

**IMPACT OF GENDER AND TYPE OF INSTITUTION ON
RESILIENCE OF HIGHER SECONDARY
SCHOOL STUDENTS**

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ABSTRACT:

An attempt is made in the present study to find out the resilience of Higher Secondary School students based on their gender and type of management. A sample of four hundred Higher Secondary School students selected randomly from Government, Aided and Unaided schools in Kollam District were the subject of present study. The resilience scale is developed and standardized by the investigator to measure and quantify the resilience score of Higher Secondary School students. Results revealed that there is significant difference in the Resilience score of Higher Secondary School students on the basis of gender and the type of institution they are engaged. Both gender and Type of Institution are independently creating an impact on the resilience of students but a combined effect of both could not be established.

KEY WORDS: Resilience, Higher Secondary School Student, Gender, Type of institution

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Introduction

A child is a sort of light that guides the adults through the darkness and leads them through right path. Providing a child with all the basic services is necessary to attain physical, emotional and intellectual growth and development at all stages of life. The rapid development of the era is challenging the adolescents to face the wave of globalization for which it has become important to equip them with the ability to manage their life situations for not to be carried away by the flow of negative and evil elements. Resilience is essentially a person's ability to remain steady or to bounce back in spite of adversity. Resilient people draw on strength, both internal and environmental, to overcome challenges. Home, community as well as school are often the safest, most orderly and predictable places in a child's life. They are the places where hope in one's future can be born or destroyed. While home, school and community all share responsibility for our youth, ensuring that students experience and benefit from good educational practices is the contribution schools can make so that students become resilient people. While academic and scholastic performance of the student being the primary thrust of the present era, building up of resiliency among students has become the responsibility of the family, community and school. MacCann et al (2011) suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping. Strengthening resilience enables to harness our emotional intelligence, bounce back from adversity, deal with difficult situations and stress more effectively and respond to change more flexibly. In today's environment, children and teens need to develop strengths, acquire skills to cope, recover from hardships and be prepared for future challenges. They need to be resilient in order to succeed in life and face the pressures of external environment.

Rationale of the study

Education in the present era is getting advanced with the modern technologies and strategies and the academic and scholastic performance of the student has become the primary thrust. The pace of change due to these new technologies and the new information has created overloads that youths of today are not able to handle in appropriate ways. They are living in an age of anxiety where the new generation has to live, eat, and breathe competition and comparison with others which makes them vulnerable to threats of various physiological and

psychological problems. Therefore, it is extremely important that the adolescence first be aware of and manage their own feelings of anxiety and uncertainty.

To provide an all round education for children and to equip them with the right skills and tools that enables them to enhance their academic achievement and real life skills, schools need to go beyond academics and pay serious attention for developing children's resiliency skills. The review of research studies motivated the investigator to focus her study on Resilience Skills. **Hartley** (2011) examined the Relationships between Resilience, Mental Health, and Academic Persistence in Undergraduate College Students found that the demands in college are significant and there is a need for more research on the concept of resilience as it relates to college health and academic persistence. **Mucherach and Jones** (2000) examined the influence of social resources such as parent, teacher, and school support on students' resilience. They found that access to social resources, such as caring parents, participation in extracurricular activities, and supportive teachers were beneficial to students' academic achievement. In their own research with 75 fourth- and fifth-grade students, they found that students' perceived exposure to violence had a significant negative impact on their mathematics and reading achievement, while teacher support had a positive impact on mathematics achievement. Students' perceptions of stressful life events, however, did not have a significant effect on achievement. **Edward** (2005) conducted a study on Resilience: When Coping Is Emotionally Intelligent. The study revealed that coping in the face of adversity involves emotional intelligence and resilience, both of which can be developed through support and education. Studies have established that everyone has a capacity for learning resiliency, and once recognized, these self-protective characteristics can be improved and strengthened over time. **Walker, et al.** (2005) found that when schools implement programs that build resilience in this way, they are able to focus on the development of the whole child. The importance and urgency of developing these skills and ability among the adolescence and the influence of the literature review motivated the investigator to conduct the study to find out the impact of Gender and Type of management on developing Resilience Skills among the Higher Secondary School Students.

Statement of the Problem

The present study is entitled as 'Impact of Gender and Type of Institution on Resilience of Higher Secondary School students'.

Definition of Key Terms

Resilience: Resilience is an individual's ability to generate biological, psychological and social factors to resist, adapt and strengthen it, when faced with an environment of risk, generating individual, social and moral success (Oscar Chapital C., 2011)

In the present study the Resilience focuses on the ability of the Higher Secondary School Students to overcome stressful situation and withstand adverse conditions.

Higher Secondary School students: The students who are studying in class XI and XII. In the present study class XII students are considered as Higher Secondary School students.

Objectives of the Study

The major objectives stated for the present study are:

1. To find out the impact of gender and Type of institution on Resilience among Higher Secondary School students.
2. To find out the combined effect of Gender and Type of Institution on Resilience among Higher Secondary School students

Hypotheses of the Study

The study has been designed with the following hypothesis

1. There is no significant difference in the Resilience of Higher Secondary School students on the basis of gender and Type of Institution.
2. There is no combined effect of Gender and Type of Institution on Resilience among Higher Secondary School students

Methodology

For the present study the researcher has adopted the survey method to analyze the objectives of the study. A brief description about the population and sample selected, tools used for data gathering and the statistical techniques employed for the analysis of data are enumerated below

Population and Sample

The population for the present study includes all the Higher Secondary School students of Kollam District. A representative sample of 432 students studying in XII standard with science (biology) as optional stream of nine different schools in Kollam District were obtained using Stratified Random sampling technique. Adequate representation was given to boys and girls studying in Government, Aided and Unaided schools.

Research Tools

Resilience Scale: Prepared and standardized by the investigator.

The scale includes ten dimensions namely self confidence, self efficacy, elicit positive response, independence, empathy and caring, communication skills, Humor, problem solving skills, goal oriented, relationships respectively. It has 40 items, to be answered using 5 point likert scale as Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree. While constructing items for each of these dimensions due care was taken to make use of the simple language and provide well-defined purposeful statements to the respondents for the assessment of their resilience skill.

Statistical Techniques

SPSS programme was used for the analysis of collected data. The hypotheses of the study were tested by making analysis of collected data with the help of statistical technique such as t-test and ANOVA.

Results and Discussion

The analysis of the scores of 432 higher Secondary School students was done, and found out the impact and the combined effect of Gender and Type of Institution on Resilience Skills. The results as well as the discussion done in detail are enumerated below.

Impact of Gender and Type of Institution on Resilience:

Hypothesis: There is no significant difference on Resilience among Higher Secondary School students on the basis of Gender and Type of Institution.

Table 2
Test of significant difference of Resilience
Higher Secondary School Students on the basis of Gender

Components	Gender	N	Mean	Std. Deviation	t	P value
Self Confidence	Male	209	16.474	4.7778	3.05*	.02
	Female	223	15.278	3.2582		
Self Efficacy	Male	209	10.230	5.2646	1.02**	.304
	Female	223	9.843	1.8714		
Elicit Positive Response	Male	209	10.828	1.7483	.862**	.089
	Female	223	10.964	1.5389		
Independence	Male	209	10.689	2.3067	3.44*	0.01
	Female	223	9.924	2.3111		
Empathy & Caring	Male	209	10.029	2.0308	.74**	.458
	Female	223	9.879	2.1516		
Communication Skills	Male	209	10.311	2.4226	.244**	.807
	Female	223	10.368	2.4086		
Humor	Male	209	10.900	2.3868	.049**	.961
	Female	223	10.910	2.1458		
Problem Solving Skill	Male	209	9.919	1.8445	1.07**	.282
	Female	223	10.112	1.8866		
Goal Oriented	Male	209	24.191	3.7764	1.68**	.093
	Female	223	23.628	3.1780		
Relationships	Male	209	25.809	4.3888	.332**	.74
	Female	223	25.946	4.2285		
RESILIENCE	Male	209	140.93	15.759	2.62*	.009
	Female	223	137.28	13.070		

*Significant at 0.05 level, **Not Significant at 0.05 level

The Table 2 reveals that there is a significant difference in the components such as self confidence, independence and on the Resilience (Whole) which means that the gender of students will generate an impact on Resilience and also on these two components of it. But the mean scores of other components of Resilience such as Self Efficacy, Elicit Positive Response, Empathy & Caring, Communication Skills, Humor, Problem Solving Skill, Goal Oriented and Relationships are not significant which indicates that gender is not a significant factor for these components. But overall mean score of the resilience shows that gender is a significant factor and hence has an impact on the resilience. The mean score of male student is high compared to the female students. Therefore it can be concluded that male Students has high resilience compared to the female students in higher secondary level

Table 3
Analysis of Variance of Difference of Resilience among
Higher Secondary School Students on the basis of Type of Institution

Components		Sum of Squares	df	Mean Square	F	Sig.
Self Confidence	Between Groups	468.657	2	234.329	14.804*	.000
	Within Groups	6790.444	429	15.829		
	Total	7259.102	431			
Self-Efficacy	Between Groups	19.713	2	9.856	.647**	.524
	Within Groups	6538.896	429	15.242		
	Total	6558.609	431			
Independence	Between Groups	46.787	2	23.393	4.347*	.014
	Within Groups	2308.878	429	5.382		
	Total	2355.664	431			
Eliciting Positive Response	Between Groups	3.224	2	1.612	.367**	.693
	Within Groups	1884.755	429	4.393		
	Total	1887.979	431			
Empathy & Caring	Between Groups	10.792	2	5.396	2.008**	.135
	Within Groups	1152.726	429	2.687		
	Total	1163.519	431			
Communication Skill	Between Groups	96.061	2	48.030	8.539*	.000
	Within Groups	2412.919	429	5.625		
	Total	2508.979	431			
Humor	Between Groups	.757	2	.379	.074**	.929
	Within Groups	2206.352	429	5.143		
	Total	2207.109	431			
Problem Solving	Between Groups	52.369	2	26.185	7.750*	.000
	Within Groups	1449.483	429	3.379		
	Total	1501.852	431			
Goal oriented	Between Groups	45.355	2	22.677	1.872**	.155

	Within Groups	5197.365	429	12.115		
	Total	5242.720	431			
Relationships	Between Groups	26.369	2	13.185	.711**	.492
	Within Groups	7951.372	429	18.535		
	Total	7977.741	431			
RESILIENCE	Between Groups	1272.660	2	636.330	3.042*	.049
	Within Groups	89747.504	429	209.202		
	Total	91020.164	431			

*Significant at 0.05 level, **Not Significant at 0.05 level

The Table 3 shows the obtained score of the Resilience in the dimensions Self-confidence, Communication Skills, Independence and Problem Solving are significant, which means the type of institution significantly influence these variables. But type of institution is not significantly influencing the other components such as Self-Efficacy, Eliciting Positive Response, Empathy & Caring, Humor, Goal oriented and Relationship. In this context the hypothesis is partially supported. In order to find out the significant difference in the four components of the Resilience with respect to the type of management investigator used Post Hoch analysis. The details are given in the table below

Table 3 a
Post Hoch Analysis of component of Resilience with Respect to the Type of Management

Self Confidence			
Type	N	Subset for alpha = 0.05	
		1	2
Unaided	142	14.373	
Aided	138		16.471
Govt.	152		16.684
Sig.		1.000	.902

The table 3a shows the obtained mean scores of the component Self Confidence of the Resilience skill of the Higher Secondary School students. The mean score of Unaided school students 14.373 is less than the mean scores of Aided (16.471) and Government (16.684) school students. Therefore, it can be concluded that Government and Aided school students have high level of Self Confidence compare to unaided school students. It can be represented by below mean plots

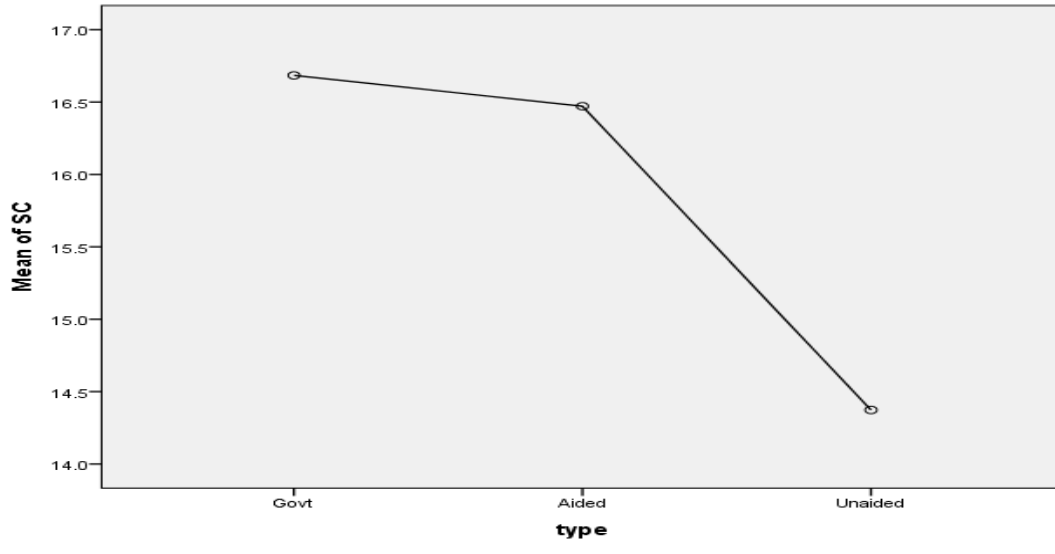


Figure 2 : Mean plot representing component of Resilience with Respect to the Type of Management

Table 3 b

Post Hoch Analysis of component of Resilience with Respect to the Type of Management

Type	N	Independence	
		Subset for alpha = 0.05	
		1	2
Govt	152	9.921	
Unaided	142	10.275	10.275
Aided	138		10.725
Sig.		.435	.260

The table 3b shows that Aided and unaided school students have high level of Independence compared to Government school students. It can be represented by below mean plots

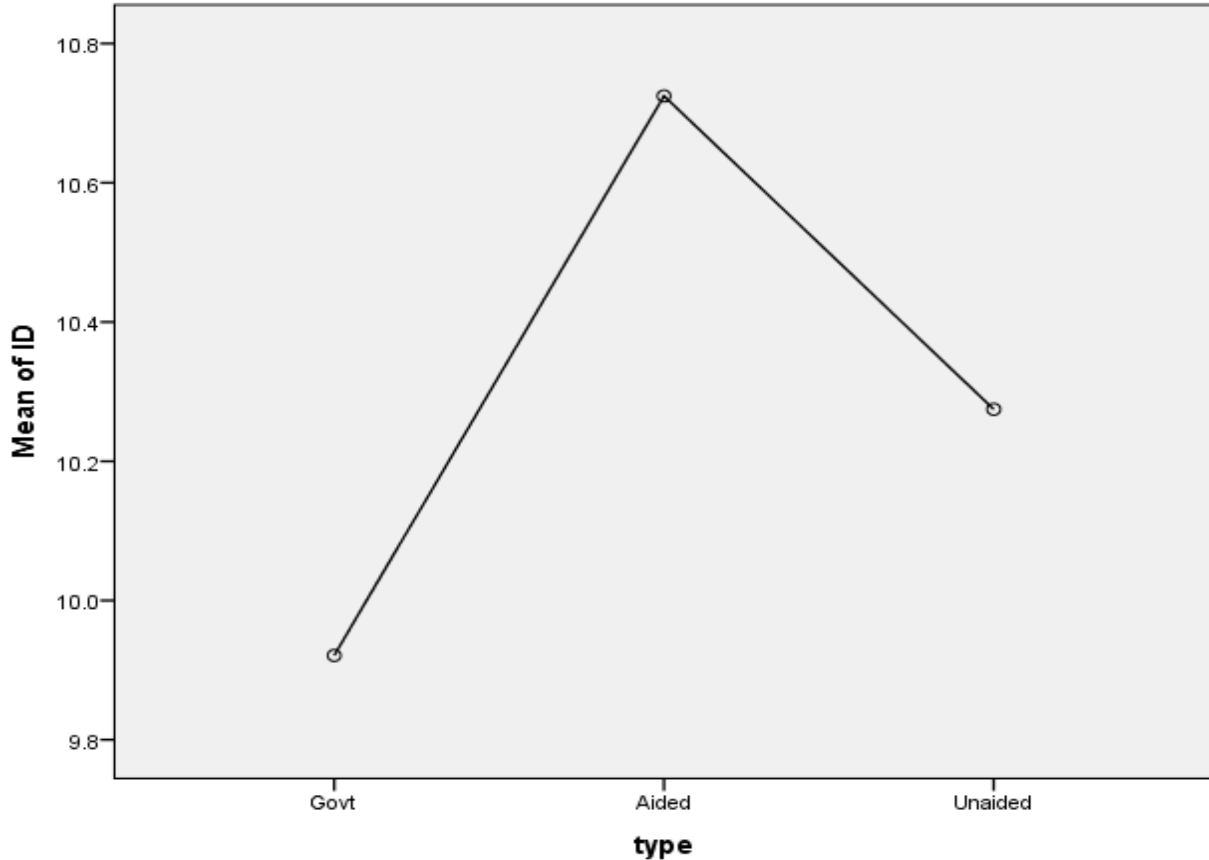


Figure 3: Mean plot representing component of Resilience with Respect to the Type of Management

Table 3 c

Post Hoch Analysis of component of Resilience with Respect to the Type of Management

Communication Skill			
Type	N	Subset for alpha = 0.05	
		1	2
Aided	138	9.659	
Govt	152		10.579
Unaided	142		10.746
Sig.		1.000	.836

The table 3c shows that Aided school students have high level of Communication Skill compare to Government and unaided school students. It can be represented by below mean plots

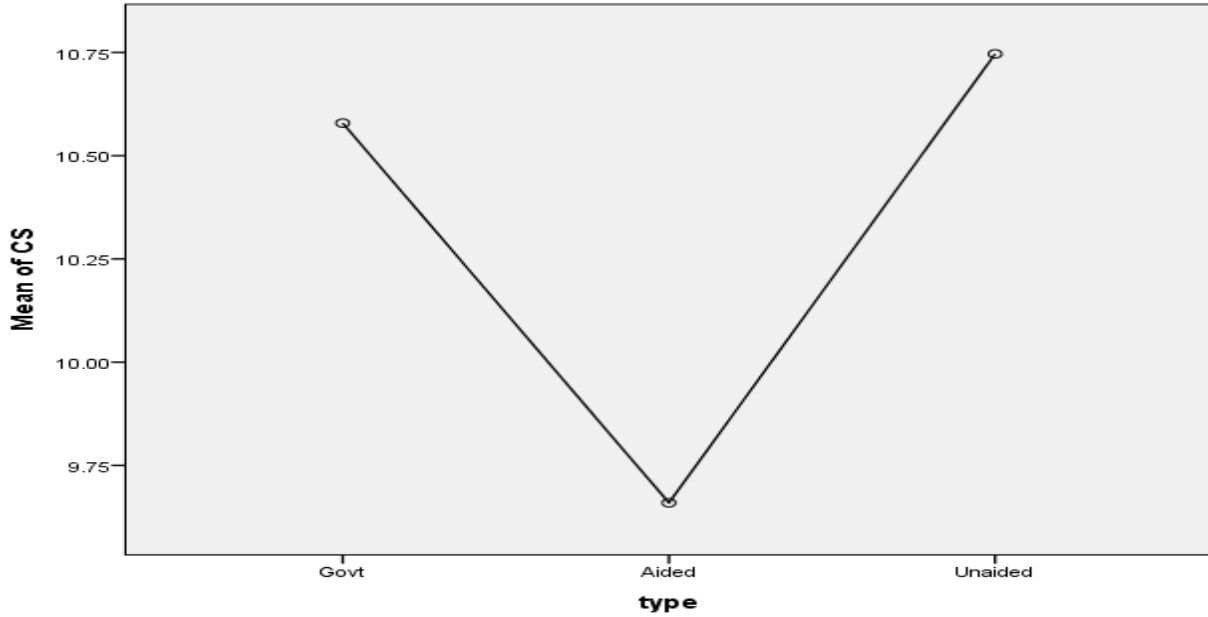


Figure 4: Mean plot representing component of Resilience with Respect to the Type of Management

Table 3 d

Post Hoch Analysis of component of Resilience with Respect to the Type of Management

Problem Solving			
Type	N	Subset for alpha = 0.05	
		1	2
Aided	138	9.601	
Unaided	142	9.965	9.965
Govt	152		10.447
Sig.		.247	.085

The Table 3d shows that Government school students have high level of Problem Solving ability compared to Aided and unaided school students. It can be represented by below mean plots

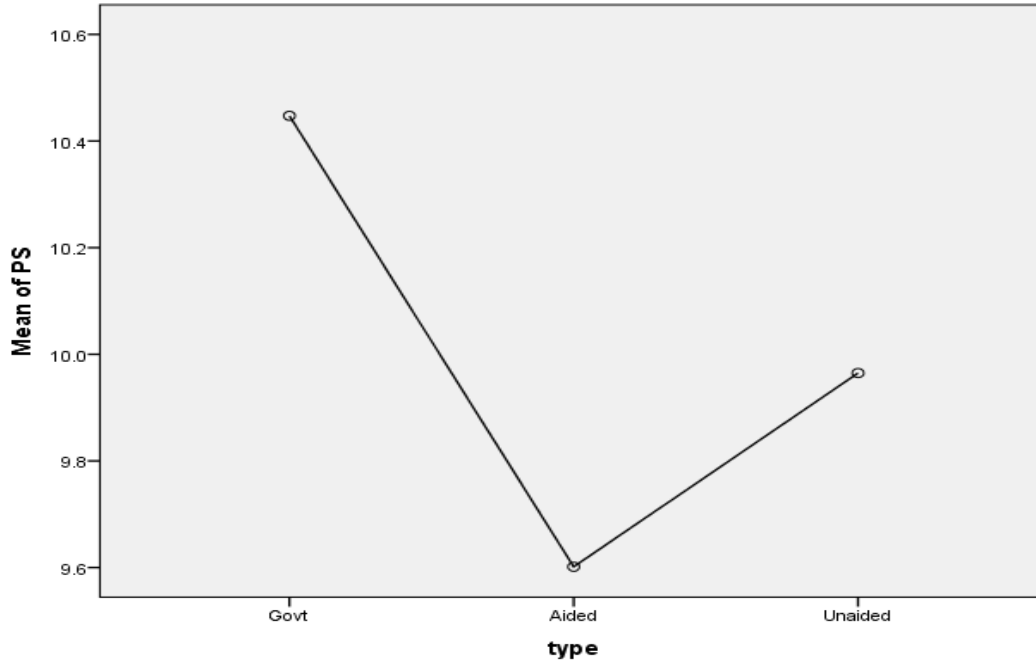


Figure 5: Mean plot representing component of Resilience with Respect to the Type of Management

**Table 3 e
Post Hoch Analysis of Resilience with Respect to the Type of Management**

Type	N	Resilience	
		Subset for alpha = 0.05	
		1	
Unaided	142		137.39
Aided	138		138.22
Govt	152		141.33
Sig.			.071

The mean scores of Resilience of Unaided, Aided and Government Higher Secondary School Students are 137.39, 138.22 and 141.33 respectively which indicates that Government School Students are high on Resilience skills compared to the Aided and Unaided school students.

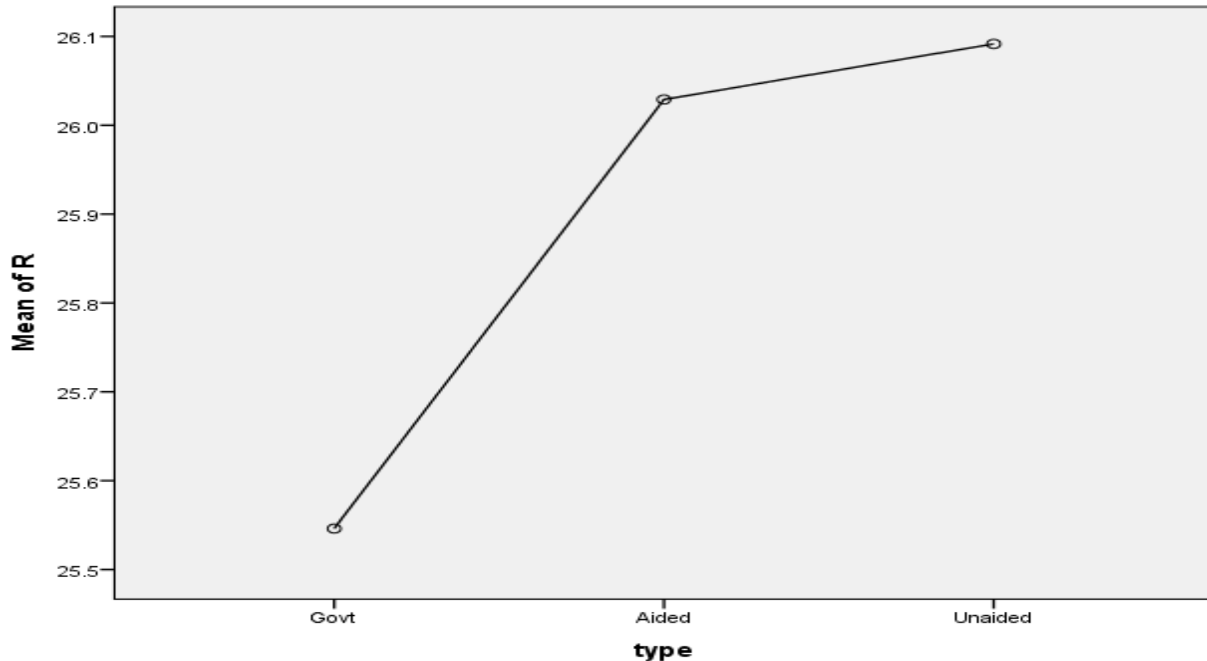


Figure 6: Mean plot representing Resilience skill with Respect to the Type of Management

COMBINED EFFECT OF GENDER AND TYPE OF INSTITUTION ON RESILIENCE SKILLS

Table 4

Tests of Between-Subjects Effects on the basis of Gender and Type of management

Tests of Between-Subjects Effects					
Dependent Variable: Resilience					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2798.293 ^a	5	559.659	2.702	.020
Intercept	8324294.073	1	8324294.073	40195.806	.000
Gender	1498.505	1	1498.505	7.236	.007
Type	1353.139	2	676.570	3.267	.039
Gender * Type	14.703	2	7.351	.035	.965
Error	88221.872	426	207.094		
Total	8442975.000	432			
Corrected Total	91020.164	431			

a. R Squared = .031 (Adjusted R Squared = .019)

The table 4 shows that the subjects effect of Gender and Type of Institution on Resilience skills. It is evident that the Gender and Type of Institution are independently significant on Resilience Skills but the combined effect is not significant ($P > 0.05$) at 0.05 level of

significance. Hence it can be concluded that there is no significant difference on the combined effect of Gender and Type of Institution on Resilience skills among the Higher Secondary School Students. So the hypothesis is accepted.

CONCLUSION

The findings of the present study indicates that there is a significant difference on the resilience Skills of the Higher Secondary School students on the basis of gender which means on the overall resilience skills male students are having high resilience compared to the female students. The score of Resilience on the basis of type of institution shows that government school students are high on resilience compared to the Aided and Unaided School students. Both gender and Type of Institution are independently creating an impact on the resilience skill but a combined effect of both could not be established.

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