



Gender and Class Type Disparities in Higher Education Students' Resilience

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Abstract

The ability to adapt to difficult situations or pressure is important for students. This study examines the intersection of gender and class type in shaping the resilience of higher education students. This comparative research was conducted on 228 students of average age. Data were collected using a brief resilience scale. Data analysis used an independent t-test with the help of JASP. The analysis results show that: 1) there is a significant difference between the resilience of male and female students. 2) No significant difference exists in the resilience of regular and employee-class students. The research contributes to the greater discussion on equality in higher education, providing insights for institutions to establish an environment and provide counseling services where all students can prosper despite the challenges they experience

Keywords: Resilience, Work, Students, Gender

Abstrak

Resiliensi adalah kemampuan untuk menghadapi situasi atau tekanan yang sulit merupakan hal yang penting bagi mahasiswa. Penelitian ini meneliti perbedaan antara gender dan jenis kelas dalam membentuk resiliensi mahasiswa pendidikan tinggi. Penelitian komparatif ini dilakukan terhadap 228 mahasiswa dengan usia rata-rata. Data dikumpulkan dengan menggunakan skala resiliensi singkat. Analisis data menggunakan independent t-test dengan bantuan JASP. Hasil analisis menunjukkan bahwa: 1) Terdapat perbedaan yang signifikan antara resiliensi siswa laki-laki dan perempuan. 2) Tidak ada perbedaan yang signifikan antara resiliensi mahasiswa kelas reguler dan kelas karyawan. Penelitian ini berkontribusi pada diskusi yang lebih luas tentang kesetaraan di pendidikan tinggi, memberikan wawasan bagi institusi untuk membangun lingkungan dan menyediakan layanan konseling di mana semua mahasiswa dapat berhasil terlepas dari tantangan yang mereka alami.

Kata kunci: Resiliensi, Kerja, Mahasiswa, Jenis Kelamin

1. Introduction

Higher education is an important stage in the formation of an individual's future, where students face various academic, social and psychological challenges. Several research results state that individuals who are students have a high level of vulnerability to depression (Garlow et al., 2008; Kinanthi et al., 2020; Sarokhani et al., 2013). This is caused by the many pressures experienced by students, such as: changes in situations (learning patterns and new social environments) so that students are required to be able to adapt (Killinger et al., 2017; Tung et al., 2018) academic pressure (Iorga et al., 2018), financial stress and future plans related to money (Fernández-Martínez et al., 2021).

In the midst of the dynamics of the higher education environment, one of the key factors that can influence students' academic success and well-being is resilience. Resilience is the ability to adapt and recover from stress and difficult situations. Resilience is a psychological

attribute that allows individuals to overcome stress, face obstacles, and remain productive in the face of adversity. Hendriani (Hendriani, 2018) explains that a tough individual does not mean immune, resistant and free from problems/pressure/difficulties. However, you still feel negative emotions, such as: anger, disappointment, anxiety, etc. for traumatic events / stress experienced. It's just that tough individuals have a way to quickly recover/recover their psychological condition from the adversity/difficulties they experience. In the context of higher education, students' adaptability is crucial for achieving good academic performance and maintaining their mental well-being. However, it is not fully understood how factors such as gender and class can influence students' levels of resilience.

Barends (2004) explains that demographic factors including age, gender, language, race, native and immigrant, income have a significant relationship with resilience. Furthermore, (Bonanno et al., 2007) suggests that the factors that predict resilience are gender, age, race, education, level of trauma, income, social support, frequency of chronic diseases, past and present life stress. Meanwhile, the comparison between students who take regular classes and working classes has not been comprehensively explored.

In this context, this research aims to fill the knowledge gap by testing whether student gender and class have a significant impact on student resilience. It is hoped that the research results will provide deeper insight into the factors that influence student resilience, which in turn can help universities and other educational institutions in developing more effective programs and support to improve student well-being and academic success.

2. Method

2.1. Participant

This research uses quantitative research with comparative methods. The sample in this study was 228 students. The sampling technique uses accidental sampling. The distribution of sample demographic data is presented in table 1.

Table 1. Demographic Data

Demographic		F	%
Class	Regular	129	57
	Employee	99	43
Gender	Woman	182	80
	Man	46	20
Total		228	100

2.2. Instrument

Data collection uses the resilience scale instrument. Data was collected online using Google forms. The instrument used in this research is the brief resilience scale from the theory of Smith et al (2008). The aspects measured are I Have, I Am, I Can (Smith et al., 2008). The statement consists of 6 items with answer choices, very suitable, suitable, not suitable and very not suitable. Internal consistency testing using Cronbach's alpha produced a score of 0.76.

2.2.1. Data Analysis

To analyze the evaluation data on differences in resilience in terms of gender and class using Rasch analysis with the help of Winstep software and independent sample t test analysis with the help of JASP software.

3. Result and Discussion

To find out the resilience abilities of working class and regular class students, as well as between male and female students, can be seen in Figure 1 below.

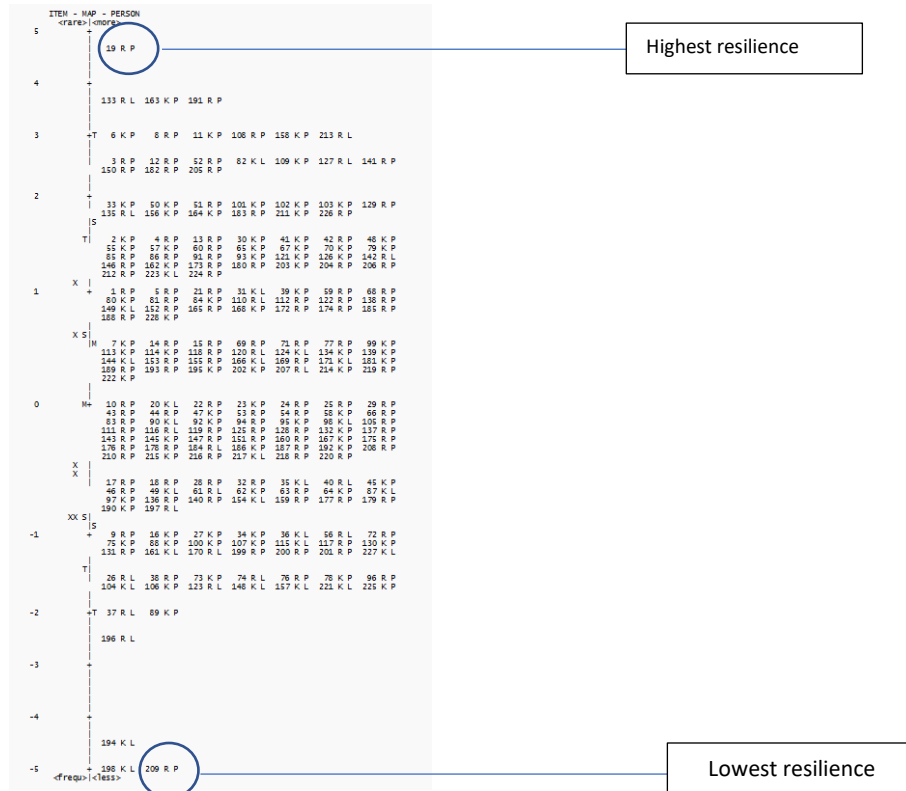


Figure 1 Student Resilience Map Variables in Terms of Class and Gender Description: Code R for Regular Students, Code K for Employee Students, Code P is for female and Code L is for male

Based on Figure 1, it can be concluded that the student who has the highest resilience is student number 19 from the regular class and is female. The lowest is student number 209 from the regular class and is female. Then, when compared between men and women, women's resilience is higher than men's. If we look at class, the regular class has higher resilience than the working class. To find out the average resilience value of male and female students, see table 4 below.

Table 4 Descriptive Analysis Results

	Group	N	Mean
Resilience	One	46	14.5
	Woman	182	16.1

Based on table 3 above, the average score of female students is higher than male students. In other words, the resilience of female students is higher than male students. Next, to see whether there is a significant difference or not, an independent sample t test will be carried out.

Based on the results of data processing for differences in resilience in terms of gender, it was found that there were significant differences between the resilience of male and female students. The test results are explained in Table 5.

Table 5. Independent t test results

	t	Df	p
Resilience	-3,751	226	< .001

In Table 5 above, it shows a p-value of <0.05, indicating that there is a significant difference between the resilience of male and female students. This means that male and female students have differences in facing the various challenges or difficulties they experience (Delano, 2021; Delano et al., 2018). However, several studies have shown that the resilience of male students is higher than the resilience of female students (Aldrich & Tenenbaum, 2006; Eisenberg et al., 2003). These studies specifically examine resilience in the face of disasters, so they cannot be equated with the resilience of students in general.

Furthermore, to see the differences in student resilience in terms of class, it is presented in table 6 below.

Table 6 Descriptive Analysis Results

	Group	N	Means
Resilience	Reguler	99	15,946
	Working Class	129	15,657

Based on table 6 above, the average score of regular class students is higher than the working class score. In other words, the resilience of regular class students is higher than working class students. Next, to see whether there is a significant difference or not, an independent sample t test will be carried out.

Based on the results of data processing for differences in resilience in terms of class, it was found that there was no significant difference between the resilience of regular class students and working class students. The test results are explained in Table 7.

Table 7. Independent t test results

	t	Df	p
Resilience	-8.00	226	0.424

Table 5 above shows a p-value of > 0.05 , indicating that there is no significant difference between the resilience of regular class students and working class students. This means that the resilience of students and regular class employees when facing difficulties/pressure tends to be the same.

The findings of this study are in line with the results of research by Munro and Pooley (2009) shows that there is no significant difference between students with a working background (working class) and regular class (not working). This is due to individual differences, not only seen from the nature of working and not working.

However, working class students should have higher resilience. This is because the intensity of working class students is identical to students who study while working so that the intensity of facing problems will be greater (Lingard, 2015). The experience of learning while working will make students more capable when facing difficulties/challenges so that the resilience of working class students is higher than students who do not work or in regular classes (Chung et al., 2017; Coşkun et al., 2014). This happens because working students have greater responsibilities and demands than students in general (Taniguchi & Kaufman, 2005) (Taniguchi & Kaufman, 2005).

For working students, resilience is important to help students manage academic demands and enable positive progress and cope with the stresses of study, work and life (Stevenson & Wood, 2016). Rusli (2016) stated that there is a significant relationship between resilience and work stress. Individuals who are not resilient will easily give up when facing problems and often experience difficulty in dealing with stressful situations.

In addition, low resilience of student workers will result in increased stress and fatigue due to the demands of balancing work and academic responsibilities, decreased academic achievement, decreased institutional involvement so they tend not to participate in campus activities, colleagues and lecturers (Martinez et al., 2012). Wu et al (2020) explained that resilience significantly influences mental health status. Individuals who have low resilience tend to show higher symptoms of psychological disorders such as anxiety and depression than individuals who have high resilience.

Based on the explanation above, it can be concluded that resilient student workers will be able to manage stress, improve academic performance, improve time management skills, build self-efficacy, and develop problem solving skills. Additionally, resilience can help working students overcome the challenges of balancing work and academic responsibilities and succeed academically and professionally.

4. Conclusion

The findings show that there is a significant difference in resilience between male and female students and there is no significant difference between the resilience of students and regular class employees. In particular, students who have the highest level of resilience are regular class students who are female, while the lowest are also regular class students who are female. This research has limitations in only examining two demographic factors. Further research can add research by multiplying demographic factors and can carry out interventions to increase resilience.

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