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## A Comparative Study of Academic Resilience and Optimism among Students of Educated and Uneducated Parents

Hema Kumari Mehar\* and A.V.S.Madnawat\*\*

### Abstract

Education in this society is not only a demarcation of the wealthy and poor but also of the uneducated and educated. The purpose of the study was to examine the Academic Resilience and Optimism among students of educated and uneducated parents for which 400 college students of 18-21 age were administered the Optimistic-Pessimistic Attitude Scale and Academic Resilience Scale. The results revealed that there is a significant difference between academic resilience and optimism among students of educated and uneducated parents.

**Keywords:** Academic resilience, optimism, students.

We live in an ever progressing and developing society. The future of the nation is in the hands of the youth and that future is determined by the training and education they receive today. The youth is the building block of our nation and their overall development should be our utmost priority.

Society is also a cluster of different people, to deal with each we need knowledge of the system as well as our rights and duties which is only taught to us through different mediums of education. This helps us become a member of the society we live in and participate actively in the changes and development required in the society of every child's development. All this can lead to a better nation ahead.

Thus education can be defined as The process of receiving or giving systematic instruction, especially at a school or university, it is the theory and practice of teaching, A body of knowledge acquired while being educated, Information about or training in a particular subject, An enlightening experience, The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something which helps a

person to develop an optimistic perspective.

Optimism is an orientation to life in which individuals experience their daily life with an optimistic orientation, more positive way and expecting more positive results. According to Sheer and Carver's model, optimism refers to having positive expectation about future. According to Srivastava et al., optimists are those who are cognitively oriented to positive and desired expectations.

Optimism is a form of positive thinking that includes the belief that you are responsible for your own happiness and that more good things will continue to happen to you in the future. Learn more about optimism, how it differs from pessimism, and more.

The term is originally derived from the Latin optimum, meaning "best". Being optimistic, in the typical sense of the word, is defined as expecting the best possible outcome from any given situation. The term resilience is a capacity for healthy development and successful learning despite challenging or threatening circumstances (Howard & Johnson, 2000). It is an inborn developmental wisdom that naturally motivates individuals to meet their human needs for love, belongingness,

\* Research Scholar, Department of Psychology, University of Rajasthan, Jaipur, Raj.  
\*\* Professor & Head, Department of Psychology, University of Rajasthan, Jaipur, Raj.

respect, identity, power, mastery, challenge and meaning. In the academic context, it is defined as student's ability to deal effectively with academic setbacks, stress and study pressure (Finn & Rock, 1997; Gonzalez & Padilla, 1997; Catterall, 1998; Overstreet & Braun, 1999). Academic or educational resilience is the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by traits, conditions and experiences (Wang, Haertal & Walberg, 1994). It deals with high levels of achievement, motivation and performance despite the stressful conditions that place individuals at risk of poor-performance and dropping out of school (Alva, 1991).

Segerstrom (2007) investigated that optimists enjoy higher well-being than pessimists, one important feature of dispositional optimists is that they effectively pursue goals; hence, they are more likely to accumulate resources like: money, friendship, skill. Evidence supports this statement that socio-economic status (SES) and social network size predict mental and physical health; therefore, resource accumulation as a mechanism helps optimists to benefit. Impact of Education physical and mental health.

Segerstrom (2007) examined optimism and resources: effects on each other and on health over 10 years among 61 law students in US with different racial backgrounds. Rezaei.S et.al., (2015) Study of Relationship between Optimism, Pessimism and Coping Strategies with Mental Health among University Students of Lorestan 367 subjects sampling via stratified random were selected. Harju and Bolen (1998) reported that high-level optimists in their study used the most action and reframing coping styles.

Resilient students are highly optimistic, they have the ability to anticipate problems, solve problems logically, and have the ability to foster creative solutions to the problems. These students are high on self-esteem, such students are really eager to learn from the experiences. They are highly durable, flexible and independent (Bernard, 1993). Academic resilience is a dynamic developmental process that involves the student's internal and external protective factors that contribute to effective adjustment, academic competence and academic success (Luthar, Cicchetti, & Becker, 2000).

Gonzalez and Padilla (2005) examined the factors that contributed to academic resilience and achievement of 133 resilient and 81 non resilient Mexican American High School students.

### **Objectives**

To study optimism-pessimism level among male and female children of educated parents.

To study optimism-pessimism level among male and female children of uneducated parents.

To study academic resilience among male and female children of educated parents.

To study academic resilience among male and female children of uneducated parents.

### **Hypotheses**

There will be a significant difference between optimism-pessimism level of male and female children of educated parents.

There will be a significant difference between Academic resilience of male and female children of educated parents.

There will be a difference between optimism-pessimism level of male and female children of uneducated parents.

There will be a significant difference between Academic resilience of male and female children of uneducated parents.

### Sample

A purposive sample of 400 male and female students was selected. It comprises 100 male children of educated parents, 100 male children of uneducated parents, 100 female children of educated parents and 100 female children of uneducated parents. Their age range of 18-21 years. Urban Area, Maharani College of jaipur for girls and Maharaja College for boys.

Word "Uneducated" defined as having or showing a poor level of education, not having been educated to a good standard, lacking in education or the knowledge gained from books.

Word "Education" defined as the process of receiving or giving systematic instruction, especially at a school or university. Optimistic-Pessimistic Attitude Scale (Parashar 1998) The scale contained 40 statements which had two alternatives i.e. Agree or Disagree. Out of 40 statements 20 statements represent optimistic views and remaining 20 statements represents pessimistic views.

### Academic Resilience Scale (Mallick and Kaur, )

Academic Resilience Scale is a tool designed to measure the level of resilience among adolescents studying in senior secondary classes. This scale has 52 items related to five dimensions of academic resilience.

### Procedure

The data was collected personally by the researcher by administering the selected tools on the sample in a group setting. Prior to administration of research instruments, heads and teachers of the colleges of concerned class were contacted and their co-operation in the task of data collection was solicited. Subjects were also taken into confidence by explaining the purpose of the study and procedure of recording the responses on response sheet. Subjects were asked to record their responses according to the procedure as laid down in the manual of the respective test.

### Statistical Analysis

Descriptive Statistics (Mean and Standard Deviation) of all the groups were computed through SPSS-21 software. For analysis and interpretation of the obtained data t-test was computed.

### Results and Discussion

Mean value of male and female children of educated parents for optimistic-pessimistic

Category	N	Mean	SD	t	p
Male children of Educated Parents	100	29.34	4.51	4.56	0.01
Female children of Educated Parents	100	24.56	3.92		

level is 29.34 and 24.56 respectively. SD for optimistic-pessimistic level is 4.51 and 3.92 respectively for male and female children of educated parents( Table 1). A significant mean difference was found between male and female children of educated parents for optimistic-pessimistic level. t value is 4.56, that is significant at .01 level. It clearly shows that there is a significant difference between optimistic-pessimistic level of male and female children of educated parents.

Thus, the hypothesis that there will be a significant difference between optimistic-pessimistic level of male and female children of educated parents is accepted here.

between male and female children of educated parents for academic resilience. t value is 9.78, that is significant at .01 level. It clearly shows that there is a significant difference between academic resilience of male and female children of educated parents.

Thus, the hypothesis that there will be a significant difference between academic resilience of male and female children of educated parents is accepted here.

Mean value of male and female children of uneducated parents for optimistic-pessimistic level is 26.43 and 21.65 respectively. SD for optimistic-pessimistic level is 4.21 and 3.98 respectively for male

**Table 2 Comparison of means between academic resilience of male and female children of educated parents.**

Category	N	Mean	SD	t	p
Male children of Educated Parents	100	205.94	17.56	9.78	0.01
Female children of Educated Parents	100	194.25	14.95		

Mean value of male and female children of educated parents for academic resilience is 205.94 and 194.25 respectively. SD for academic resilience is 17.56 and 14.95 respectively for male and female children of educated parents( Table 2). A significant mean difference was found

and female children of uneducated parents( Table3). A significant mean difference was found between male and female children of uneducated parents for optimistic-pessimistic level. t value is 4.69, that is significant at .01 level. It clearly shows that there is a significant

**Table 3 Comparison of means between optimistic-pessimistic level of male and female children of uneducated parents.**

Category	N	Mean	SD	t	p
Male children of Uneducated Parents	100	26.43	4.21	4.69	0.01
Female children of Uneducated Parents	100	21.65	3.98		

difference between optimistic-pessimistic level of male and female children of uneducated parents.

Thus, the hypothesis that there will be a significant difference between optimistic-pessimistic level of male and female children of uneducated parents is accepted here.

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**Table 4 Comparison of means between academic resilience of male and female children of uneducated parents.**

Category	N	Mean	SD	t	p
Male children of Uneducated Parents	100	200.33	14.23	8.91	0.01
Female children of Uneducated Parents	100	179.23	12.51		

Results( Table 4) reveal that the mean value of male and female children of uneducated parents for academic resilience is 200.33 and 179.23 respectively. SD for academic resilience is 14.23 and 12.51 respectively for male and female children of uneducated parents. A significant mean difference was found between male and female children of uneducated parents for academic resilience. t value is 8.91, that is significant at .01 level. It clearly shows that there is a significant difference between academic resilience of male and female children of uneducated parents.

Thus, the hypothesis that there will be a significant difference between academic resilience of male and female children of uneducated parents is accepted here.

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