

Resilience Among Hostellers and Day Scholars: A Comparative Study

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Abstract:

Resilience refers to the capacity of individuals to maintain or regain psychological well-being in the face of adversity, trauma, or significant sources of stress. It involves behaviours, thoughts, and actions that can be learned and developed (Metusalem, 2017). The present study aimed to compare these variables among hostellers and day-scholars. The study was conducted on 100 participants aged between 21 and 25, including 50 hostellers and 50 day-scholars. Data was collected using a purposive and convenience sampling technique. Standardised tool, the Connor-Davidson Resilience Scale (CD-RISC-10), to measure the respective variables. Descriptive statistics, a normality test, and independent sample t-tests were used to test the hypotheses. The results showed that hostellers and day-scholars differed regarding resilience.

Keywords: hostellers, day-scholars, resilience.

INTRODUCTION

Study Background

There are numerous opportunities for personal development and many challenges with moving to higher education. Students move into a new stage of life marked by changes in their surroundings, social adjustments, emotional upheavals, and academic demands. The development and use of diverse psychological strengths and coping mechanisms are required due to these changes. Among these, resilience is an essential psychological trait affecting students' mental health, interpersonal relationships, and academic achievement.

Higher education living arrangements can significantly impact a student's psychological development, especially if they live at home (day-scholar) or in a hostel (hosteller). Hostellers must handle academic, emotional, and practical difficulties independently since they frequently live far from parental support. However, non-hostel people who live at home typically have more support from their families, but they might not have the independence or life-changing experiences that come with living in a hostel. Examining how residential status affects psychological resources like resilience is made possible by these diverse life contexts.

Conceptual Framework

❖ **Resilience**

Resilience refers to the capacity of individuals to maintain or regain psychological well-being in the face of adversity, trauma, or significant sources of stress. It involves behaviours, thoughts, and actions that can be learned and developed. "Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress." (APA, 2014.) "Resilience refers to a class of phenomena characterised by good outcomes despite serious threats to adaptation or development." (Masten, A.S., 2001). Resilient individuals are typically better equipped to navigate the pressures of academic life, relationship dynamics, and personal failures. These systems are frequently triggered in hostel settings where students must balance independence and responsibility.

Martin and Marsh's (2008) Academic Buoyancy Theory is another renowned framework that explains students' everyday academic resilience by introducing the "5Cs" model: Confidence, Coordination, Control, Composure, and Commitment. Hostellers frequently develop these skills as they autonomously handle social obligations and academic demands. Additionally, resilience is one of four positive psychological traits—along with hope, efficacy, and optimism—seen as flexible and developable resources that support performance and well-being in stressful situations in the Psychological Capital (PsyCap) model by Luthans et al. (2007).

❖ **Hostellers**

Students who live in institutional hostels, frequently far from their families, are known as hostellers. This arrangement encourages self-reliance, self-control, and exposure to diverse social contexts. Hostel students often have to negotiate social interactions, manage responsibilities independently and cope with challenges without immediate family support.

❖ **Day-scholars**

On the other hand, day-scholars commute to college and live with their families or in private housing. Their family members typically offer them logistical and emotional support, which can be consoling and dependable. However, it also reduces their chances of making decisions independently and being directly exposed to the variety of peer dynamics typical in hostel life.

The current study's conceptual framework is based on established psychological theories describing how individual and environmental factors affect students' development. The framework is organised around fundamental psychological concepts of resilience. It also examines how these constructs relate to students' residential status, specifically whether they live in a hostel.

Need and Importance of the Study

Understanding how students' living situations, whether at home or in hostels, impact their psychological health and personal growth has drawn more attention in recent years. Students must cultivate critical psychological qualities like resilience to meet college life's academic, social, and emotional challenges. These characteristics are essential for efficient functioning, particularly as people enter emerging adulthood and move toward increased autonomy and accountability.

Resilient people can overcome obstacles and stabilise their emotions when faced with hardships. Whether a student lives at home or in a hostel, their residential environment can significantly impact how these psychological characteristics develop. Independently managing routines, social interactions, and responsibilities is a common requirement for hostellers, which can foster greater personal development.

Although they enjoy the stability and support of their families, non-hostels may not have many opportunities to practice self-control and assertiveness independently. Therefore, contrasting these two groups can provide important information about how living conditions affect students' development.

Importance of Study

- It contributes to developing studies on students' personal growth and mental health in various living situations.
- It gives academic institutions evidence-based recommendations to improve student support networks, counselling services, and hostel life.
- It helps determine whether living in a hostel improves or detracts from psychological qualities like confidence, adaptability, and social skills.
- It helps educators, hostel wardens, and Policymakers to create training curricula that encourage students, irrespective of their living situation, to be resilient.

By investigating how residential status may influence important psychological traits that are necessary for both academic success and emotional well-being, this study seeks to close a significant research gap.

Review of literature

Bushra S Bawazier et al. (2025). This study examines the relationship between the perceived levels of resilience and self-efficacy among a selected sample of pediatric nurses working in the Eastern province of Saudi Arabia. There were 99 pediatric nurses from two governmental hospitals in the Eastern Province of Saudi Arabia. This indicates that pediatric nurses who reported having higher levels of perceived self-efficacy would also have higher levels of resilience.

Bakyalakshmi et al. (2024). This study builds on previous literature by investigating the relationship between residence type (hostel living versus living with family), exam stress, and adolescent resilience. Furthermore, this study reinvestigates gender differences in stress and resilience. A total of 159 adolescents were chosen to participate using purposive sampling. The findings revealed no significant difference in resilience levels between the two groups. However, hostellers reported slightly higher perceived stress levels, though not statistically significant. Notably, males exhibited significantly higher resilience than females.

Dr Sakshi Kaul et al. (2024). The current study compares the self-esteem and resilience of working and non-working women. The total sample in this study consisted of (N=140) women living in Delhi NCR. The sample consisted of non-working and working women between the ages of 22 and 40. The analysis of the current study shows that working women have more resilience and self-esteem; this can be attributed to the sense of independence that working women experience compared to non-working women.

Sonia Manhas et al. (2024). This research article aims to study the role of self-efficacy and mindfulness in promoting resilience among youth. Resilience is adapting and recovering from adversity, crucial for positive youth development. The present study sample consists of 240 high school students (120 males and 120 females) aged 15 to 18 years. The finding suggests that self-efficacy and mindfulness significantly contribute to predicting resilience and account for a 30% variance.

Mihir Pai et al. (2023). The study's primary goal was to examine the association between academic resilience and self-efficacy in young adults. The study was carried out, and responses from 254 adults were gathered using an online survey. The study's findings suggested a moderate negative association between the two variables, with self-efficacy accounting for 24.9% of the variance in academic resilience.

Acira Gupta (2021). This study analyses the level of pressure, endurance, and expectations of the aspirants in relation to non-aspirants. A standard measuring tool has been used to test their levels of tension, endurance, and expectations. The results depicted a significant difference in stress, resilience and career aspirations among aspirants and non-aspirants. The study reveals some contradicting results showing that aspirants are, in fact, less stressed than non-aspirants.

Archan Mukherjee et al. (2021). This research compared resilience scores among hostellers and day scholars in a medical college. Results demonstrated that hostellers exhibited higher resilience across individual, caregiving, and contextual domains, suggesting that hostel living may enhance adaptability and coping mechanisms.

Mengistu Tebikew et al. (2021). This study aimed to assess the difference between orphan and non-orphan children regarding their resilience and self-efficacy status. The study was conducted in two public elementary schools in Debre Markos town. A total of 310 children, whose mean age was 12.5 years, were selected using a proportional stratified random sampling method. Participants were composed of 205 (66%) non-orphaned, 65 (21%) single orphaned, and 40 (13%) double orphaned children. Statistically significant mean differences were observed among the three children's groups regarding their self-efficacy and resilience status. Double orphan children had significantly higher resilience and self-efficacy than single orphan and non-orphan groups.

Kanak Mirchandani (2021). The current research has been carried out to understand the relationship among social support, self-efficacy and resilience in Indian adults. For this purpose, 140 adults aged 20-50 years were randomly selected. It can be concluded from the data collected from the population of Indian adults that there is a positive correlation between social support, self-efficacy, and resilience.

Karol Konaszewski et al. (2019). In the study, we have attempted to establish which traits play a crucial role in the prediction of tendencies applicable to a specific style of stress coping. In this study, all personality predictors were included in one model. The study was conducted with a group of 632 students. This research explored how resilience, sense of coherence, and self-efficacy predict stress coping styles among university students. The study found that both resilience and self-efficacy positively correlated with task-oriented coping styles, while negatively correlating with emotion-oriented coping styles. Gender differences were also observed in coping mechanisms.

Dr Rashmi M. (2018). This study compared resilience and self-esteem between hostellers and day scholars. The findings suggested that hostellers exhibited higher levels of resilience and self-esteem, potentially due to increased independence and exposure to diverse social interactions in hostel settings.

Rabia Dasti et al. (2018). This study examines the relationship between resilience and psychological well-being. Focused on 111 female hostellers at Punjab University, Findings indicated a significant positive correlation between trait resilience and psychological well-being, particularly in aspects like autonomy and environmental mastery.

Sadguna Anasuri et al (2018). The current research study aims to examine how young adults utilise their resources and discuss factors that enhance their level of resilience instead of those that hinder. It was found that there was a relationship between gender and resilience levels.

Methodology

Overview

This chapter outlines the research methodology used in the current study, "Resilience among Hostellers and Day-scholars: A Comparative Study." The process, population and sample, data collection tools, statistical techniques, and research design are all described. The study aims to compare postgraduate hosteller and day-scholar students' resilience levels quantitatively.

Research Design

Using a quantitative, in-between-group research design, the present study investigates the differences in resilience between hostellers and day-scholars. Objective psychological variables can be measured and statistically analysed across two groups thanks to the design.

Aim: To compare the levels of resilience among Hostellers and Day scholars.

Objectives:

1. To assess the level of resilience among Hostellers and Day-scholars.
2. To compare resilience among Hostellers and Day-scholar students.

Hypothesis:

- H_{01} : There is no significant difference in resilience levels between hostellers and day-scholars

Variables:

The following variables were looked at in this study:

Independent variables:

- Hostellers
- Day-scholars

Dependent Variables:

- Resilience

Operational definition:

Hostellers: for this study, Hostellers are defined as students who have been residing in the college/institution hostel for a continuous period of at least six months before data collection and who stay in the hostel for a minimum of five nights per week during the academic term.

Day scholars: Day scholars are defined as students who do not stay in the hostel and travel regularly from their permanent or rented accommodation to attend classes daily.

Resilience: the ability of the person to successfully adjust and bounce back from stress or adversity. Measured by the ability to:

- Cope with difficult situations.
- Bounce back from setbacks.

- Adapt to changing circumstances.
- Maintain mental and emotional well-being despite challenges.

Materials:

- Connor-Davidson Resilience (CD-RISC)
- Keys and norms
- Writing Materials

Population and sample

The study participants were postgraduate students enrolled at Bangalore University's Jnanabharthi campus who lived at home or in the Hostel. A combination of convenience and random sampling methods was used to choose a sample of 100 students (50 hostellers and 50 day-scholars). The participants represented a diverse academic background and were between the ages of 21 and 26.

Inclusion and Exclusion Criteria**Inclusion Criteria:**

- Postgraduate Students
- Willing to participate
- Residing in a Hostel or at Home
- **Exclusion criteria:**
- Students with diagnosed psychological disorders.
- Incomplete responses

Procedure:

A pilot study was conducted on a small group of Hostellers and day-scholars using the Connor-Davidson Resilience scale-10 to assess the levels of resilience among the samples. From the results obtained, the objectives and the hypothesis of the study were formulated. Later, the scales were administered to the subject through a questionnaire using a survey method with appropriate instructions. The instructions were mentioned, and the Subjects were asked to respond to the items accordingly. The Scores were obtained and analysed using Suitable statistical methods (SPSS).

Instruction:

“Here are some statements related to Resilience. Go through the statements carefully and mark your responses accordingly. Ensure you respond honestly to all the items and do not leave any statements unanswered. Your responses will be kept Confidential”.

Precautions:

- The Researcher should make sure the Subject has understood the instructions properly.
- The Researcher should clarify doubts
- The Subject should answer all the statements without fail.
- The subject should be informed to answer honestly.

Scoring and interpretation:

Connor-Davidson Resilience Scale-10

Dr Kathryn M. Connor and Jonathan R.T. Davidson created the Connor-Davidson Resilience Scale – 10 Item Version (CD-RISC-10), a succinct and reliable psychometric instrument for evaluating resilience, or the capacity to handle stress and hardship. The 10-item scale was first developed from the 25-item version in 2003, and Campbell-Sills and Stein improved and validated it in 2007. With total scores ranging from 0 to 40, it employs a 5-point Likert scale (0 = Not true at all to 4 = True nearly all the time). Higher scores indicate greater resilience. The scale, which is frequently used in clinical and research settings, assesses qualities like flexibility, perseverance, and stress management. It exhibits strong validity and reliability (Cronbach's $\alpha \approx 0.85$ – 0.88 ; test-retest reliability ≈ 0.87), with negative correlations with anxiety, depression, and PTSD and positive correlations with psychological well-being. A valuable tool for worldwide use, the CD-RISC-10 has a unidimensional factor structure and has been translated and validated in various cultural contexts.

Results and Discussion

Data analysis has a vital role in the interpretation of the research findings. Data is always collected with a purpose in mind. The data for the present study were collected with the help of the Connor-Davidson Resilience Scale – 10 Item Version (CD-RISC-10), created by Dr Kathryn M. Connor and Jonathan R.T. Davidson. The findings of the statistical analyses were based on the variations in resilience between hostellers and day-scholars. Using SPSS, descriptive and proper statistics were used to analyse the data gathered from the 100 participants aged between 21 and 25 (50 hostellers and 50 day-scholars).

Table 1: Showing descriptive statistics and normality test in resilience of hostellers and day-scholars.

Descriptive Statistics							
	N	Mean	Std. Deviation	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error
Resilience Score	100	25.51	6.983	-.301	.241	-.140	.478
Group (Hosteller/Day-scholar)	100	1.50	.503	.000	.241	-2.041	.478
Valid N (listwise)	100						

The shows present descriptive statistics for the resilience of hostellers and day-scholars.

With a sample size(N) of 100, the mean resilience score is 25.51 with a standard deviation of 6.983. showing a slight negative skew (skewness= -0.301, SE = 0.241) and near normal kurtosis (kurtosis = -0.478), indicating an approximately normal distribution. The group variable, coded as 1= hostellers and 2=day-scholars, had a mean of 1.50 with a standard deviation of .503, no skewness and strong negative kurtosis of -2.041. Overall, the distributions of the variables were approximately normal, with the expectation of asset return, which may require further investigation due to its high variability.

Independent sample t-test						
Residential status		N	Mean	Std. Deviation	t-value	Sig. (2-tailed)
Resilience	Hostellers	50	30.30	4.661	9.423	.000**
	Day-scholars	50	20.72	5.474	9.423	.000**

Table 2: shows the mean, standard deviation, and standard error of the mean and t-test of hostellers and day-scholars in resilience.

**** Sign at level of 0.05**

The above table compares the mean scores for resilience between hostellers and day-scholars, using an independent sample t-test to assess significance.

For resilience, hostellers have a mean score of 30.30 with an SD of 4.661, while day-scholars have a lower mean score of 20.72 with an SD of 5.474. The t-test value is 9.423, and the significance (p-value) is less than .005, indicating that there is a significant difference in resilience levels between hostellers and day-scholars, with hostellers showing higher resilience. Hence, the first hypothesis is rejected, which states that “There is no significant difference in resilience levels between hostellers and day-scholars.”.

The present study, supported by Dr Rumeena Surjit Singh (2017), Stress and Resilience: A Comparative Study Between Hostellers and Day Scholars. This study indicates that students residing in hostels tend to possess greater resilience compared to those living at home (day scholars), and Singh (2014) conducted a comparative study and reported that hostel students scored significantly higher on resilience compared to day scholars.

Thacker and Rathi (2025) conducted a study comparing hostellers and day scholars, finding that day scholars showed better overall adjustment and resilience than hostellers. The outcome suggests that while hostel environments may foster autonomy and coping skills in some settings, stable emotional and social support may play a more central role in bolstering resilience in others.

Conclusion

The results of this study demonstrate how residential status has a significant impact on college students' psychological strengths. In particular, it was discovered that hostellers had greater levels of resilience than day scholars. This implies that a significant factor in forming students' psychological resources is the hostel environment, which promotes independence, peer support, and adaptability. The study emphasises how living in a hostel has a positive psychological impact on students, particularly in terms of improving their capacity to handle difficulties and have faith in their own abilities.

Limitations of the study

- Only adults in the 21-25 age group were considered
- Sample size was 100(50-hostellers and 50-day-scholars)
- The study's small or institution-specific sample may limit its generalizability.
- The population was only from Bangalore University
- Inaccurate self-perception or social desirability bias may result from self-report questionnaires.

- Indian college students may have different perspectives on the scales' applicability or interpretation because they were created in diverse cultural contexts.
- The study might not have considered external variables that affect resilience, such as peer pressure, family dynamics, and academic load.

Suggestions for future study

- Future research could use a larger and more diverse sample (from various socioeconomic backgrounds, educational institutions, or geographical areas).
- Research on the long-term effects of living arrangements (home vs. hostel) on psychological characteristics may be possible through a longitudinal study.
- Upcoming studies may examine the impact of assertiveness training courses designed specifically for home or hostel residents.
- Adjust for outside factors such as family support and academic stress.
- Compare across different cultural and institutional settings.
- Integrated study mixed-method approaches.

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