

## **A Comparative Study of Resilience and Distress Tolerance Amongst UG And PG Students**

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### **ABSTRACT**

The objective of the study was to determine the relationship between resilience and distress tolerance amongst the undergraduate (UG) and postgraduate (PG) students. A sample of 106 including both UG and PG students was collected from different states of India. The present study used correlational research design. The researcher used non probability purposive sampling technique. The tools that were used in this study were Nicholson McBride Resilience Questionnaire by Nicholson & Clark (2010) and Distress Tolerance Scale by Simon & Gaher (2005). Descriptive Statistics, Pearson Correlation and Independent Sample t-test was used for the analysis of the data. The findings indicated that there was significant relationship between resilience and distress tolerance. The results also indicated that there was no significant difference in resilience amongst UG and PG students, which shows that they have equal capability to bounce back from any life adversity. Also, it has been found that there was no significant difference in distress tolerance amongst UG and PG students, which also tends to indicate that both the groups had the equal amount of ability to withstand emotional and physical discomfort.

**Keywords:** *Resilience, Distress Tolerance, UG and PG*

**R**esilience is referred to as the ability to regain or bounce back from any life adversity that life has thrown upon us. The term Resilience has seen a lot of evolvments ever since the knowledge of science has increased. It has seen its pronouncement across the various fields naming a few would be psychology, sociology, psychiatry and biology specific disciplines such as genetics, epigenetics, endocrinology and neuroscience (Hermann et.al 2012). It is also defined as the personal trait operating after a single short-lived trauma.

As cited by Folke (2006) in his article it reflects the ability of peoples, societies, communities and cultures to live and develop with change, with ever-changing environment, it is about having the capacity to continue to learn, self-organize and develop in dynamic environments faced with a true uncertainty. It has been described as the capacity to achieve positive adaptation despite threats to adaptation that include adversity and stressful experiences. It is a construct relevant to mental health because several research studies have

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indicated that higher resilience is negatively associated with indicators of poor mental health (e.g., depressive symptoms) and positively associated with indicators of mental health well-being (e.g., positive affect, life satisfaction). (Cano et al 2020). As the students of undergraduates undergo a lot of changes from UG(undergraduate) to PG(postgraduate), it is assumed that the level of resilience in these two groups shall be of profound difference, because when it comes to academics they are thrown with challenges and problem, which are quite different as to what they must have experienced in their undergraduate program.

When it comes to distress tolerance it has been defined as the ability to withstand emotional or physical discomfort ( Leyro et al .,2010) and it is higher-order umbrella construct that subsumes several facets that are more specific to the nature of the type of distress to be tolerated for instance tolerance of uncertainty, tolerance of ambiguity , tolerance of frustration, tolerance of frustration, tolerance of negative emotion and as mentioned earlier tolerance of physical discomfort (Leyro et al ., 2010). Distress tolerance is the capacity to experience and withstand psychological discomfort such as negative affect and emotions, predisposing individuals with low distress tolerance to experience distress as being unbearable (Cano et.al 2020).

### **REVIEW OF LITERATURE**

Resilience helps to bounce back from the traumatic life events back to normal, also psychological resilience mitigates the impact of adverse psychological maltreatment on students social wellbeing (Arslan 2021), also resilience is a source of wellbeing indicator like life satisfaction ,psychological wellbeing (Arslan 2019, 2021), also psychological resilience acts as a protective role against depression amongst the college going students, also higher psychological resilience showed inverse correlation with adverse childhood events (Kelifa et, al 2020). As we can see out, how resilience provides us with the necessary resources which is conducive for our ability to come back to the normal functioning of our lives even if faced with some hazardous life experience. Also, it has been found that enhanced distress tolerance (DT) and resilience reduced the sign of psychopathologies amongst the people who were susceptible to develop some kind of psychopathology (Nila et al, 2016), this only tends to highlight how resilience and distress tolerance both act as a coping mechanism for any psychopathological vulnerabilities among the youth or in college students. Psychological distress is defined as the consequences of factors such as psychogenic pain, internal conflict, and stress caused by the environment, which prevent people from self-actualization and establishing healthy relationships with others. AlthoUGH distress is the result of a psychomotor process, it exposes as an emotional and touching situations. Distress tolerance includes all emotional states and it refers whether they can be controlled or not. In particular, it is defined as the experience of negative psychological states and emotions and the ability to tolerate and endure these situations. Therefore, it should not be confused with the ability to withstand discomfort which is related to ability to withstand negative events and facts (Simons and Gaher, 2005). Also, it has reported, lower DT is also associated with more cannabis-related problems, (cited by Buckner et.al 2016) as mentioned earlier, distress tolerance is the ability to tolerate and endure the negative psychological states and emotions (Simon and Gaher, 2005), so the college students may indulge into more substance use in order to reduce the stress that has been cause due to the negative emotional and psychological states. It has been found that as per the research done by Ganguly and Perera in 2011, college students who had some kinds of disability were found to be much more resilience who had some sort of spiritual beliefs, which indicated that spiritual resource acted as a resource for resilience among the college going students.

## **METHODOLOGY**

### ***Problem Statement***

As you can see that in the literature mentioned above, scanty researches were done based on the variables studied in this research paper as well as the sample used for study in this particular research, as this research shall explore the relationship between resilience and distress tolerance amongst undergraduate and post graduate students.

### ***Objectives of the study***

- To determine relationship resilience and distress tolerance amongst undergraduate and postgraduate students.
- To determine the difference between resilience amongst undergraduate and postgraduate.
- To determine the difference between distress tolerance amongst undergraduate and postgraduate students.

### ***Hypotheses of the study***

- H<sub>01</sub>- There will be no significant relationship between Resilience and Distress Tolerance amongst Undergraduate and Postgraduate students.
- H<sub>02</sub>- There will be no significant difference between Undergraduate and Postgraduate students on Resilience.
- H<sub>03</sub>- There will be no significant difference between Undergraduate and Postgraduate students on distress tolerance.

### ***Variables of the study***

- Resilience – Independent variable
- Nicholson McBride Resilience Questionnaire by Nicholson and Clark (2010)
- Dependent Variable – Distress tolerance
- Distress Tolerance Scale by Simon and Gaher (2005)

**Research design** – The research design is correlational in nature in this study.

**Sampling technique** – In this study, Purposive sampling technique was used, as here the researcher relevant expertise and judgement to select the sample that is the best fit for the research, here the researcher tried looking for participant which were from postgraduate as well as undergraduate background irrespective from which field of subject study they came from.

**Sample Size** – The total sample of students included in the study were 105, out of which 51 were from postgraduation and 55 were from under graduation they belonged from different disciplines of postgraduation and under graduation courses, the sample comprised of students belonged from different regions of India.

### ***Inclusion and Exclusion Criteria***

In this study the sample was selected from all over India, the students who were pursuing their undergraduates and postgraduate degree, only students from literate backgrounds were selected. The students whose age was below 18 and above 30 were excluded from the study.

**Statistical Analysis:** The researcher has used Descriptive Statistics, Correlation and Independent Sample t test using SPSS Software.

*Delimitations of the study*

The study was restricted to only the age group of 18-30 years, the study was restricted to the literate background. The study was also limited to the Indian Population.

**RESULT ANALYSIS AND DISCUSSION**

*Table 1 Table showing the correlation between resilience and distress tolerance amongst PG and UG students.*

**H<sub>01</sub>**- There will be no significant relationship between Resilience and Distress Tolerance amongst Undergraduate and Postgraduate students.

Variables	Program	r	p
Resilience	UG	0.308	0.001
Distress Tolerance	PG		

Table 1 denotes whether there is a correlation between the two variables Resilience and Distress Tolerance amongst UG and PG Students. After the analysis it is indicated that that there was significant relationship between Resilience and Distress Tolerance (r=0.308, p=0.001). The results were statistically significant at 0.05 levels. Therefore, the hypothesis is accepted which states that there is a significant relationship between Resilience and Distress Tolerance. Here it is found that the Resilience does have a direct relationship with Distress Tolerance. The Resilience of an individual helps in developing the Distress Tolerance, which gives them the ability to withstand psychological discomfort and also the ability to face negative affect and emotions. A study done by Ozcan et.al (2019) have found that the cognitive flexibility in the college going students increased as the level of distress tolerance increased which led to an increase in the resilience of the students. However, there are very less contradicting studies showing that resilience and distress tolerance have not been linked to each other.

*Table 2 Table showing the independent sample t test scores of UG and PG difference for resilience*

**H<sub>02</sub>**. There is no significant difference between resilience and distress tolerance between UG and PG.

Variables	Program	N	Mean	SD	SE	t	df	p
Resilience	UG	55	40.0182	8.16381	1.10081	.099	100.425	.098
	PG	51	40.1569	6.23978	.87374			

The analysis of the above table indicated that the obtained (t=0.99, p=.098) value was statistically not significant at 0.05 level and therefore there was no significant program difference for Distress Tolerance amongst college students. Since there wasn't any significant difference between resilience amongst UG and PG students, which indicates that both the groups have somewhat equal level of resilience, as both the groups might have the equal amount of capacity to bounce back from any type of adversity put on to them, also in one of the study done by Mansour et.al (2014) it was found that college students had a fair amount of resilience also there resilience fell into the above average range (2020), althoUGh the college students have not been studied as different groups as in this study, but since they had no significant difference in terms of resilience, we took as college students in general, in order to substantiate the findings .

**Table 3** Table showing the independent sample t test scores of PG and UG for distress tolerance.

**H<sub>03</sub>**- There will be no significant difference between UG and PG students on distress tolerance.

Variables	Program	N	Mean	SD	SE	t	df	p
Distress tolerance	UG	55	46.4444	9.61655	1.30865	.612	100.954	.238
	PG	51	47.6471	10.47058	1.46617			

The analysis of the above table indicated that the obtained ( $t=.612$ ,  $p=.238$ ) value was statistically not significant at 0.05 level and therefore there was no significant program difference for Distress Tolerance amongst the UG and PG students. The results indicates that both the groups have the ability to experience and withstand psychological discomfort such as negative affect and emotions, predisposing individuals with low distress tolerance to experience distress as being unbearable (Cano et.al 2020).

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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