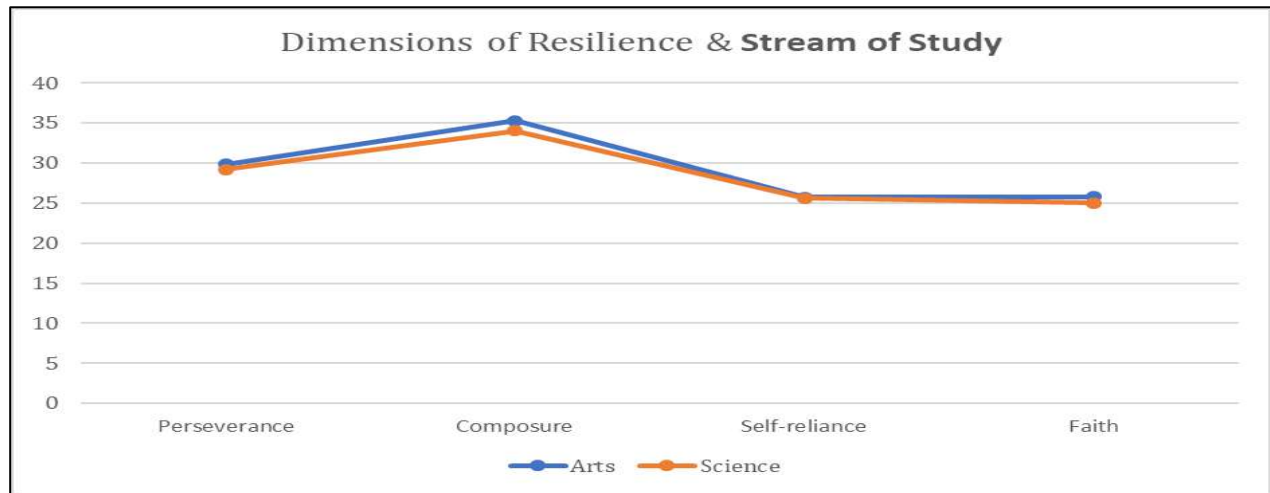
*A Study on Resilience and Self Efficacy among the Higher Education...*

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 2 Comparing various dimensions of resilience score in terms of stream of studies.*

| Stream of Study    |                | Perseverance | Composure | Self-reliance | Faith | Resilience Score |
|--------------------|----------------|--------------|-----------|---------------|-------|------------------|
| Arts<br>(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<br>(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 2 various dimensions of resilience score in terms of stream of studies.*

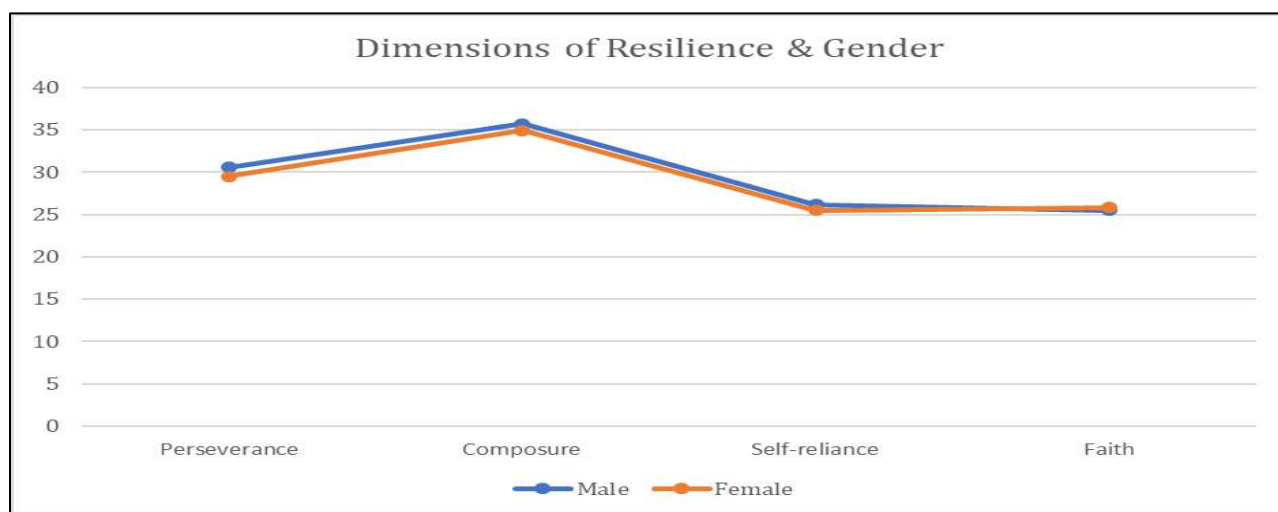


Here the result shows that out of 1551 students 1407 were from Arts stream and 144 were from Science stream in this study. On basis of various dimensions of resilience, it was found almost similar level of resilience among the Arts and Science stream students. In both the cases (science and arts stream) 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 3 Dimensions of resilience and Gender*

| Gender             |                | Perseverance | Composure | Self-reliance | Faith | Resilience Score |
|--------------------|----------------|--------------|-----------|---------------|-------|------------------|
| Male<br>(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<br>(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 3 Comparing Male and Female in terms of various dimension of resilience*



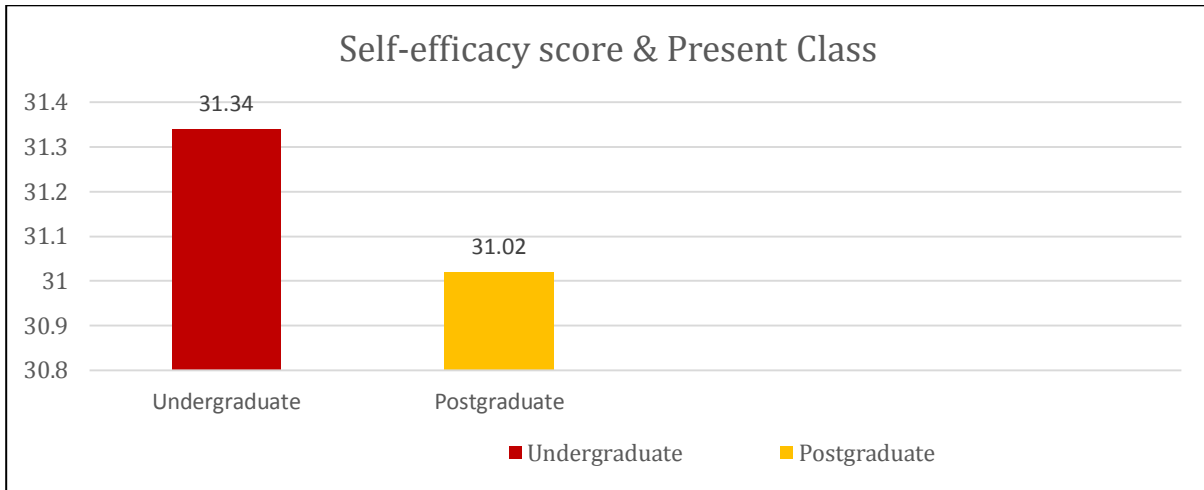
Here the result shows that out of 1551 participants 469 were male and 1082 were female in this study. On basis of various dimensions of resilience, it was found almost similar level of resilience among the male and female students. It was also observed that the mean scores of male (30.59, 35.74, 26.20) 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).

**Self-efficacy Score Among the Higher Education Students:**

*Table 4 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 Comparing self-efficacy score in terms of Present Class**

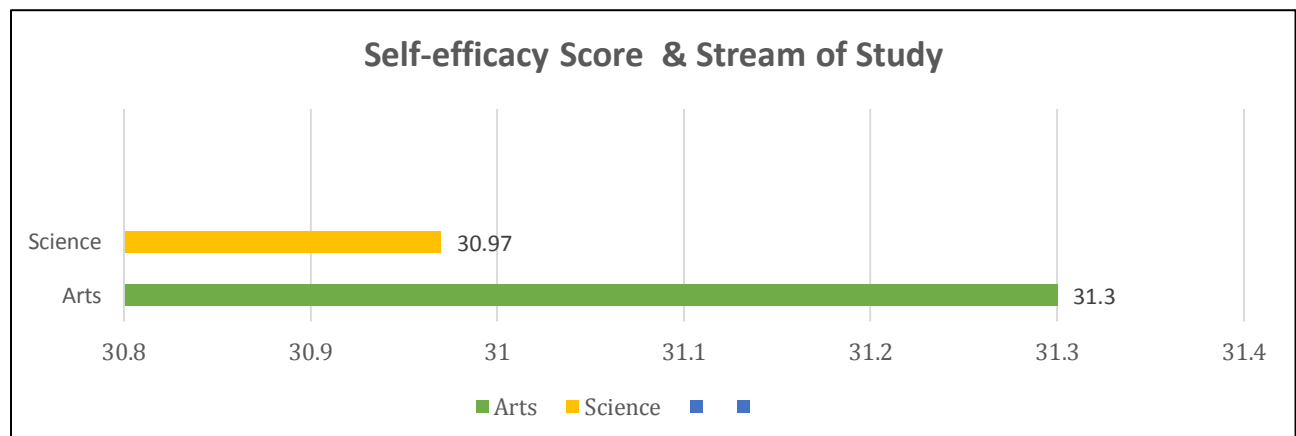


Here the result showed that out of 1551 participants 1203 were from Undergraduate and 348 were from Postgraduate. It was also observed that the Self-efficacy score of Undergraduate students are slightly higher (m=31.34) than the Postgraduate students (m=31.02).

**Table 5 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 5 Comparing self-efficacy score in terms of stream of studies**

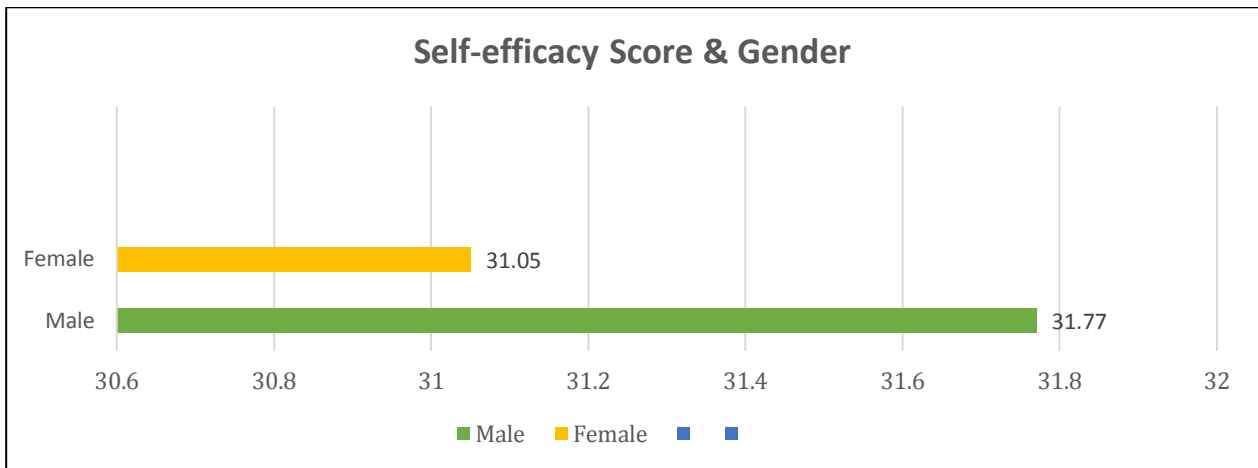


Here the result showed that out of 1551 participants 1407 were from Arts Stream and 144 were from Science stream. It was also observed that the Self-efficacy score of Arts students are slightly higher (m=31.30) than the Science students (m=30.97)

**Table 6 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 6 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).

**Relationship Between Resilience and Self-efficacy among the Higher Education Students.**

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.

**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. A moderate positive correlation was found (r=.496) between resilience score and self-efficacy score of higher education students.

## **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. 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.

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