



EFFECT OF COMPETITIVE EXAM AND DEGREE QUALIFICATION ON RESILIENCE AMONG COLLEGE STUDENTS

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Abstract: The primary aim of the present research was to find out the effect of facing competitive exam and degree qualification on resilience among college students. Further the study was conducted to find out the effect of competitive exam faced (competitive exam attempted and not attempted) by college students and the degree qualification (U.G and P.G.) of college students on resilience and also to find out the Interaction effect of competitive exam faced verses degree qualification on resilience. For this purpose, annalaxmi narayanan's resilience scale was used to collect the data. F ratio and 2x2 factorial research design was used to analyze the. Total Sample comprising of 120 various college students from Kolhapur was selected by using stratified sampling method. The results indicate that there was significant effect of competitive exam faced by college students on resilience.

Index Terms - Resilience, competitive exam, degree qualification, college students.

I. INTRODUCTION

Psychological resilience is an individual's tendency to cope with stress and adversity. This coping ability may result in the individual "bouncing back" to a previous state of normal functioning, or simply showing positive effects (Masten, A. S., 2009). A third, more controversial form of resilience is sometimes referred to as 'posttraumatic growth' or 'steeling effects' where in the experience adversity leads to better functioning (much like an inoculation gives one the capacity to cope well with future exposure to disease). Resilience is most commonly understood as a process, and not a trait of an individual (Rutter, M., 2008).

Garnezy (1973) has published the first research findings on resilience. He used epidemiology, which is the study of who gets ill, who doesn't, and why, to uncover the risks and the protective factors that now help define resilience. Garnezy and Streitman (1974) then created tools to look at systems that support development of resilience.

Emmy Werner (1982) was an early scientist to use the term resilience in the 1970s. She studied a cohort of children from Kauai, Hawaii. Kauai was quite poor and many of the children in the study grew up with alcoholic or mentally ill parents. Many of the parents were also out of work. Resilient children and their families had traits that made them different from non-resilient children and families.

Resilience emerged as a major theoretical and research topic from the studies of children of schizophrenic mothers in the 1980s. In Masten's (1989) study, the results showed that children with a schizophrenic parent may not obtain comforting care giving compared to children with healthy parents, and such situations had an impact on children's development. However, some children of ill parents thrived well and were competent in academic achievement, and therefore led researchers to make efforts to understand such responses to adversity.

In the onset of the research on resilience, researchers have been devoted to discovering the protective factors that explain people's adaptation to adverse conditions, such as maltreatment (Cicchetti, D.; Rogosch, F. A. (1997), catastrophic life events (Fredrickson, B. L.; Tugade, M. M.; Waugh, C. E.; Larkin, GR (2003), or urban poverty. The focus of empirical work then has been shifted to understand the underlying protective processes. Researchers endeavor to uncover how some factors (e.g., family) may contribute to positive outcomes (Luthar, S. S., 1999).

Resilience in children refers to individuals who are doing better than expected, given a history that includes risk or adverse experience. Simply put, resilience requires two conditions to be met: (1) the child must have experienced some sort of risk or adversity that has been linked with poor outcomes and (2) the child is generally doing okay despite being exposed to that risk or adversity; they are not showing that poor outcome (Cutuli, J. J., & Masten, A. S., 2009).

Benard (1991) concluded that resilient children have high expectations, a meaning for life, goals, personal agency, and inter-personal problem-solving skills. All of these things work together to prevent the debilitating behaviors that are associated with learned helplessness. Chess (1989) identified "adaptive distancing" as the psychological process whereby an individual can stand apart from distressed family members and friends in order to accomplish constructive goals and advance his or her psychological development. Moving away to college after high school is a way of practicing adaptive distancing (Wang, M. C.; Haertel, G. D.; Walberg, H. J., 1993). The American Psychological Association suggests "10 Ways to Build Resilience", which are:

1. maintaining good relationships with close family members, friends and others;
2. to avoid seeing crises or stressful events as unbearable problems;
3. to accept circumstances that cannot be changed;
4. to develop realistic goals and move towards them;
5. to take decisive actions in adverse situations;
6. to look for opportunities of self-discovery after a struggle with loss;
7. developing self-confidence;
8. to keep a long-term perspective and consider the stressful event in a broader context;
9. to maintain a hopeful outlook, expecting good things and visualizing what is wished;
10. to take care of one's mind and body, exercising regularly, paying attention to one's own needs and feelings.

A number of self-help approaches to resilience-building have been developed, drawing mainly on the theory and practice of cognitive-behavioral therapy (Robertson, D., 2012). For example, a group cognitive-behavioral intervention, called the Penn Resiliency Program (PRP), has been shown to foster various aspects of resilience. Resilience is the ability to bounce back when things don't go as planned. According to psychologist, Susan Kobasa (1982), there are three main elements that resilient people possess. These are challenge, commitment, and control.

We can develop resilience in several ways. First, take care to exercise regularly and get enough sleep, so that we can control stress more easily. The stronger we feel physically and emotionally, the easier it is for us to overcome challenges. Focus on thinking positively, and try to learn from the mistakes we make. Build strong relationships with colleagues and friends, so that we have a support network to fall back on. Also, set specific and achievable personal goals, and work on building our self-confidence (Susan Kobasa, 1979). This

review of related to resilience shows significance of studies in psychological field. The interest of researcher become to find out the effect of competitive exam and degree of students can affect on their resilience.

Aim of the Study:

“To study the effect of competitive exam and degree qualification on resilience among college students”

Objectives of the study:

- 1.To study the effect of competitive exam (competitive exam attempted and not attempted) by college students on resilience.
- 2.To explore the effect of degree qualification (U.G and P.G.) of college students on resilience.
- 3.To find out the Interaction effect of competitive exam and degree qualification on resilience.

Research hypotheses:

- 1.There is no significant effect of competitive exam (competitive exam attempted and not attempted) by college students on resilience.
- 2.There is no significant effect of degree qualification (U.G and P.G.) of college students on resilience.
- 3.There is no significant Interaction effect of competitive exam and degree qualification on resilience.

II. RESEARCH METHODOLOGY:

Sample: A sample comprising of 120, competitive exam attempted and not attempted (60) and their status of degree qualification U.G and P.G. (60) college students was selected from various colleges in Kolhapur as stratified sampling method. The sample of 120 having competitive exam attempted and not attempted and degree qualification U.G and P.G. ratio 1:1 is taken for this study. Their age range was 20 to 25years.

Variables:

Independent Variables: A. - competitive exam (exam attempted and not attempted)

B. - degree qualification (U.G and P.G)

Dependent variable: Resilience

Research Design: 2x2 Factorial research design was used for present study. There were two factors with their two levels each A (competitive exam attempted and not attempted) and B (degree qualification U.G and P.G.).

Psychological tools:

Resilience scale: The scale was originally developed by Naraan Annalaxmi, Bharathiar University, Coimbatore (2012) was used to present study. Resilience scale (form A) that has 30 items and a 5-point scale system is self-reports inventory that assess Attitude towards old people. The resilience scale provides overall summary measures of resilience. Spearman-Brown reliability coefficient is 0.81, split-half method reliability coefficient is 0.81 and Cronbach alpha reliability coefficient is 0.87.

Statistical analysis: Appropriate statistical techniques such as means, standard deviation, and F test were used for the analysis of collected data.

Procedure: In this study, the data were collected from UG and PG. students those preparing and attempting to competitive exam who took part in the sampling group. In the applying process, it was observed that the responding time of the participants were between 20 and 25 minutes. Before the statistical analyses had been made the views of the students were transformed to scores. Then, the arithmetic mean (\bar{x}) and the standard deviation (SD) of the scores of the students related with the resilience were calculated. F ratio was used to find out the effect of competitive exam and degree qualification on resilience among college students

III. RESULT AND DISCUSSION:

Table No. 1 Showing the means & SD obtained by the four classified groups of resilience

	I	II	II	IV
	A ₁ B ₁	A ₁ B ₂	A ₂ B ₁	A ₂ B ₂
Mean	123.53	112.00	125.33	115.73
SD	10.36	8.15	7.35	11.72
Sample	30	30	30	30

A₁ = Exam attempted

B₁ = under graduate

A₂ = Exam not attempted

B₂ = post graduate

Statistical calculations of the resilience denote that in all four groups the distribution of scores was approximately normal. However, it appears that all subjects of the four groups were having more or less values on resilience. But it is not possible to draw meaningful conclusions only the basis on means & standard deviation values. So, the data were treated by using two-way ANOVA. A brief summary of the two-way ANOVA is presented in the table no. 2.

Table No. 2 showing the summary of two-way analysis of variance (ANOVA) for resilience

Source of variance	Sum of Square	Df	Mean Sum of Square	F-Ratio
A	3349.63	1	3349.63	36.66**
B	229.63	1	229.63	2.51
A×B	28.03	1	28.03	0.31
Within Sum of Square	10598.00	116	91.36	
Total	14205.30	119		

* Significant level 0.05 and ** Significant level 0.01

From the table No. 2 summary of two-way ANOVA for the resilience shows that the factor A (competitive exam) is very much effective because Computed F-ratio of this factor 36.66 is significant at 0.01 level when df are 1 and 116. A present two levels of factor A competitive exam attempted and not attempted. It was assumed that competitive exam is significantly affect on resilience. So, the first Hypothesis (H₀) is rejected. From the examination of the mean values, it is clear that competitive exam attempted college student's resilience is more positive than competitive exam not attempted college students. Also, Benard (1991) has explore the importance of resilience in performance of students. Similar results were found in Susan Kobasa's (1979) research.

The second factor B (degree qualification) is not significant at 0.05 level (F= 2.51) so that degree qualification difference is not affects significantly on resilience. The second Hypothesis (H₀) is accepted. An interaction A×B is not significant at 0.05 level (F= 0.31) so it is clear that the interaction A×B, that the main affect the function independently.

IV. CONCLUSIONS:

1. Competitive exam of college students' affects significantly on resilience.
2. Degree qualification of college students' not affects significantly on resilience.
3. An interaction between Competitive exam and Degree qualification is not affects significantly on resilience.

V. SUGGESTIONS:

Resilience is what provides individuals the psychological strength to address stress and hardship (Walker et al. 2017). It's the mental reservoir of strength that people are measure able to turn in times of ought to carry them through while not falling apart. Psychologists believe that resilient people are measure higher able to handle such adversity and build their lives occur a calamity. Dealing with modification or loss is associate in nursing inevitable a part of life. At some purpose, everybody experiences variable degrees of setbacks. a number of these challenges could be comparatively minor, whereas others are measure black on a far larger scale. however, we have a tendency to affect these issues will play a big role in not solely the end result however additionally the long psychological consequences. So, schools and colleges are given training to their students for such capacity building. If resilience gets higher and higher then students can perform better in their life and society will get the reward for this activity.

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