

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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## RESILIENCE: SELF ASSESSMENT OF MANAGEMENT STUDENTS – A STUDY CONDUCTED IN A BUSINESS SCHOOL

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### ABSTRACT

*Resilience is a critical trait required in today's world both professional and personal. Various theories such as developmental cognitive and psychodynamic, stress on the importance of resilience in individual life. The role of resilience in managerial life is worth looking in to. Managers need to be more resilient so that they can bounce back from the loads of pressures and adversities they encounter in business. Business requires specific mindset to meet the demands of the work place environment. In this context there is a need to understand the resilient quality of a manager against his/her personality traits and thinking pattern. With this assumption, the research is designed to examine resilience of management students. Management students would aspire to work in professional organisations or hopefully some would turn into entrepreneurs. The focus of the paper is to assess and measure different attitudes, habits and traits of management students that are associated with resilience. The Resilience Self-Test by Elizabeth Scott was used. The Study was conducted on a sample of 107 management students. Eleven resilience variables, crucial for understanding and dealing with resilience were studied. SPSS 17 is used to analyse the data. Management students need to demonstrate high resilience along with academic knowledge for them to be seen as competent potential employees by hiring managers. Academic rigour and pressure also necessitate the need for students to demonstrate high resilience.*

### KEYWORDS

Academic Success, Psychological Resource, Psychological Capacity, Resilience, Resilience Variables.

### INTRODUCTION

Resilience is one of the essential ingredients to lead a happy and healthy life.

According to Arehart-Treichel (2005) the essence of resilience is the ability to "rebound from stress" and to attain good functioning despite difficulty. Wolin and Wolin (1993) define resilience as achievement of some levels of recovery from a traumatic experience. Common characteristics of resilient individuals include task commitment, verbal ability, intelligence, ability to dream, desire to learn, maturity, internal locus-of-control, risk-taking and self-understanding (Bland, Sowa and Callahan, 1994) and therefore, resilience has been frequently associated with positive emotions, especially in difficult times (Philippe, Lecours and Beaulieu-Pelletier, 2009).

In psychology, resilience implies toughness, persistence and constructive perception of events which help individuals withstand the negative consequences of events and recover with optimism and buoyancy.

Resilience to certain events has been likened to elasticity in metals (Lazarus, 1993). For example, cast iron is hard, brittle and breaks easily (not resilient), whereas wrought iron is soft, malleable, and bends without breaking (resilient). This metaphor can be carried over to psychological resilience, which entails a similar resistance to the psychological strain associated with negative experiences.

Research conducted by Dunn, Iglewicz and Moutier (2008) and Strumpfer (2003) also showed that individuals with higher levels of resilience are less vulnerable to burnout, which prevents people from delivering quality work. This may be a valuable asset for students grappling with academic challenges. These definitions all describe a resilient person as being able to achieve positive outcomes despite challenges, repeated failure or rejection (and the discouragement that follows) and they can prevent people from moving forward and attaining their goals. Resilient individuals are good at overcoming roadblocks.

While some of our resilience is associated with inborn personality traits, it is possible for individuals to develop or enhance their resilience level. Resilience is a dynamic process that can be learned at any given point in life by an individual (Masten, 2001).

Charles Darwin noted British naturalist "It is not the strongest of the species that survive, nor the most intelligent, but the most responsive to change".

Lance Armstrong, the bicyclist who overcame cancer to win the Tour de France many times said, 'we have two options, medically and emotionally: give up, or fight like hell.'

Resilience is very important to a person's health, both mental and physical.

According to Grotberg (1995), resilience is important because it is the human psychological capacity which enables one to face, overcome and be strengthened by adversities of life. On the other hand, a non-resilient person is described as an individual who succumbs to environmental risk (Rigsby, 1994). Grotberg (1995) holds the view that all people experience stressful situations that leave them vulnerable, but whether these individuals are crushed or strengthened by adverse situations, depends on the person's level of resilience. It is only recently that the focus on academic success evolved out of this tradition where resilience was linked to positive educational outcomes (Rutter, 1979; Morales, 2008:197).

Research shows that individuals with good interpersonal and self-management abilities have better career success and contribute far more to their organizations than people with only excellent technical skills.

### LITERATURE REVIEW

Goleman (1995) and Pink (2005) have argued that individuals must master the skills needed to connect to and influence others, maintain relationships, and manage and control themselves.

Resilience protects against (and reverses) depression, anxiety, fear, helplessness, and other negative emotions, and thus has the potential to reduce their associated physiological effects (Wagnild, 2010)

Gaps in research on predictors of successful academic performance necessitate a search for indicators which may have implications for students in dealing with stressful and challenging situations in their academic career. Students face numerous challenges to their well-being and academic performance during their introduction to higher education, which may prevent them from actualising their full academic potential. It is, therefore, necessary to explore indicators that may predict the success of students entering the higher education domain (Niemann, Rita, Kotze and Tina, 2012).

Student's resilience was correlated with their academic performance because it is a vital psychological resource, capacitating people to cope with challenges. When students at university fail to cope with their challenges, it may result in negative outcomes, preventing them from actualising their full academic potential (Vaez and Laflamme, 2008). Research relating to performance in challenging situations, warrants an understanding of psychological resource capacities

(Siddique, LaSalle-Ricci, Glass, Arnkoff, and Diaz, 2006:667). It therefore seems meaningful to investigate a psychological capacity such as resilience, to "keep students on track" when pursuing their educational goals despite several difficulties (Snyder, et al. 2002: 820).

By developing resilience, students may overcome the stress and uncertainty they face within their higher education environment (Luthans, Avey, Clapp-Smith and Li, 2008:822).

Sills et al. (2004) investigated the relationship of resilience to personality traits, coping styles, and psychiatric symptoms on a sample of college students. Results supported the hypotheses regarding the relationship of resilience to personality dimensions and coping styles. Findings showed that resilience associated with neuroticism and positively related to extraversion and conscientiousness. Margaret et al. (2001) studied resilience in response to life stress - the effects of coping style and cognitive hardiness. In general, results supported a direct effects model of the relationship between life stress and psychological health.

Tebes et al. (2004) examined the relationship between cognitive transformation and indicators of resilience among 35 acutely bereaved young adults and a non-bereaved comparison group. Individuals often report positive, transformative changes in response to adversity. Findings strongly supported the hypothesis that transformation predicts resilience, and may reduce one's risk trajectory to enhance adaptation.

Scott et al. (2007) investigated the role of negative cognitive style in predicting the occurrence of negative life events. Results showed that the individuals with negative cognitive styles generated more negative life events (dependent events and interpersonal events, but not more independent or achievement-related events) than individuals with more positive cognitive styles. These results appear to be unique to women. The professional and hectic life of managers has negatively brought enormous work pressure and personal dilemma while taking decisions. Until and unless managers show certain amount of resilience in their profession, it would become genuinely difficult in sustaining their profession.

Harvard Business Review (2002) reported that 'more than experience or training, it is a person's level of resilience in the face of stressful circumstances that will determine whether he succeeds or fails'. Resilience at work gives a person the courage and determination to face stressful problems instead of denying or avoiding them. Resilient youths are expected to have two basic sets of skills, inner (intrinsic) and outer (extrinsic). Both skills contribute to the protective factors that keep people with adversity thriving well and towards a life filled with safe risks. Inner components (intrinsic) or self-leadership skills include empathy, caring, equity and social justice, safety, restraint and resistance skills (setting boundaries), planning and decision making (goal setting, problem-solving and creativity), self-efficacy, self-esteem, acceptance, cultural awareness and spirituality. On the other hand, outer components (extrinsic) or relationship, community and social skills include caring family, family communications, family support, high-expectation parents (not expecting perfection but excellence), achievement, family role models, school engagement, parental involvement with school, high expectations school, bonding to school, school boundaries, achievement, caring neighbourhood, neighbourhood boundaries, community values, adult relationships, positive peer relationships and positive peer influence. According to child-development experts, we all are born with no concept of "self." We construct a self-image first of our bodies, its capacities and limitations through experimentation and then of our essential nature as we gaze into the "mirrors" of our caregivers. A child who generally receives positively reinforcing images of himself as they are reflected in the loving gestures of his primary care-givers soon begins to associate these reflected subliminal messages with his own state of being in the world. In troubled families, however, the mirroring process goes awry and children are at risk of forming an inner self representation that feels defective and unwanted (Swinney 2001). Cognitive theory has revealed many means by which individuals can develop more resilient ways of processing information. Goleman (1996) stated that an individual's brain parts combine their energies in order to synergistically give rise to the new facet that is, resilience

The ability to absorb the changes effectively to assure continuity and even turn them into opportunities is the resilience capacity of the organization. Positive organizational scholarship literature perceives resilience as a process rather than a static state that organizations possess (Sutcliffe & Vogus, 2003). Based on this view, resilience should not be considered as an attribute or a dimension that organizations possess but instead it is the capability of organizations for turning adverse conditions into an organizational opportunity. Mallak (1999) emphasizes the supportive characteristics of organizational values that develop the culture of resilience within the organization. The values within the organization accentuate understanding the implications of the stressful condition as an essential source of resilience. Organizations are regulated by common rules and organizational routines which inhibit their members' innovative capacity thinking (Garud, Hardy, & Maguire, 2007)

In a study on Resilience-trained Army National Guard soldiers and civilians, 92% or more respondents indicated that the training was helpful and improved resilience competencies that enhanced coping with stressful circumstances whereas 97% or more respondents indicated that these competencies were subsequently used in their military and civilian jobs (Griffith and West, 2013).

People high in resilience have high self-efficacy, seeing themselves as competent people taking risks and responsibilities for their careers, with low need for dependency and able to control what happens to them. Resilience, as a motivational domain, influences a person's persistence in pursuing career goals (London, 1990).

Students' mindsets—or *implicit theories* about the malleability of human characteristics impacts their academic and social resilience (Dweck, 2006; Dweck, Chiu, & Hong, 1995). Implicit theories, are defined as core assumptions about the malleability of personal qualities. Students' mindsets can be changed and that doing so, can promote resilience (Dweck et al., 1995; Dweck & Leggett, 1988; Molden & Dweck, 2006). Students can be taught the science underlying people's potential to change their academically and socially relevant characteristics and they can be shown how to apply these insights to their own lives (Blackwell et al., 2007; Yeager, Trzesniewskiet al., in press).

The resilience construct has gone through several conceptual revisions, beginning with a focus on the individual—traits, characteristics, capacities, abilities, and internal resources—and later evolving into an ecological framework, seeing resilience as a product of the interactions between and among external risk factors, protective factors, and a person's internal resources, with protective processes mitigating harmful effects on children to differing extents depending on the nature of risks (Luthar et al. 2000).

Central to such an interpretation of resilience is a person's construction of the meaning of adversity and what s/he perceives to be behavioural options. Thus, even the most vulnerable youth may access inner resources such as self-esteem, attachment, and sense of belonging despite performing what may generally be perceived as delinquent and mal-adjusted behaviours (Ungar and Teram 2000).

Shek et al. (2005) note that QOL research with reference to the family system ("family quality of life") is not substantial. Two dimensions of the concept of "family quality of life" are identified: (a) systemic family functioning (e.g., family climate and communication among family members); and (b) dyadic relationships within the family (Siu and Shek 2005). These two dimensions of "family quality of life" influence the resilience of family members when facing adversity—and this overlaps with the concept of family resilience. The more children experience better family quality of life, the more resilient they will be in the face of adversity.

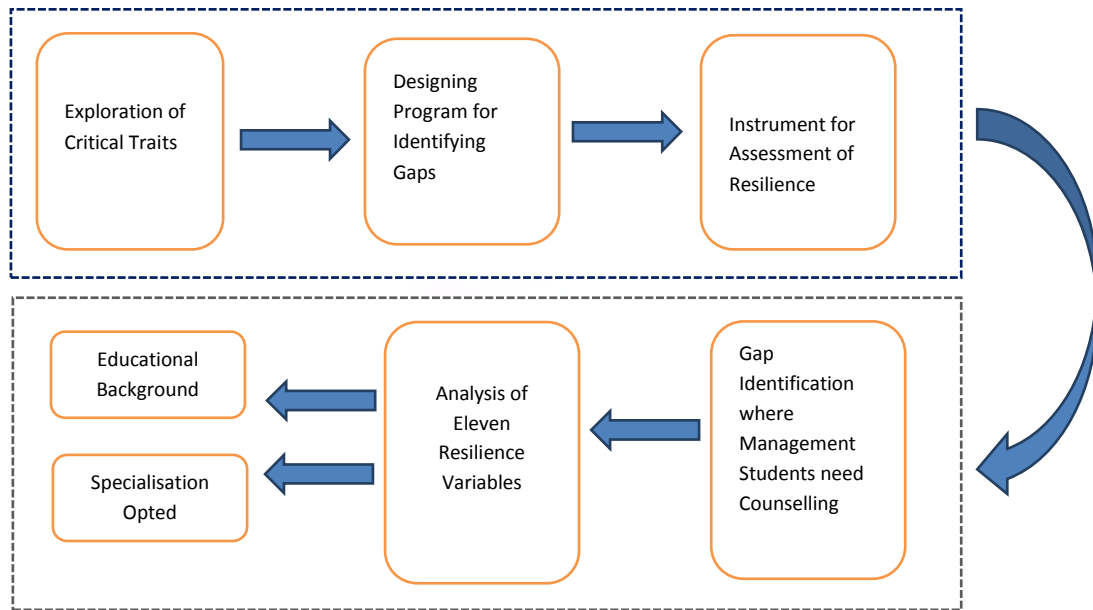
## RESEARCH GAP

Academic challenges and pressures necessitate the need for students to demonstrate high resilience. Existing literature has largely examined student's resilience and its correlation with their academic performance, understanding resilience with respect to coping styles and personality traits.

This paper attempts to understand the concept of resilience amongst management students and examine the relationship between resilience and educational background of management students and specialisation opted by management students.



FIGURE 1: MENTORSHIP PROGRAM - THE CONCEPTUAL MODEL



Source: Author's Research

**OBJECTIVES**

- To study the concept of resilience amongst management students in a business school
- To explore the relationship between Resilience and Educational Background of Management students
- To explore the relationship between Resilience and Specialisation Opted by Management Students.
- To identify the resilience variables that are weak and to recommend ways to improve the same

**RESEARCH METHODOLOGY**

**TYPE OF STUDY**

The study undertaken was empirical in nature to explore the relationship between Resilience and Educational Background as well as Resilience and Specialisation Opted by management students.

**INSTRUMENT USED**

The Resilience Self-Test by Elizabeth Scott was used. The Questionnaire consisted of eleven questions which focused on eleven resilience variables. The questionnaire had a mix, where certain questions had either two or three alternatives responses to be given. Scores were computed separately for each of the eleven resilience variables.

The eleven resilience variables crucial for understanding and dealing with resilience were: Adaptability, Being action oriented when faced with problems, Existence of a supportive social network, Ability to understand one's emotions, Being goal oriented, Being optimistic, Ability to cope with stress, Focus on a healthy life style, Faith in a higher power, Having a Sense of meaning in life and Internal locus of control.

**DATA COLLECTION**

Primary Data was collected for undertaking the study.

**SAMPLE DESCRIPTION**

The total sample undertaken for the study consisted of 107 management students.

With reference to Educational Background: 36% students had a Commerce background, 29% students had a background with respect to Management Studies and 35% students had a Technical background.

With reference to Specialisation opted by students: 40% students opted for Marketing, 39% opted for Finance, 16% opted for Human Resources, 2% opted for IT and 3% opted for Operations.

**ANALYSIS**

**Reliability of the instrument:** To validate the instrument Cronbach's Alpha was used.

TABLE 1: RELIABILITY STATISTICS

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.988	.999	10

Analysis was done with respect to Educational Background of the students, where three categories were identified: Commerce, Management and Technical Analysis was also done with respect to Specialisation opted by students, where five categories were identified: Marketing, Finance, Human Resource, IT and Operations

Eleven variables associated with resilience were analysed and coded data was analysed using descriptive statistics and ANOVA in SPSS 17.

TABLE 2: MEAN AND STANDARD DEVIATION FOR 11 VARIABLES ASSOCIATED WITH RESILIENCE

		N	Mean	Std. Deviation
Adaptability	Commerce (1)	39	1.54	.505
	Management (2)	31	1.48	.508
	Technical (3)	37	1.27	.450
	Total	107	1.43	.497
Being Action oriented when faced with problems	Commerce (1)	39	1.74	.715
	Management (2)	31	2.03	.706
	Technical (3)	37	1.57	.728
	Total	107	1.77	.734
Existence of a supportive social network	Commerce (1)	39	1.38	.544
	Management (2)	31	1.35	.486
	Technical (3)	37	1.43	.555
	Total	107	1.39	.528
Ability to understand once emotion's	Commerce (1)	39	1.51	.506
	Management (2)	31	1.42	.502
	Technical (3)	37	1.41	.498
	Total	107	1.45	.500
Being Goal Oriented	Commerce (1)	39	1.90	.641
	Management (2)	31	1.71	.461
	Technical (3)	37	1.81	.660
	Total	107	1.81	.601
Being optimistic	Commerce (1)	39	1.49	.506
	Management (2)	31	1.26	.445
	Technical (3)	37	1.22	.417
	Total	107	1.33	.471
Ability to Cope with stress	Commerce (1)	39	1.59	.498
	Management (2)	31	1.29	.461
	Technical (3)	37	1.38	.492
	Total	107	1.43	.497
Focus on healthy life style	Commerce (1)	39	1.77	.427
	Management (2)	31	1.71	.461
	Technical (3)	37	1.62	.492
	Total	107	1.70	.460
Faith in a higher power	Commerce (1)	39	1.21	.409
	Management (2)	31	1.23	.425
	Technical (3)	37	1.19	.397
	Total	107	1.21	.406
Sense of Meaning in life	Commerce (1)	39	1.59	.549
	Management (2)	31	1.74	.445
	Technical (3)	37	1.51	.559
	Total	107	1.61	.528
Internal Locus of control	Commerce (1)	39	1.51	.506
	Management (2)	31	1.29	.461
	Technical (3)	37	1.27	.450
	Total	107	1.36	.484

With respect to Table 2, Students with Commerce background showed highest resilience with respect to 'Being goal oriented' and lowest resilience with respect to having 'Faith in a higher power'. Highest variation in responses seen with respect to 'Being action oriented when faced with problems'. Students differ significantly in their approach towards 'Being action oriented when faced with problems'. Lowest variation in responses was seen with respect to 'Having faith in a higher power'.

Students with Management background showed highest resilience with respect to 'Being action oriented when faced with problems' and lowest resilience with respect to having 'Faith in a higher power'. Highest variation in responses seen with respect to 'Being action oriented when faced with problems'. Lowest variation in responses was seen with respect to 'Having faith in a higher power'.

Students with Technical background showed highest resilience with respect to 'Being goal oriented' and lowest resilience with respect to having 'Faith in a higher power'. Highest variation in responses seen with respect to 'Being action oriented when faced with problems'. Lowest variation in responses was seen with respect to 'Having faith in a higher power'.

In the Test of Homogeneity of Variances, highest homogeneity of responses seen with reference to resilience variable having 'Faith in higher power'.

#### HYPOTHESIS

$H_0$ : There is no significant relationship in educational background and resilience amongst management students.

$H_{\alpha}$ : There is a significant relationship in educational background and resilience amongst management students.

TABLE 3: ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.	Hypothesis
Adaptability	Between Groups	1.493	2	.746	3.139	.047	Rejected
	Within Groups	24.732	104	.238			
	Total	26.224	106				
Being Action oriented when faced with problems	Between Groups	3.674	2	1.837	3.572	.032	Rejected
	Within Groups	53.485	104	.514			
	Total	57.159	106				
Existence of a supportive social network	Between Groups	.105	2	.053	.186	.830	Accepted
	Within Groups	29.409	104	.283			
	Total	29.514	106				
Ability to understand once emotion's	Between Groups	.256	2	.128	.509	.603	Accepted
	Within Groups	26.211	104	.252			
	Total	26.467	106				
Being Goal Oriented	Between Groups	.609	2	.305	.841	.434	Accepted
	Within Groups	37.653	104	.362			
	Total	38.262	106				
Being optimistic	Between Groups	1.602	2	.801	3.795	.026	Rejected
	Within Groups	21.949	104	.211			
	Total	23.551	106				
Ability to Cope with stress	Between Groups	1.699	2	.849	3.601	.031	Rejected
	Within Groups	24.526	104	.236			
	Total	26.224	106				
Focus on healthy life style	Between Groups	.417	2	.209	.985	.377	Accepted
	Within Groups	22.013	104	.212			
	Total	22.430	106				
Faith in a higher power	Between Groups	.023	2	.011	.067	.935	Accepted
	Within Groups	17.454	104	.168			
	Total	17.477	106				
Sense of Meaning in life	Between Groups	.899	2	.450	1.634	.200	Accepted
	Within Groups	28.615	104	.275			
	Total	29.514	106				
Internal Locus of control	Between Groups	1.357	2	.679	3.012	.053	Accepted
	Within Groups	23.428	104	.225			
	Total	24.785	106				

With reference to Table 3, we accept the null hypothesis that there is no significant relationship in educational background and resilience amongst management students with respect to Existence of a supportive social network, Ability to understand one's emotions, Being goal oriented, Focus on a healthy lifestyle, having Faith in a higher power, having a Sense of meaning in life and Internal locus of control. Educational background does not impact the above resilience variables. Educational background has an impact on the following resilience variables: Adaptability, Being action oriented when faced with problems, Being optimistic and Ability to cope with stress.

TABLE 4: MEAN AND STANDARD DEVIATION FOR 11 VARIABLES ASSOCIATED WITH RESILIENCE

		N	Mean	Std. Deviation
Adaptability	Marketing (1)	43	1.44	.502
	Finance (2)	42	1.43	.501
	HR (3)	17	1.41	.507
	IT (4)	2	1.50	.707
	Operations (5)	3	1.33	.577
	Total	107	1.43	.497
Being Action oriented when faced with problems	Marketing (1)	43	1.86	.743
	Finance (2)	42	1.71	.742
	HR (3)	17	1.88	.697
	IT (4)	2	1.00	.000
	Operations (5)	3	1.00	.000
	Total	107	1.77	.734
Existence of a supportive social network	Marketing (1)	43	1.40	.541
	Finance (2)	42	1.43	.547
	HR (3)	17	1.29	.470
	IT (4)	2	1.50	.707
	Operations (5)	3	1.33	.577
	Total	107	1.39	.528
Ability to understand once emotion's	Marketing (1)	43	1.35	.482
	Finance (2)	42	1.55	.504
	HR (3)	17	1.47	.514
	IT (4)	2	1.00	.000
	Operations (5)	3	1.67	.577
	Total	107	1.45	.500
Being Goal Oriented	Marketing (1)	43	1.93	.552
	Finance (2)	42	1.79	.645
	HR (3)	17	1.65	.493
	IT (4)	2	2.00	1.414
	Operations (5)	3	1.33	.577
	Total	107	1.81	.601
Being optimistic	Marketing (1)	43	1.30	.465
	Finance (2)	42	1.40	.497
	HR (3)	17	1.24	.437
	IT (4)	2	1.00	.000
	Operations (5)	3	1.33	.577
	Total	107	1.33	.471
Ability to Cope with stress	Marketing (1)	43	1.33	.474
	Finance (2)	42	1.55	.504
	HR (3)	17	1.35	.493
	IT (4)	2	1.50	.707
	Operations (5)	3	1.67	.577
	Total	107	1.43	.497
Focus on healthy life style	Marketing (1)	43	1.65	.482
	Finance (2)	42	1.71	.457
	HR (3)	17	1.88	.332
	IT (4)	2	2.00	.000
	Operations (5)	3	1.00	.000
	Total	107	1.70	.460
Faith in a higher power	Marketing (1)	43	1.19	.394
	Finance (2)	42	1.17	.377
	HR (3)	17	1.29	.470
	IT (4)	2	1.50	.707
	Operations (5)	3	1.33	.577
	Total	107	1.21	.406
Sense of Meaning in life	Marketing (1)	43	1.63	.578
	Finance (2)	42	1.55	.504
	HR (3)	17	1.76	.437
	IT (4)	2	2.00	.000
	Operations (5)	3	1.00	.000
	Total	107	1.61	.528
Internal Locus of control	Marketing (1)	43	1.35	.482
	Finance (2)	42	1.43	.501
	HR (3)	17	1.29	.470
	IT (4)	2	1.00	.000
	Operations (5)	3	1.33	.577
	Total	107	1.36	.484

With reference to Table 4, overall highest resilience shown with respect to 'Being goal oriented', lowest resilience shown with respect to having 'Faith in a higher power'. Highest variation in responses shown with respect to 'Being action oriented when faced with problems' and lowest variation in responses shown with respect to having 'Faith in a higher power'

In the Test of Homogeneity of Variances, highest homogeneity of responses seen with reference to resilience variable 'Adaptability'

**HYPOTHESIS**

*H<sub>0</sub>*: There is no significant relationship in specialization opted and resilience amongst management students.

*H<sub>a</sub>*: There is a significant relationship in specialization opted and resilience amongst management students.

**TABLE 5: ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.	Hypothesis
Adaptability	Between Groups	.050	4	.012	.048	.996	Accepted
	Within Groups		102	.257			
	Total	26.224	106				
Being Action oriented when faced with problems	Between Groups	3.660	4	.915	1.744	.146	Accepted
	Within Groups	53.499	102	.524			
	Total	57.159	106				
Existence of a supportive social network	Between Groups	.253	4	.063	.221	.926	Accepted
	Within Groups	29.261	102	.287			
	Total	29.514	106				
Ability to understand once emotion's	Between Groups	1.393	4	.348	1.417	.234	Accepted
	Within Groups	25.074	102	.246			
	Total	26.467	106				
Being Goal Oriented	Between Groups	1.851	4	.463	1.296	.277	Accepted
	Within Groups	36.411	102	.357			
	Total	38.262	106				
Being optimistic	Between Groups	.637	4	.159	.709	.588	Accepted
	Within Groups	22.914	102	.225			
	Total	23.551	106				
Ability to Cope with stress	Between Groups	1.329	4	.332	1.361	.253	Accepted
	Within Groups	24.896	102	.244			
	Total	26.224	106				
Focus on healthy life style	Between Groups	2.326	4	.582	2.951	.024	Rejected
	Within Groups	20.104	102	.197			
	Total	22.430	106				
Faith in a higher power	Between Groups	.436	4	.109	.652	.627	Accepted
	Within Groups	17.041	102	.167			
	Total	17.477	106				
Sense of Meaning in life	Between Groups	2.004	4	.501	1.857	.124	Accepted
	Within Groups	27.510	102	.270			
	Total	29.514	106				
Internal Locus of control	Between Groups	.536	4	.134	.563	.690	Accepted
	Within Groups	24.249	102	.238			
	Total	24.785	106				

With reference to Table 5, we reject the null hypothesis with respect to resilience variable: Focus on a healthy life style.

**IMPLICATIONS**

Students should enhance their awareness and attitudinal and perceptual changes required with respect to critical resilience variables.

One major factor of emotional and physical resilience is one's ability to cultivate a supportive network of friends and family. It is important to remember that we all have our own challenges, and we cannot expect others to do the work of coping for us, however people who can help you process your feelings, people whom you can count on for support, and those who share your good times and bad can also help to strengthen and lengthen one's life. With a social support, it is important to be able to really talk to one's friends, even if there are a few; having many acquaintances that one cannot trust or relate to on a deeper level, is not as effective and, in some cases, can be damaging.

In today's time with technological advancements, where individuals have numerous channels of communication which has made access and frequency of communication easy, this however does not imply that individuals will necessarily communicate at a deeper level.

Resilience is an essential ingredient towards leading a happy and healthy life and is described as the ability to "rebound from stress" and to attain good functioning despite difficulties, challenges and repeated failure or rejection. It is important for students to understand that there are times when things do not work out as per our plans despite our best efforts or we do not achieve certain things that we aspire or desire to possess, in such situations having faith in a higher power helps us to cope with such disappointments by understanding that certain things or events were not meant to happen and are not within our control. Such a thought process leads to inner peace and reduces stress. Those who are spiritual or believe in a power outside of themselves tend to be healthier and more resilient. This however does not mean that those who are not spiritual cannot be healthy or happy, but those with a spiritual connection to a higher power that resonates with them do tend to enjoy many specific benefits.

Focus on a healthy lifestyle will help individuals to be more resilient emotionally as well as physically. A healthy lifestyle has immense and surprising benefits that the younger generation should be aware of.

Those with a strong sense of meaning in life tend to fight harder against adversity and are able to incorporate life's challenges more easily. We are all meaningful individuals—everyone has a unique value in the world; being in touch with your own innate value and developing a strong awareness and understanding of your life's meaning can help you to become more resilient.

Understanding one's emotions and where they come from is a big part of being able to manage emotional upset and find effective coping strategies. Emotions can work as signals to tell individuals if something in their life needs to change. Therefore, understanding one's emotions, knowing why we feel upset and what specifically is bothering us, can help individuals to reorganize, make changes, and eliminate future problems.

The simple state of having goals for oneself is a trait of resilience, remembering to set personal goals and stick with them is a strong sign of resilience. One significant difference between individuals who cope well and those who do not, is their ability to trust the process and stick with it. Those who find the most positive results are individuals who do not give up, trust that their efforts will pay off, and just keep going.

Having an Internal locus of control is a critical resilience variable. It is natural for individuals to feel anger, fear, sadness and other emotions when faced with a major life challenge. Recognizing what one can control in the situation (one's responses), and taking comfort in that level of control can lead to greater levels of emotional resilience. Developing this attitude—an 'internal locus of control'—can provide individuals with strength and other benefits throughout their life.

An individual's ability to adapt to change has a significant correlation with resilience. Stress often comes from change; learning to navigate change is vital in life, where the only constant is change. It may not come naturally at first, however learning to easily adapt to change can foster resilience, and is worth the effort. It can be unhealthy to obsess and panic about a challenging or potentially scary situation, becoming educated and making an action plan are paths to resilience. Those who are more action-oriented when it comes to dealing with crisis are finding a healthy outlet for their anxiety, and when put into a well-planned strategy, that can lead to a more successful outcome, while ruminating in negative emotions or ignoring the problem altogether can have more negative effects. Optimism is a very important component of emotional resilience. Individuals who are able to see the positive aspects of a difficult situation, and are able to hold onto a belief in themselves during good times and challenges, tend to turn negative events to their advantage. Developing a more optimistic way of thinking is an effective way to strengthen resilience.

Learning to laugh (instead of crying, sometimes) when life is throwing challenge after challenge, is an important part of resilience. It may be difficult and challenging to laugh when times are tough, however that is the very time when laughter can do the most good.

## CONCLUSION

Resilience is a critical trait required in today's world both professional and personal. With respect to students, academic rigour and pressure necessitate the need for students to demonstrate high resilience and these students would be potential employees in organisations or become entrepreneurs. Business is becoming more complex; being responsive to change is a critical requirement today. Organisations need resilient employees; hiring managers classify flexibility and adaptability as essential employee traits and assess candidates on the same. Students need to understand critical resilience variables and how they contribute to success.

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