



AN ANALYSIS OF RESILIENCE AND ITS IMPACT ON PSYCHOLOGICAL WELL- BEING AMONG STUDENTS

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Abstract

This study examines the impact of resilience on psychological well-being among undergraduate students. Resilience, defined as the capacity to adapt positively to challenges, has been increasingly recognized as a significant factor in mental health and well-being. Psychological well-being, as conceptualized by Ryff and Keyes, encompasses dimensions such as self-acceptance, personal growth, and life purpose. Despite substantial research in the field, there is a paucity of comparative studies examining how varying levels of resilience influence well-being, particularly in the student population. The research employed a comparative design with 100 undergraduate students from the Marathwada region. Participants were selected using purposive sampling and categorized into high and low resilience groups (n = 50 each) based on scores from the Multidimensional Scale of Resilience (MDRS-H). The RYYF Scale of Psychological Well-Being was used to measure psychological well-being across six dimensions. Socio-economic status was controlled to minimize extraneous influences. The findings underscore the critical role of resilience in fostering psychological well-being. Resilient students are better equipped to navigate stress and adversity, resulting in enhanced mental health and life satisfaction.

Keywords: Resilience, Psychological Well-Being, Undergraduate Students.

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Introduction

Resilience is a crucial psychological construct, representing the ability to adapt positively to adversity and stress. It acts as a buffer against mental health challenges, fostering well-being and life satisfaction. Psychological well-being, conceptualized by Ryff and Keyes, comprises dimensions such as self-acceptance, autonomy, and personal growth. Among students, resilience plays a critical role in maintaining mental health amidst academic and social pressures.

Ryff, C. D. & Keyes, C. L. (1995) explored the multidimensional model of psychological well-being, highlighting its applicability in diverse populations. Their work forms the foundation for assessing well-being through six dimensions: autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. Singh, S. & Khullar, S. (2022) validated the Multidimensional Scale of Resilience (MDRS-H), emphasizing its reliability and applicability in measuring resilience in student populations.

Masten, A. S. (2001) described resilience as "ordinary magic," signifying its universality and critical role in overcoming adversities. Garmezy, N. (1991) focused on resilience in developmental psychology, underscoring the interplay between individual and environmental factors. Seligman, M. E. P. (2011), in his work on positive psychology, highlighted resilience as a pathway to flourishing, linking it to psychological well-being and life satisfaction.

This study investigates whether resilience levels significantly impact psychological well-being among undergraduate students. Understanding this relationship can inform interventions to enhance student mental health.

Objective

To compare psychological well-being among students with high and low resilience levels.

Hypotheses

Students with high resilience scores will have significantly higher psychological well-being scores than those with low resilience scores.

Methodology

Participants

A sample of 100 undergraduate students from the Marathwada region was selected using purposive sampling. The sample was equally divided into high ($n = 50$) and low ($n = 50$) resilience groups, matched on socio-economic status.

Measures

1. **Resilience:** Assessed using the *Multidimensional Scale of Resilience* (MDRS-H) developed by Singh S. and Khullar S. (2022).
2. **Psychological Well-Being:** Measured using the *RYYF Scale of Psychological Well-Being* developed by Dr. Carol Ryff and Keyes, C.

Variables

- Independent Variable: Resilience levels (high vs. low).
- Dependent Variable: Psychological Well-Being scores.

Procedure

Participants were categorized into high and low resilience groups based on their MDRS-H scores. Psychological well-being scores were collected and analyzed for both groups.

Proposed Statistical Analysis

Descriptive statistics (mean and standard deviation) were calculated for psychological well-being scores. An independent samples t-test was conducted to compare scores between the two resilience groups.

Result Analysis and Discussion

Results

Group	N	Mean	Std. Deviation	t-value	Level of Significance
Students having High resilience	50	73.76	26.55	9.22	0.01
Students having Low resilience	50	53.74	24.82		

There is a notable difference between the mean scores of the high and low resilience groups. Mean score of students with higher resilience (73.76) is higher than Mean score of students with lower resilience (53.74) on psychological well-being. The 't' score of 9.22, with a significance level of 0.01, indicates that the difference between the two groups is statistically significant. This means that the difference in psychological well-being between students with high and low resilience is not due to random chance, but is likely influenced by the level of resilience. Students with higher resilience tend to have higher psychological well-being.

The data highlights the importance of resilience in psychological well-being among students. Students who possess higher resilience are shown to have better psychological well-being. This finding supports the notion that resilience, as an adaptive trait, plays a crucial role in how students manage stress, overcome challenges, and maintain their mental health.

The statistically significant difference between the two groups underscores the potential benefits of fostering resilience in educational and developmental programs. Schools and institutions may consider integrating resilience-building activities and support systems to help students enhance their psychological well-being.

Overall, this study provides valuable insights into the relationship between resilience and psychological well-being, emphasizing the need for strategies that can cultivate resilience to improve mental health outcomes among students.

The findings align with previous research emphasizing resilience as a key determinant of psychological well-being. High resilience equips individuals with coping strategies to navigate stress, leading to better mental health outcomes. In contrast, low resilience is associated with vulnerability to psychological distress. Interventions focusing on resilience-building, such as mindfulness and stress management training, can enhance student well-being.

Conclusion

Resilience is a critical factor influencing psychological well-being among students. This study underscores the need for educational institutions to prioritize resilience-building programs to foster mental health and academic success.

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