

Assessing the Effects of Internal Migration on the Psychosocial Resilience among the Students of the University of Dhaka

Submitted By

Khadiza Ahsan

Exam Roll: 111110

MS Thesis: 2021

MS Session: 2020-21

Supervisor

Dr. M. Maksudur Rahman

Professor

Department of Geography and Environment

University of Dhaka



Department of Geography and Environment

University of Dhaka

This thesis is submitted to the Department of Geography and Environment, University of Dhaka for the partial fulfillment of the requirements for the degree of Masters of Science (MS).

Certificate of Approval

The thesis entitled “*Assessing the Effects of Internal Migration on the Psychosocial Resilience among the Students of the University of Dhaka*” by Khadiza Ahsan, Exam Roll No. 111110, Reg. No. 2016-316669, and session 2020-2021, is hereby approved as a creditable study of Geography and Environment carried out and presented in a manner satisfactory to warrant its acceptance as a pre-requisite for the degree for which it has been submitted.

Supervisor

Dr. M. Maksudur Rahman

Professor

Department of Geography and Environment

University of Dhaka

Candidate's Declaration

In presenting this thesis in partial fulfillment of the requirements for a postgraduate degree from the University of Dhaka, I agree that the seminar of the department may take it freely available for inspection.

Moreover, I hereby certify that this entire material belonging to my Master's Thesis, which is now submitted for assessment, is entirely my own work and has not been taken from the contents of others save to the extent that such work has been cited and acknowledged within the text of my elaboration and development.

Finally, I declare it has not been submitted in part or in whole to any other university for assessment or for award of any other academic degrees.

Khadiza Ahsan

Exam Roll: 111110

MS Thesis: 2021

MS Session: 2020-21

Abstract

Spatial changes are linked to the changes of attitude, which often go unnoticed or are simply discounted because of the torment reality and mechanized urban life. The most pronounced and practiced component of population dynamics of the current world is migration which is not just a change of residence but a significant driver or determinant of psychosocial resilience among the migrants. Current study intends to figure out the roles of internal migration in the pattern and magnitude of resilience along with risk and resilience factors among the students of the University of Dhaka, the leading educational organization of Bangladesh. A mixed research design was adapted in this regard. Quantitative and qualitative data were collected from 396 students of the university (49% male and 51% female) using a semi-structured questionnaire. Two resilience scales were adapted to measure the coping capacity and academic resilience. Responses were analyzed following the analytical methods of psychometrics such as t-test, chi-square test, correlation coefficient, multiple response sets, and confirmatory factor analysis via SPSS and AMOS. Additional qualitative data were gathered through 10 case studies via telephone interview. Content analysis and thematic analysis of those data glorified the research with rich findings. The scaler responses found no significant gender differences and labelled the students as medium resilient copers. Besides, the study identified more than 17 risk factors and 10 resilient factors which pose threat and offset threat respectively in the lives of the migrant students.

Acknowledgement

First and foremost, I would like to be grateful to Almighty Allah for enabling me to devote myself in every step of this research. Then, I would like to convey my gratitude to Dr. M. Maksudur Rahman, the supervisor of this research, Professor of the Department of Geography and Environment and the honorable Proctor of the University of Dhaka. His supervision, mentorship and cooperation have paved the way for the successful completion of the thesis.

Special thanks and acknowledgement go to Dr. Md. Kamal Uddin, Psychologist, Psychometrician, Professor and Chairman of the Department of Psychology of the University of Dhaka for his expert opinions and guidelines regarding the use, adaptation and analysis of psychometric scales. Parallely, my gratitude to the original scale developers—British Psychometrician Simon Cassidy (for *Academic Resilience Scale*) and American Health Psychologist Kenneth A. Wallston (for *Brief Resilient Coping Scale*).

This is full-funded research. Funding credit goes to Bangladesh Red Crescent Society. ‘*Bangladesh Red Crescent Society (BDRCS) Urban Fellowship Grant*’ was awarded for this specific research under the project of ‘*Urban Resilience Building through Research, Knowledge and Innovation*’.

Last but not the least, my sincere recognition to all the participants who spared their quality time in responding my research questions which capable me smoothly conduct the field work.

Table of Content

Contents	Page No.
Certificate of Approval.....	I
Candidate’s Declaration.....	II
Abstract.....	III
Acknowledgement.....	IV
Table of Contents.....	V-VII
List of Figures.....	VIII
List of Tables.....	IX
Chapter 1: Introduction	(1-7)
1.1 Background and Problem Statement	1
1.2 Rationale of the Study	2
1.3 Aim and Objectives of the Study	3
1.4 Conceptual Framework based on the Theme of the Study	4
1.5 Limitations and Challenges	4
1.6 Ethical Considerations	5
1.7 Organization of the Study	6
1.8 Conclusion	7
Chapter 2: Literature Review and Conceptual Development.....	(8-12)
2.1 Introduction	8
2.2 The Geography of Student Migration.....	8
2.3 The Psychology of Migrant Students.....	9
2.4 Migration and Resilience.....	10
2.5 Risk and Resilience Factors for Migrants.....	11
2.6 Research Gaps	12
2.7 Conclusion	12

Chapter 3: Methodology.....	(13-23)
3.1 Introduction	13
3.2 Study Design	13
3.3 Sample Size and Sampling Technique	13
3.4 Investigative Tools and Techniques	14-17
3.4.1 Questionnaire Survey.....	14-16
3.4.2 Case Study.....	17
3.5 Data Collection Method	17
3.6 Data Analysis Procedure	18
3.7 Testing the Scale Reliability and Validity	18-22
3.8 Framework of the Research Design	22
3.9 Conclusion.....	23
Chapter 4: Risk and Resilience Factors of the Migrant Students.....	(24-36)
4.1 Introduction	24
4.2 Demographic Findings from Survey	24-27
4.3 Demographic Findings from Case Study	27-28
4.4 Presence of Psychosocial Problems among the Respondents	28
4.5 Risk Factors for the Migrant Students of the University of Dhaka	29-33
4.6 Resilience Factors for the Migrant Students of the University of Dhaka	33-36
4.7 Conclusion	36
Chapter 5: Level of Psychosocial Resilience among the Migrant Students.....	(37-44)
5.1 Introduction	37
5.2 Level of Psychosocial Resilience based on Coping Capacity.....	37
5.3 Level of Psychosocial Resilience based on Academic Resilience.....	38-40
5.4 Variation of Resilience based on Academic Years (Class)	41-44
5.5 Conclusion	44

Chapter 6: Gender Differences of the Migrant Students in Terms of Resilience.....(45-54)

6.1 Introduction45
6.2 Gender Differences based on the Result of T-Test 46-46
6.3 Gender Differences based on the Result of Chi Square Test 46-50
6.4 Gender Differences based on the Risk and Protective Factors50-54
6.5 Conclusion54

Chapter 7: Correlational Analysis between Migration and Resilient Attitude.....(55-60)

7.1 Introduction55
7.2 Correlation between Coping Capacity and Academic Resilience.....55-59
7.3 Migration and Resilient Attitude of the Students of the University of Dhaka59-60
7.4 Conclusion 60

Chapter 8: Summary Findings, Recommendations and Conclusion.....(61-65)

8.1 Introduction 61
8.2 Summary of the Research Findings 62
8.3 Conceptual Framework based on the Research Findings 63
8.4 Uniqueness of the Study 63
8.5 Recommendations64
8.6 Future Directions 65
8.7 Conclusion 65

REFERENCES.....66-68

APPENDIX69-79

List of Figures

Figure 1. Relationship between Internal Migration and Psychosocial Resilience4
Figure 2. Confirmatory Factor Analysis of BCRS_4 Scale19
Figure 3. Confirmatory Factor Analysis of ARS_30 Scale 21

Figure 4. Framework of the Research Design	22
Figure 5. Age-groups of the Respondents	25
Figure 6. Gender of the Respondents	25
Figure 7. Classes of the Respondents	26
Figure 8. Places of Origins of the Respondents	26
Figure 9. Places of Destinations of the Respondents	27
Figure 10. 6% of the Respondents Had No Complaints	28
Figure 11. The Risk Factors of the Migrant Students of DU	30
Figure 12. Complementary and Supplementary Information about the Risk Factors	32
Figure 13. The Resilience Factors for the Migrant Students of DU	34
Figure 14. Complementary and Supplementary Information about the Protective Factors.....	35
Figure 15. Percentage of the Respondents according to BRCS-4	37
Figure 16. Percentage of the Respondents according to Perseverance	38
Figure 17. Percentage of the Respondents according to Help-seeking Behaviour.....	39
Figure 18. Percentage of the Respondents according to Negative Emotion	40
Figure 19. Level of Resilience based on the BRCS among the Undergraduate and Graduate Students	41
Figure 20. Level of Resilience based on the Perseverance Scale among the Undergraduate and Graduate Students	42
Figure 21. Level of Resilience based on the Help-seeking Behaviour Scale among the Undergraduate and Graduate Students	42
Figure 22. Level of Resilience based on the Negative Emotion Scale among the Undergraduate and Graduate Students	43
Figure 23. Chi-Square Test Reveals Association Between Genders	47
Figure 24. Association between Genders with respect to Perseverance.....	48
Figure 25. Association between Genders with respect to Help-seeking Behaviour.....	49
Figure 26. Association between Genders with respect to Negative Emotional Response.....	49
Figure 27. Gender based Responses on the Statistically Significant Risk Factors	52
Figure 28. Females are More Adaptive than Males	54

Figure 29. Scatter-plot Showing Correlation between BRCS and ARS	56
Figure 30. Moderate Correlation (0.5) between ARS_F-1 and BRCS	57
Figure 31. Moderate Correlation (0.4) between ARS_F-2 and BRCS	58
Figure 32. Poor Correlation (0.34) between ARS_F-3 and BRCS	59
Figure 33. Framework based on Overall Research Findings	63

List of Tables

Table 1. Items of BRCS	15
Table 2. Scoring Category of BRCS	15
Table 3. Items of ARS	16
Table 4. Reliability of BRCS	19
Table 5. Validity of BRCS	19
Table 6. Reliability of ARS	20
Table 7. Validity of ARS	21
Table 8. Demographic Findings from Case Study	28
Table 9. Major Risk Factors	31
Table 10. Major Resilience Factors	35
Table 11. T-Test Output for Brief Resilient Coping Scale (BCRS)	45
Table 12. T-Test Output for Academic Resilience Scale (ARS)	46
Table 13. Chi Square-Test Output for Brief Resilient Coping Scale (BRCS)	46
Table 14. Chi Square-Test Output for Academic Resilience Scale (ARS)	47
Table 15. Gender versus Risk Factors	51
Table 16. The Significant Risk Factors against Gender	52
Table 17. Gender versus Protective or Resilience Factors	53
Table 18. The Significant Protective Factors against Gender	54
Table 19. Output of Pearson Product Moment Correlation Coefficient	55
Table 20. Comment on Result of Correlations	57

Chapter 1: Introduction

1.1 Background and Problem Statement

Present study deals with two major variables— one is internal migration and the another one is psychosocial resilience. The former one is a prime component of human geography specially migration geography and the later one is a psychological concept. Though, they are from distinct disciplines, the motive of this study is to make a bridge between them. This multidisciplinary work has been accredited by narrating and exploring the risk and protective factors faced by the migrant students of the University of Dhaka which are the intervening obstacles indeed. Another motive of the study is to figure out the degree of psycho-social and academic resilience the migrant students hold in response to those factors. Besides, a gender issue was also attached along with the other research interests.

The movement of people from rural to urban areas either permanently or semi-permanently is known as rural to urban migration or simply internal migration ([Oxford Bibliographies in Urban Studies, 2022](#)). When young adults migrate to urban areas from the countryside, the new urban culture, lifestyles along with glittering urban amenities often bring significant changes in their overall behavioural pattern. At the same time, several risk factors and protective factors converge with each other. Then, psychosocial resilience enters into the scene. The concept of resilience is gradually getting attention today.

American Psychological Association labelled resilience as simultaneously a process and outcome of successful adaptation amidst of difficult or challenging life situations through cognitive, behavioral and emotional processes. Also, resilience indicates the powers of flexibility and adjustment to both internal and external demands ([APA, 2022](#)). In another explanation, psychosocial resilience generally refers to simply the ability of people to cope with stress. There are two forms of such resilience-personal and collective. Personal resilience means how individuals respond to the challenges and adversities they face in everyday life. On the other hand, collective resilience refers to how a group of people actually cope with, respond to, and recover from psycho-social disasters ([Williams et al., 2010](#)).

In brief, psychosocial resilience is defined as the ability of a person to successfully adapt to or recover from stressful and traumatic experiences which is considered as a key potential protective factor (Siriwardhana et al., 2014). Academic resilience on the other hand, indicates the capability of the students to deal with academic setbacks, stress and anxiety (Radhamani et al., 2021). Risk factors are those barriers that prevent migrant students from successfully integrating with the new community and environment. On the contrary, protective factors are the supporting elements that enable migrant students to thrive. These are also labeled as resilience factors. Resilience is generally defined in terms of the presence of protective factors (personal, social, familial, and institutional safety nets) that enable individuals to resist life stress (OECD, 2018).

Risk factors increase the likelihood that the stressor will produce disruption or breakdown of the system whereas protective factors increase the likelihood that the system will be able to bounce back from the disruptive effects of the stressor and increase the likelihood of recovery or adaptation. Resilience or protective factors on the other hand, are the insulators against risk or stress. They are the key processes that enable individuals to cope more effectively and emerge harder from crises or persistent stresses, whether from within or from outside the family. In fact, resilience is the interaction of stressor, risk factors, and protective factors that determine the outcome of the system (Breda, 2011).

1.2 Rationale of the Study

In this modern era, everything is judged by the role of technology. So, life has become a little bit stuffy. Due to the race-like lifestyle we often forget to closely look at those cognitive, behavioral and affective components of life which are influencing our lives behind the curtain. Psychosocial aspects can affect all the other arenas of life, since we are social beings and non-stop interaction is the law of social lives. Now-a-days, migration has become a great concern for population psychologists, environmental psychologists as well as human geographers basically migration geographers. But focusing much more on the commercial issues only, we often remain blind to the affective domains of life.

There are significant effects of rural to urban migration on the psychosocial issues of the migrants of all the age-groups. Specially the pattern of adjustment and adaptation to the new spatial settings are undoubtedly a big challenge for the young generation as a result of migration.

Current study aims to highlight those affective and cognitive factors of lives that have been congregated in the life of a migrant. Here, the migrant students of the University of Dhaka are the focus of the study. The research tried to justify the theme of psychosocial resilience upon this target population in order to explore the different views of resilience in their academic and social lives. Findings may pave the way of further research in future.

Another point to be noted that, every research has the potentials to ‘add’ something new in the existing literature regardless of the cognitive complexities ranging from simple factual knowledge to critical and creative views. Bloom’s Taxonomy is an appropriate guide in this regard. This paper being an exploratory one has the potential to affix some factual as well as comprehensive knowledge via answering the question of ‘*what*’.

1.3 Aim and Objectives of the Study

The aim of this research is to assess the effects of internal migration on the psychosocial resilience among the students of the University of Dhaka. The objectives of the study are—

- ◆ To investigate the risk factors and the protective factors faced by the migrant students of the University of Dhaka in their academic settings.
- ◆ To measure the degree of psychosocial resilience among the migrant students of the university due to spatio-temporal changes.
- ◆ To determine the gender differences in the responses of the target population in terms of psychosocial resilience.

1.4 Conceptual Framework based on the Central Theme of the Study

The whole process runs from internal migration as a spatio-temporal phenomenon to the generation of resilient copers in the end. Migration is basically aided by push factors from the origin and pull factors from the destination. There are intervening obstacles that moderate between these two affecting the strength or direction of the relation.

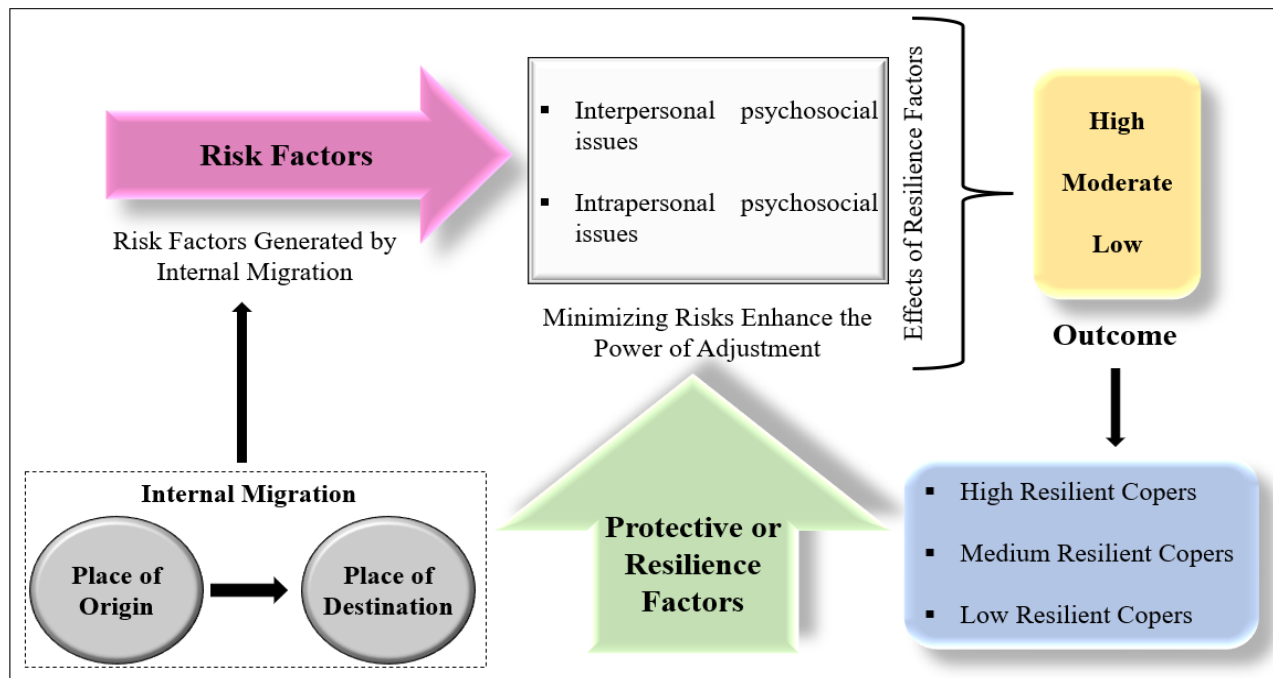


Figure 1. Relationship between Internal Migration and Psychosocial Resilience

(Source: Prepared by the Researcher)

In this case, decision of migration is independent or predictive variable and effects of migration is the dependent or criterion variable. Between these, risk factors are moderating or intervening. But there are also some supportive variables like protective factors, that in turn overlap with the risks minimizing their strengths to create a threat. The ultimate outcome is resilient copers of different magnitudes.

1.5 Limitations and Challenges

- ◆ Collection of data from as many as 396 participants (where 384 was the minimum) was the prime challenge actually because participants were not always willing to spend time. In some cases, researcher found no other way than reinforcing them via gifts. Online survey was adopted initially, but the threshold for sample size was not met. That's why offline survey was also administered to cover the rest of the samples.

- ◆ A comparative analysis showing variations based on the place of origins (village, town, city) of the respondents was hypothesized but practically it could not be shown since most of the respondents were not willing to share their place of origins properly. Therefore, the study lacks in a spatial analysis focusing the matter.
- ◆ Hybrid data collection method requires the psychometric test of *measurement invariance* in order to estimate the standardization of two sets of data and to certify data reliability. But it could not be done for want of human resources in this domain.
- ◆ Using psychological scales in research requires a lot of statistical analysis for which the knowledge and experience in the field of psychometrics are essential. Being a geographer, often it is hard for the researcher to direct the research work fulfilling those demands. For instance, adapted scales need Confirmatory Factor Analysis which has been done but still the critical statistical analysis could not be established including interpretations.
- ◆ Since the work is multidisciplinary, during using the psychological scales researcher actively needed expert opinions and directions. In that case, there are some ethical points like acknowledging those experts as co-supervisor provided that they have contributed sincerely. But there was no such scope in the Department of Geography and Environment to recognize experts from other departments or faculties.
- ◆ The anthropocentric researches that utilize human response or participation, need a testimony from the ethical review committee of respective faculties recognizing that, the current study is no more harmful for the interest of the participants. But the Faculty of Earth and Environmental Science to which the Department of Geography and Environment belongs to, has no ethical review committee yet. Therefore, the study could not get any ethical clearance from the expert team.

1.6 Ethical Considerations

- ◆ **Consent of the participants-**

Before data collection, every participant was explained the purpose of the research verbally by the researcher. Receiving their consent about responding to the research questions, the job of data collection was done maintaining proper confidentiality of their credentials.

- ◆ **Ethical issues regarding translation and adaptation of the psychometric scales-**

The study adapted two validated scales- Academic Resilience Scale developed by Cassidy in 2016 and Brief Resilient Coping Scale developed by Sinclair & Wallston in 2004. As per the rules of psychometric scale adaptation, permission was sought from the respective scale developers via email for using them in the particular study.

- ◆ **Expert opinions-**

Expert opinions were taken from renowned psychometrician of the University of Dhaka for the purpose of translating, adapting and analyzing the resilience scales with the help of software like SPSS and AMOS.

- ◆ **Approval and Testimony from Ethical Review Committee-**

Human-centric researches need ethical clearance from a review committee. But as the respective department/faculty have no such scope, the study was approved by the supervisor that it intends only for research purpose maintaining participant's interest as much as possible.

1.7 Organization of the Study

The first chapter of this paper covered the general briefings of the whole research including objectives, conceptual framework of the research theme and the rationales. Second chapter contained the supporting literatures and ends with highlighting the research gaps in the particular area. Third chapter narrated the methodology of the research marking vividly the tools and techniques that were used.

From the fourth chapter the findings of the research began. It discussed about the demographic findings and the risk vs. resilience factors identified from the survey and case studies. Then chapter five and six respectively contained the findings based on the other two objectives—level of resilience and the gender-sensitive responses regarding psycho-social resilience. Both textual and graphical presentations are available there. Chapter seven includes some additional findings that have passive relations with the main objectives of the research such as the correlational study between the social resilience and academic resilience among the migrants. Finally, chapter eight which is actually the peroration part, summarized the whole paper in a nutshell highlighting the major facts and indicated future directions of the research. The document came to an end citing the references and exhibiting raw data in the appendix section.

1.8 Conclusion

The prime focus of the study is to highlight different aspects of psychosocial resilience (such as risk factors, protective factors, magnitude of resilience etc.) and make a link with internal migration from the context of Dhaka City. University of Dhaka was chosen for the study area since the major intension of the research is to measure the academic resilience from a social context. Therefore, the strength of the study is to put the right puzzles in the research gaps pertaining migration, psychosocial issues and resilience.

Chapter 2: Literature Review and Conceptual Development

2.1 Introduction

In human geographical researches, migration both internal and international has gradually been grabbed an important seat for discussion and thinking. People are no more confined to their place of birth, place of origin and place of work. They are moving to and fro in search of better education, higher income, secured life, modern amenities and so on. Even some are migrating being influenced by the bright lights of urban areas. The glittering material life in urban areas beckons the young generation much more than before. Bangladesh is not an exception to this. Specially the capital city Dhaka is the hotspot of internal migrants now-a-day. This research is running after a specific consequence of such shift of life.

2.2 The Geography of Student Migration

According to the Organization for Economic Co-operation and Development (2000), international migrant students are labelled into two groups—those who migrate for completing higher studies and those who go for a study exchange (Riaño et al., 2018). An Italian study based on student migration found that the direction of such migration is basically from underdeveloped to developed countries and its ever-growing. Flexible policies for incoming students in some countries further allow their permanent stay in those destination countries. This study actually was devoted to compare students' internal migration and areal differences found among them which influence their performance. Also, gender variation regarding such mobility was found as a significant finding. Female students from southern Italy are more likely to move than their male counterparts in comparison to Northern and Central Italy (Boscaino et al., 2022). A British study focused on students' international migration considered the process as a mechanism to get qualified workers (Duke-Williams, 2009).

2.3 The Psychology of Migrant Students

Study found that, there is a serious relationship between student migration and their psychological states in terms of generating psychological disorders which directly or indirectly affect their academic performance. They comparatively suffer more from anxiety, depression, Post Traumatic Stress Disorder (PTSD) and physical outbursts as externalizing behaviour than their non-migrant counterparts (Klein, 2021). Differences between the behaviour of migrant and non-migrant dwellers of a city is the product of variation between the spatial cultures of rural and urban areas. A Chinese study assured that, not only behaviour but also variations in mental health issues were found among the migrant and left-over groups of children. The study is significant as it dealt with gender variation also, showing that boys suffered more compared to girls with regard to spatial variation (Zheng et al., 2022). Study regarding the role of resilience for mental health showed that migrants presented worse mental health than the non-migrants. But migrants and refugees with higher resilience scores would be expected to have lower levels of psychopathological distress and, in other words, better mental health (Solà-Sales et al., 2021).

Behavioral changes of immigrants are associated with several high-risk physical and psychological issues also, that in-turn can negatively affect their cognitive functioning. Social atmosphere was reported through this comprehensive review as an influencing factor that regulates migrants' behaviour, cognitive power and attitude (Xu et al., 2018). A close relation between behavioral problems and migration was established by a longitudinal study in 2020. The study found prevalence of behavioral issues among the migrant adolescents whose magnitude was significantly higher than the host adolescents (Fang et al., 2020).

According to a cross-sectional study, immigrants experienced much more traumatic events, discomforts and mental health issues than the non-migrant population (Gatt et al., 2020). A South African study found significant differences between migrant and non-migrants in terms of mental health status (Ajaero et al., 2017). There is a significant effect of migration on mental health status of migrants but this study held in Thailand found no changes of social behaviour among the migrants (VanLandingham et al., 2015). Systematic review of 23 studies reported the facts of forced migration. Resilience is found to be associated with better mental health among the conflict driven displaced populations (Siriwardhana et al., 2014).

A study addressed the impacts of cultural variation on the migrant students' psychological, educational as well as behavioral patterns. It basically focused on the academic behaviour of the migrant students in North America (McIntyre et al., 2011). An Indonesian study found a stressful relation between immigration and mental health status. Health complications and risk behaviors were reported among the migrants as a result of international migration (Lu, 2010). A thematic discussion paper found that there are vulnerability and resilience factors in micro, meso and macro levels in each stage of migration (Gushulak et al., 2006).

2.4 Migration and Resilience

An Australian study focusing on academic resilience of the immigrant students revealed that, both the cognitive and behavioural engagement are positively associated with academic resilience where the association between socio-emotional engagement and academic resilience is a little bit fuzzy (Martin et al., 2022). Empirical findings showed that self-efficacy, belief, positive home-environment as well as language attitudes promote a good academic adjustment among immigrant students in their destination countries (Gabrielli et al., 2022). A wide study was conducted pointing out the robust, precarious, resilient and vulnerable resilient immigrant students against all odds based on some academic factors like class attendance, level of motivation, achieved grade and language (MacLeod et al., 2018). Study held by UNICEF stressing on the migrant's degree of resilience showed that adolescent migrants suffer from fear, confusion, sense of helplessness, sadness, anguish and nostalgia (Castañer, 2017).

A paper evaluated the social resilience approach in terms of migration in urban Canada, pointing out the role of all types of social institutions on the newcomers' lives (Preston et al., 2021). A multisystemic resilience framework was designed for migrant youths including the adversities and challenges of micro, meso and macro levels they faced and against which they fought (Qiaobing et al., 2021). Effects of Covid shock on the socio-economic conditions of both internal and international migrants of South-Asia had also been studied counting the concept of urban resilience side by side (World Bank, 2022). Migration, especially the migrant's network boosts up community and social resilience in the recipient countries through transfer of knowledge, innovation, technologies, and many other resources (Rustomjee, 2016).

2.5 Risk and Resilience Factors for Migrants

Risk factors are actually the obstacles that intervene between the migrants' pull and push factors. Protective or resilience factors are the factors which fight against the risks factors and try to minimize the effects of those. There are some risk factors in the form of internal and external variables with which the resilience factors have to fight in order to ensure a positive outcome (Van-Breda, 2011). A qualitative study hosting the migrant populations in the form of refugees and asylum seekers indicated high levels of resilience in terms of behaviours, personal characteristics, beliefs, and cultural understandings. These are considered as protective factors enabling migrants to survive (Willans et al., 2021).

In terms of resilience, a model was built-up focusing on four factors that increase workplace resilience like supportive networks, problem solving, appraisal, and harmony. A resilience model was found counting individual, community and institutional components linking them with human behaviour to cope with disaster with a view to making a resilient community and such a model is applicable for both migrants and non-migrants (Daly et al., 2009). Immigration often accelerates a disorder known as *Ulysses Syndrome* or the *Immigrant Syndrome* because of chronic and multiple stress characterized by a set of symptoms like depression, anxiety, dissociativeness, and somatoforms. A Spanish study was run searching the role of protective factors as resilience to cope with the syndrome (Wilkie, 2017).

The most prominent and extensive study regarding migrant's resilience was conducted in 2019, where various personal traits like self-esteem, motivation, optimism, intellect, coping skills, competence and collective resources like community pride, specific ethnic networks, unique cultural practices, spiritual believes, faith etc. are recognized as protective factors which are supposed to be strengthening factors for migrants to overcome their challenges (Akbar et al., 2019). A Russian study documented that, there is a close association between the migration and the psychosocial stability of the migrants, referring out that migrants suffer from dissatisfaction, personality issues, cultural isolation, and adjustment problems (Gurieva et al., 2015).

A report published by Organisation for Economic Co-operation and Development (OECD) painting the adversities and vulnerabilities faced by immigrant students from different places of origin suggested that, multidimensional approach is needed to study resilience as it requires the interaction among individual, social and institutional environments (OECD, 2018).

2.6 Research Gaps

- ◆ Impact of rural to urban (internal) migration on psychosocial issues of the young adults.
- ◆ The magnitude of psychosocial resilience of the internal migrants in Bangladesh.
- ◆ Psychosocial resilience of the migrant students of tertiary education level in Dhaka city.
- ◆ Gender variations or differences in the responses of the migrants in terms of resilient attitudes.
- ◆ Risk factors and resilience or protective factors associated with internal migration in the context of Bangladesh.
- ◆ Intervening obstacles faced by the migrant students of tertiary education levels.

2.7 Conclusion

New research means adding a drop of knowledge in the ocean of knowledge. The primary tendency of any kind of research is to search for the gaps with a view to filling it up with new findings. The current research also aimed to do so. Here, gaps have been found in the area of psychosocial resilience and its relation with migration in the context of Bangladesh. Not all the gaps in a particular area can be filled with single research; therefore, the current paper is opted to invest insights into three specific windows paving the way for a spatio-temporal as well as psychosocial study.

Chapter 3: Methodology

3.1 Introduction

This section covered the whole research procedure from the study design to the ways of data analysis including the crucial issues like sampling methods and testing of the reliability and validity of data. The broad term methodology indicates the system of methods used in particular research work. It is like a mother container that holds all the offspring packages that regulate and manipulate the research. Research methodology includes qualitative and quantitative research methods, techniques and tools, data collection methods, data analysis methods and techniques and the sampling methods.

3.2 Study Design

This study was conducted following an exploratory research approach. Exploratory approach is useful to investigate the research questions that have not previously been studied in-depth. The study was run adopting a mixed method, focusing both quantitative and qualitative techniques.

3.3 Sample Size and Sampling Technique

Purposive sampling was followed to reach at least 384 respondents (both male and female) for the study as per the rule of determining sample size for unknown population (where, total population= 100000, confidence level= 95%). Current study collected data from as many as 396 participants. Migrant students of the University of Dhaka were the target population ranging from an age of 18 years to 28 years. The students were from both undergraduate (Hons.), graduate (Masters) and postgraduate (MPhil. and PhD.) levels.

3.4 Investigative Tools and Techniques

It is a two-stepped study. Questionnaire survey from quantitative side and case study from qualitative side were conducted sequentially to capture the whole scenario.

3.4.1 Questionnaire Survey: Basically, a self-respond questionnaire survey was conducted. In order to focus on the risk factors and protective factors faced by the migrant students some categorical items were developed. Along with these, psychometric scales were adapted for quantification.

- I. **Dichotomous and Polytomous Variables:** The items were designed following a semi-structured manner; for better understanding and coverage of the entire issues. The semi-structured questionnaire contained 6 demographic variables (age, gender, class, department, place of origin and place of destination), 1 dichotomous variable (inquiring the presence of psychosocial problems), 2 polytomous categorical variables (checklist data exploring the risk and protective factors). Apart from these close-ended items, the questionnaire contained an open-ended item which extracted flexible information voluntarily from the respondents.

- II. **Psychometric Scales:** Two validated psychological scales were translated from English to Bangla to measure and quantify the magnitude of psychosocial resilience among the students of the university, namely 5-point Academic Resilience Scale (Cassidy, 2016) and 5-point Brief Resilient Coping Scale (Sinclair & Wallston, 2004). Expert opinions have been taken in this regard on how to use and translate the adapted scales. Based on their views, the original scales were translated into Bangla for the convenience of respondents and also modified slightly. The 5-point likert scales were replaced by 4-point likert scales with a view to avoiding the central tendency bias. Total 34 items from two 4-point psychometric scales measure resilience. The Brief Resilient Coping Scale includes 4 items and the Academic Resilience Scale has 30 items divided into 3 sub-scales or factors. These two resilience scales intended to quantify the magnitude of resilience among the respondents. So, it is a case of scale adaptation.
 - a) **Brief Resilient Coping Scale-4 (BCRS-4):** The Brief Resilient Coping Scale captures tendencies to cope with stress personal pain and helplessness adaptively. The BRC-4 scale was developed by Vaughn G. Sinclair and Kenneth A. Wallston in 2004. Kenneth A. Wallston was an American health psychologist and psychometrician. The scale focuses on the tendency to effectively use coping strategies in flexible, committed ways to actively solve problems despite stressful intrapersonal circumstances in social life. Also, it measures optimism and self-efficacy.

Table 1: Items of BRCS

- | |
|--|
| <ol style="list-style-type: none">1. <i>I look for creative ways to alter difficult situations.</i>2. <i>Regardless of what happens to me, I believe I can control my reaction to it.</i>3. <i>I believe I can grow in positive ways by dealing with difficult situations.</i>4. <i>I actively look for ways to replace the losses I encounter in life.</i> |
|--|

Source: Sinclair & Wallston, 2004

Total sum scores of 4-point scale range from 4 to 16. Interpretations are made based on the composite scores dividing them into three categories given below–

Table 2: Scoring Method of BCRS

BRCS	Interpretation
4-9	Low Resilient Copers
10-12	Medium Resilient Copers
13-16	High Resilient Copers

Source: Sinclair & Wallston, 2004

b) Academic Resilience Scale-30 (ARS-30): Academic Resilience Scale (ARS-30) is a psychometric measure used to assess resilience in the particular contexts like academic success and adjustment. British psychometrician Simon Cassidy in 2016 described academic resilience as the tendency to persevere, seek cooperation and manage emotion in a balanced way within an educational setting despite meeting with adversity. It is therefore, a multi-dimensional construct that successfully can focus on both *cognitive, behavioral* and *affective responses* to academic cruxes and challenges. The responses of ARS-30 are rated based on a 4-point rating scale from 1 representing complete unlikely to 4 representing complete likely with 2 and 3 in the middle representing unlikely and likely respectively.

The items in this scale fall into one of three factors or subscales:

1. Perseverance
2. Reflecting and Adaptive Help-Seeking Behaviour
3. Negative Affect and Emotional Response

In the ARS_30, the factors perseverance, reflecting & adaptive help-seeking behaviour and negative affect & emotional response include respectively 14 items, 9 items and 7 items. High scores on factors 1 and 2 and low scores on factor 3 indicate high resilience and vice versa. The 30 items of the Academic Resilience Scale are given below–

Table 3: Items of ARS

Item no.	Items
Factor 1 (Perseverance)	
(11)	I would work harder
(16)	I would keep trying
(2)	I would use the feedback to improve my work
(3)	I would just give up
(13)	I would try to think of new solutions
(5)	I would change my career plans
(4)	I would use the situation to motivate myself
(17)	I would not change my long-term goals and ambitions
(8)	I would see the situation as a challenge
(30)	I would look forward to showing that I can improve my grades
(10)	I would see the situation as temporary
(9)	I would do my best to stop thinking negative thoughts
(15)	I would blame the tutor
(1)	I would not accept the tutors' feedback
Factor 2 (Reflecting and adaptive help-seeking)	
(27)	I would try to think more about my strengths and weaknesses to help me work better
(22)	I would give myself encouragement
(26)	I would seek encouragement from my family and friends
(24)	I would try different ways to study
(25)	I would set my own goals for achievement
(21)	I would seek help from my tutors
(20)	I would start to monitor and evaluate my achievements and effort
(29)	I would start to self-impose rewards and punishments depending on my performance
(18)	I would use my past successes to help motivate myself
Factor 3 (Negative affect and emotional response)	
(28)	I would feel like everything was ruined and was going wrong
(7)	I would begin to think my chances of success at university were poor
(12)	I would probably get depressed
(14)	I would be very disappointed
(19)	I would begin to think my chances of getting the job I want were poor
(6)	I would probably get annoyed
(23)	I would stop myself from panicking

Source: Cassidy, 2016

‘Perseverance’ in the academic atmosphere indicates students’ sincerity towards academic career and internal capacity to cope with amid adversity and setbacks. **‘Reflecting and Adaptive Help-Seeking Behaviour’** mean students’ need for support and cooperation from their parents, teachers and fellow-mates in their academic context. At the same time, they have an eye to their own strengths and limitations for better suiting with and adapting to the changing environment. Finally, **‘Negative Affect and Emotional Response’** refer to the affective components of students’ academic life where negative feelings persecute their career-thoughts such as being frustrated and disappointed with unexpected situations.

3.4.2 Case Study: Besides the survey, a small-scale exploratory case study of 10 participants was administered in the format of within-case analysis to gain qualitative information. The motive of this case study is of two-fold—to cover the missing points of the questionnaire survey and to serve the research with the flavor of a mixed approach. Exploratory case study (within-case analysis) was conducted by telephone interviews from 10 participants (covering 6 faculties of the university) who are the migrant students of DU. Up to this sample size, the saturation level was reached. By exploratory case study, it means something that is new in the area of research and that is to be extracted in order to meet the research questions.

Again, within-case analysis indicates the hierarchical steps of a case study. For example, in this study, the respondents are students, then they are migrants, then social beings, and by gender have an entity also. Here, a single person may have issues from different contexts and areas of life. Within-case analysis aims to explore each of the stages of the respondents based on their experiences. Migrant students expressed their issues as a migrant, as a student, as a residential student and finally as a student of a particular discipline. So, responses varied a lot based on their settings and surroundings.

3.5 Data Collection Method

Data for the quantitative portion was collected via a self-response questionnaire which was semi-structured by format. The survey was conducted in a hybrid mode, mixing the online and offline modes simultaneously. The Dhaka University Campus area including the residential halls were the study area.

After reaching more than 384 data from the survey, the quantitative portion was stopped and qualitative data collection was started following exploratory case study in the format of within-case analysis. After 10 cases the saturation point was reached. The case studies were conducted through telephone interviews providing the respondents as much flexibility as required. By design, the research is nourished by sequential data collection method.

3.6 Data Analysis Procedure

For quantitative data analysis and processing, IBM SPSS (version-21) and Microsoft Excel were utilized as tools. Statistical techniques like t-test, chi-square test, Pearson Product Moment Correlation Coefficient (Bivariate), and checklist data analysis in the format of multiple response sets. As two scales were adapted, following the principles of psychometrics, a confirmatory factor analysis was done via IBM SPSS Amos (version-26) to confirm whether the scales are well fitted for the purpose.

For the analysis of the qualitative part, thematic analysis and content analysis were simultaneously utilized in accordance with data demand. Actually, the data gained from case studies in the format of in-depth interviews via telephone were processed and analyzed following these techniques. Thematic analysis is a qualitative data analysis technique that generates themes and subthemes based on the data to represent the internal meanings and concepts of the whole scenario. On the other hand, content analysis is a popular method of qualitative data analysis where frequency and similarity of data are taken into account. Finally, the analytical views are presented both in a textual and graphical manner as well as through conceptual framework.

3.7 Testing the Scale Reliability and Validity

Reliability and validity of the psychometric scales were estimated via SPSS at the beginning of the analysis.

a) Brief Resilient Coping Scale (BCRS): BRCS is one of the most effective and popular resilient scales to quantify how resilient a person is, in his or her social settings and how can cope or adjust with different situations. In order to check the suitability of adapting this scale for this purpose, reliability of the scale was tested via IBM SPSS-21. The Cronbach's Alpha is 0.69 that is very close to 0.7. As we know, Cronbach's Alpha 0.7 is the minimum requirement for the study being valid. So, we can conclude that our reliability is within the acceptable range.

Table 4: Data Reliability of BRCS

Name of Scale	Alpha Coefficient
Brief Resilient Coping Scale (BRCS)	0.69

Source: SPSS Output

In order to check the scale validity for our research, a confirmatory factor analysis was done by IBM SPSS AMOS-26 where the software confirmed the scale structure and revealed item validity.

Data Validity: Confirmatory Factor Analysis of BRCS

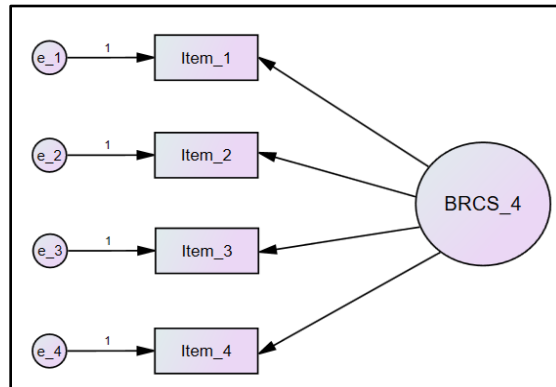


Figure 2. Confirmatory Factor Analysis of BCRS_4 Scale

Source: AMOS Output

The CFA results confirmed the unidimensional structure of the scale and showed excellent model fit validity for 4 of the 5 parameters. It is the interpretation of measurement invariance which is the psychometric property of equivalence or a form of validity for an adopted or adapted scale.

Table 5: Validity of BRCS

Validity Analysis	Brief Resilient Coping Scale (BRCS)
Brief Resilient Coping Scale (BRCS)	0.60

Source: SPSS Output

Coefficient for BRCS suggested moderate convergent validity (0.60) of the items of this scale. So, the model is satisfactorily fit for the target population.

b) Academic Resilience Scale (ARS): ARS is a suitable one for measuring 3 different variants of academic resilience among students. This scale is highly internally reliable, and correlation among scores are significant. While the ARS-30 is mostly appropriate in academic contexts, it can be useful in other situations as well. Reliability of this scale for this particular study was also estimated.

Table 6: Data Reliability of ARS

Alpha Coefficient	Name of Subscales	Name of the Scale
0.67	Perseverance	Academic Resilience Scale
0.80	Reflecting and Adaptive Help-Seeking Behaviour	Academic Resilience Scale
0.76	Negative Affect and Emotional Response	Academic Resilience Scale

Source: SPSS Output

The Cronbach Alphas of the 3 factors were calculated via SPSS and the results are respectively 0.67, 0.80 and 0.76. Although, the reliability of factor 1 is less than the threshold of acceptance, the reliability index of the other 2 factors is satisfactory indeed. Confirmatory factor analysis was conducted to confirm the pattern of the adapted scale.

Data Validity: Confirmatory Factor Analysis of ARS

Academic Resilience Scale (ARS) is a multidimensional tool, which constitutes of 3 separate but inter-dependent factors namely—*Perseverance, Help-seeking Behaviour (Cooperation) and Negative Emotion*. Each of the factors contains several items and represented as a subscale.

Hence, there are 3 different but interrelated subscales in ARS which simultaneously measure the academic resilience of the students in an institution. In CFA, all the factors are to be connected with the single scale like the figure below—

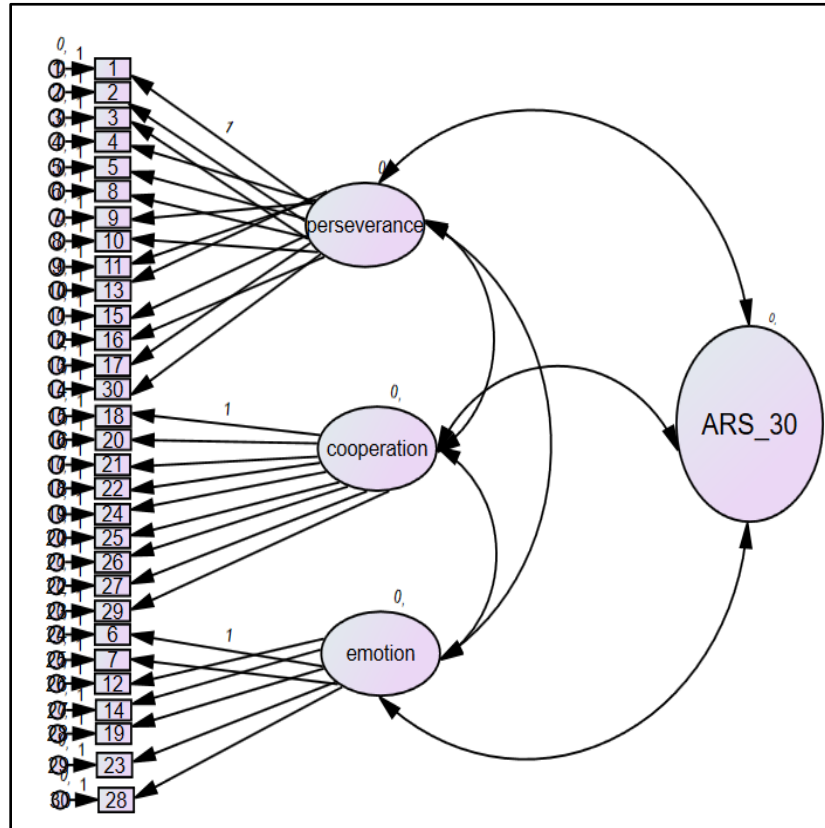


Figure 3. Confirmatory Factor Analysis of ARS_30 Scale

Source: AMOS Output

SPSS-AMOS output for the analysis of validity confirmed the 3 factored measure of Academic Resilience Scale. Confirmatory factor analysis denoted the internal validity (both convergent validity and divergent validity) of the items of the scale. The following index showed the coefficient against each of the 3 factors.

Table 7: Validity Status of ARS

Results of CFA for this scale showed correlation less than 0.5 for perseverance (subscale 1) and slightly greater than 0.5 for help-seeking behaviour (subscale 2) and negative emotion (subscale 3).

Validity Analysis	Perseverance	Help-seeking Behaviour (Cooperation)	Negative Emotion
Perseverance	0.459		
Help-seeking Behaviour (Cooperation)		0.596	
Negative Emotion			0.586

Source: SPSS Output

Correlation ranges from -1 to +1 with a rational zero in the middle. Here, 0.5 indicates moderate correlation confirming the model’s convergent validity in a satisfactory level. The items of the scale have met psychometric requirements to be valid.

3.8 Framework of the Research Design

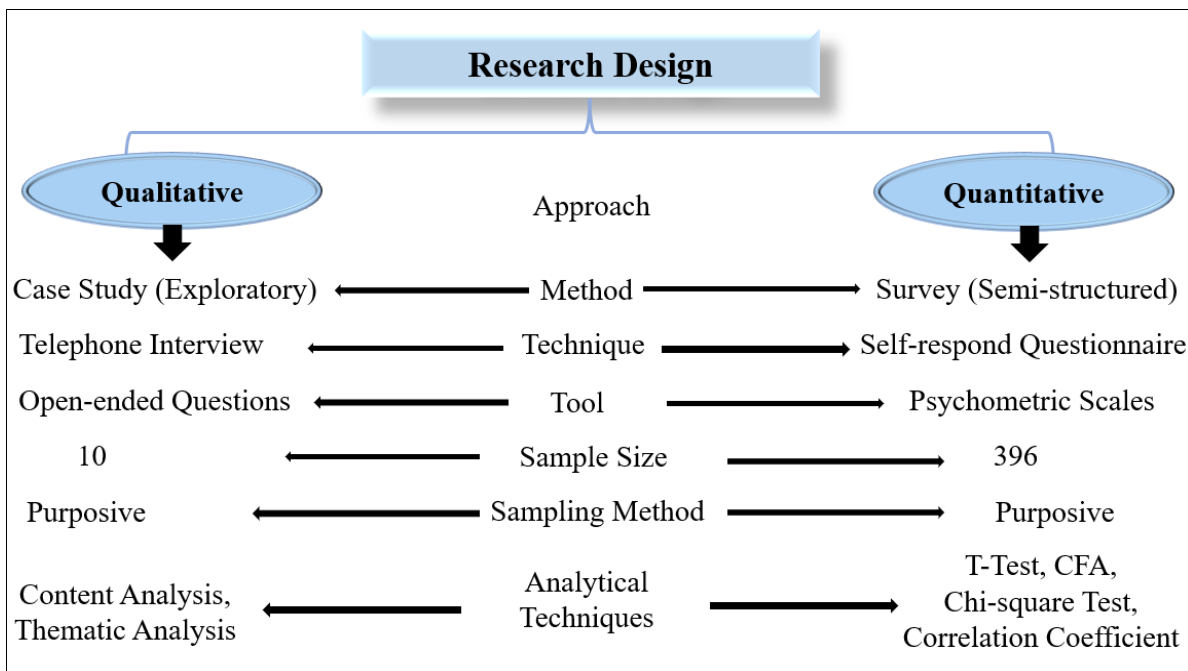


Figure 4. Framework of the Research Design

Source: Prepared by the Researcher

3.9 Conclusion

The prime strength of this research is the use of mixed approaches—quantitative and qualitative. Findings could be better captured via the windows of two different paradigms. Exploratory case studies brought out the underlying factors behind a resilient attitude. Use of psychometric scales further paved the way to quantify the levels of resilience among the migrant students. On the one hand the study is nourished by qualitative methods like content analysis and thematic analysis, on the other hand, the quantitative data along with scale items were analyzed via statistical techniques such as Chi-square Test, t-test, correlation coefficient, factor analysis etc. All of these presented a diverse flavor regarding the research matter.

Chapter 4: Risk and Resilience Factors of the Migrant Students

4.1 Introduction

This section contains two vital elements—the demographic details and findings from the survey and case study and the risk and resilience factors that were identified. There are 6 demographic variables in the questionnaire including age, gender, academic year (class), department, place of origin and place of destination. Case study was conducted over 10 participants or cases from 10 different departments and 6 different faculties of the University of Dhaka. Additionally, an item was left for the participants before approaching toward the main survey asking that whether they face any kind of psycho-social problems or not. Based on their consent (affirmative or negative), the rest of the study was conducted.

The second portion of this part deals with the first objective of the research—that is to identify the risk and resilience factors of the migrants that results because of their spatio-temporal changes of residence. Risk factors are the elements that pose a threat to the lives of migrants or jeopardize their situations. On the contrary, protective factors are the offsetting elements that counteract the risks enabling the migrants to lead life with more or less compromise.

4.2 Demographic Findings from Survey

Demographic data obtained from the questionnaire survey were presented below with textual and graphical analysis—

- **Age:** Age of the respondents ranged from 18 years to more than 25 years. 22-25 years were the dominant group in the research. 2nd highest was the age group of 18-21 years. Only a few respondents have an age more than 25 years. Hence, the study covered teenagers and young adults as well. Custom table analysis from SPSS revealed that, only 24 students of Masters level had an age above 25 years. Age group of 18-21 years captured data from all the undergraduate levels except Masters. Again, age group of 22-25 years contained data from all the academic years except 1st year. The demographic findings of age group nicely fitted based on research objectives representing the young adults.

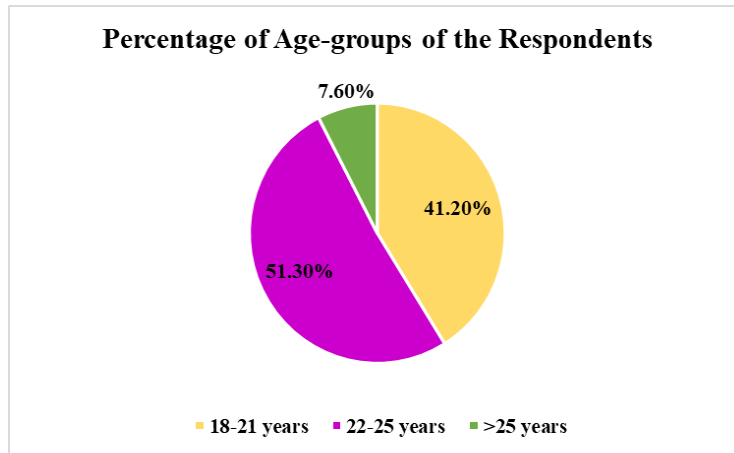


Figure 5. Age-groups of the Respondents

Source: *Questionnaire Survey, 2023*

- Gender:** The ratio of the 2 genders in the research was almost equal. One thing is to be noted that, in the questionnaire, there were 3 options for the nominal variable gender- female, male and others. But the study found only two categories of respondents-male and female.

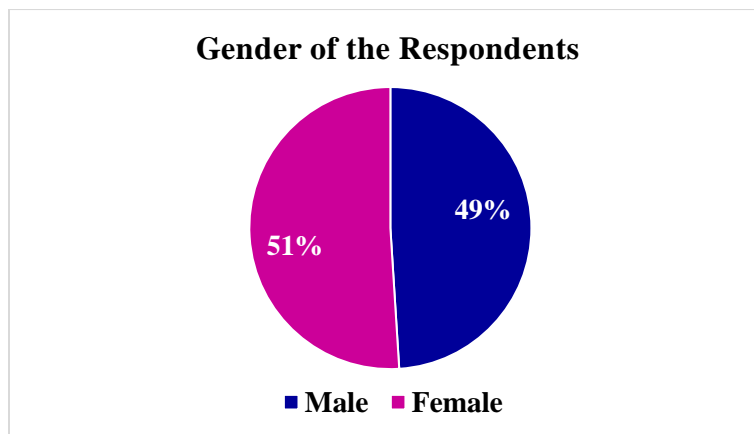


Figure 6. Gender of the Respondents

Source: *Questionnaire Survey, 2023*

- Academic Years:** Academic years of the respondents range from undergraduate (Hons. 1st year to 4th year), graduate (Masters) and postgraduate levels (MPhil and PhD). Masters was the dominant group (32.10%) participated in the research.

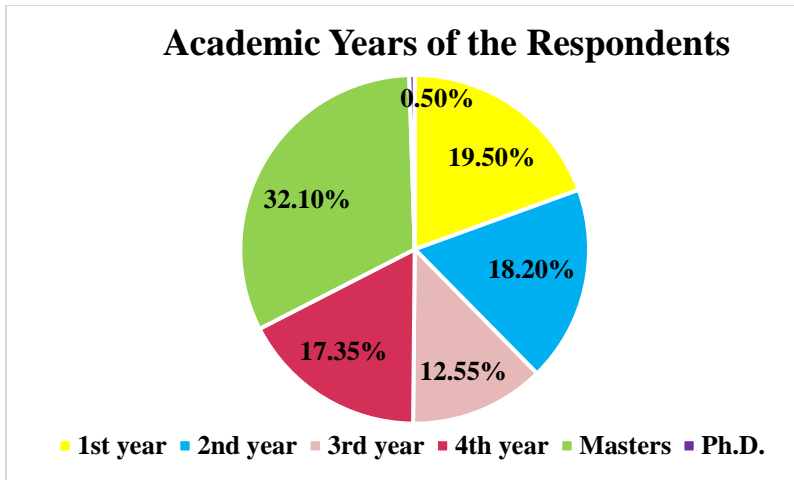


Figure 7. Academic Years of the Respondents

Source: Questionnaire Survey, 2023

- **Departments:** The study covered responses from migrant students of as many as 63 departments and institutes (Science= 46.55%, Arts=36.78% & Commerce=16.67%) of the University of Dhaka.
- **Place of Origins:** The study only focused on the migrant students of Dhaka University. So, their origins and destinations are an important concern here.

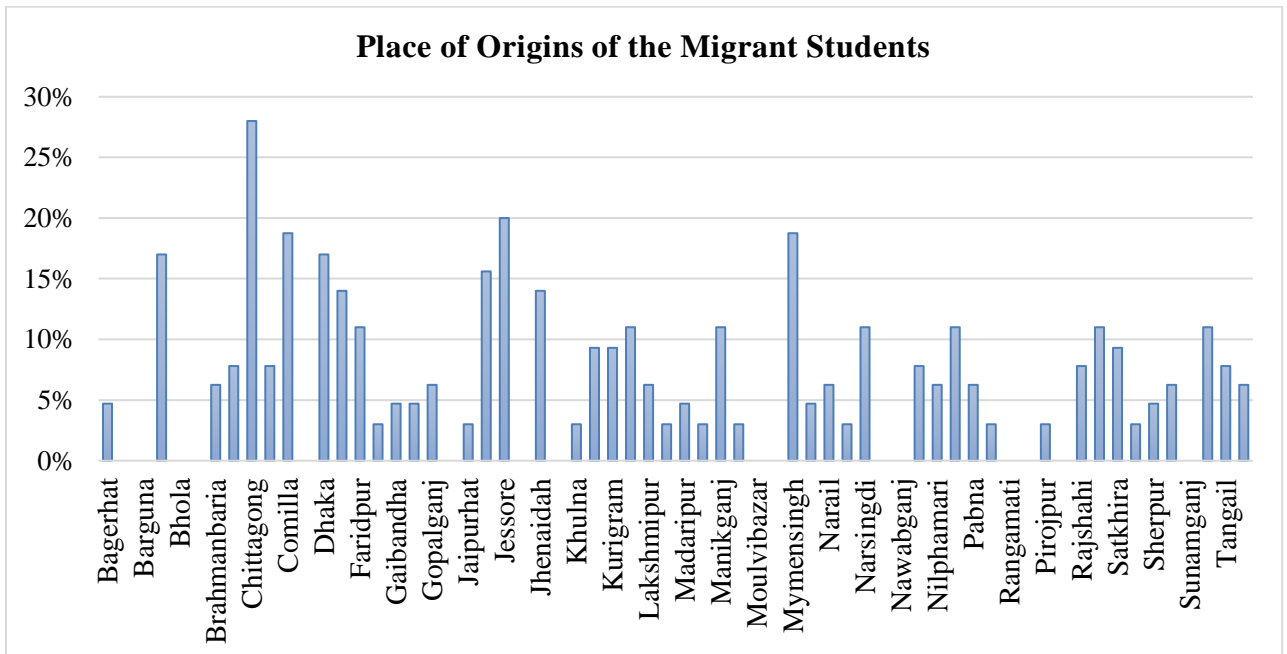


Figure 8. Places of Origins of the Respondents

Source: Questionnaire Survey, 2023

Place of origin includes **60 districts of Bangladesh** (out of 64). Highest students came from Chittagong (28%). The second highest were from Jessore (20%) following Mymensingh (19%) and Comilla (19%) the third highest districts. Dhaka and Barisal districts each having 17% participants secured the fourth highest rank here. Next, 16% and 14% students were respectively from Jamalpur and Dinajpur districts. Less than or equal to 11% students migrated from rest of the districts. There were no participants came from 4 districts- Cox's Bazar, Bandarban, Rangamati and Chapainobabgonj.

- **Place of Destinations:** Place of destinations include university residential halls, university hostel, outside hostel, relatives house, mess, and rented house. University halls outnumbered (81%) all-other options in both online and offline surveys.

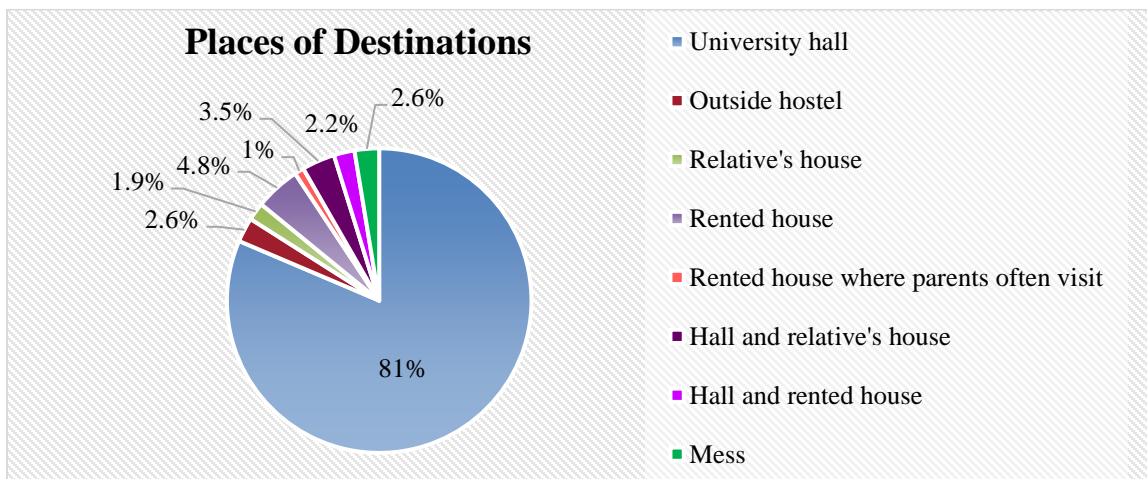


Figure 9. Places of Destinations of the Respondents

Source: Questionnaire Survey, 2023

Findings also suggested that, the university residential halls accommodate more male students than their female counterparts. Similarly, females resided in more outside hostels than males. Study found no male student residing in relative's house, though such female respondents are available. There is significant gender variation based on the destination of rented house, males outnumbered females in this area.

4.3 Demographic Findings from Case Study

Results from the demographic data obtained from the questionnaire survey were given below—

Table 8: Demographic Data of the Cases

Demographic Information	Case-1	Case-2	Case-3	Case-4	Case-5	Case-6	Case-7	Case-8	Case-9	Case-10
Age	25	24	24	26	21	24	22	22	23	25
Gender	Female	Female	Female	Male	Male	Female	Female	Female	Female	Female
Department	Geography & Env.	Psychology	Persian Language	English	Accounting	Law	Music	Dance	Soil, Water & Env.	Public Admin.
Class	Masters	4 th year	Masters	Masters	2 nd year	Masters	3 rd year	3 rd year	4 th year	Masters
Place of Origin	Village	Town	Village	Town	Town	Village	Village	Village	Town	Town
Place of Destination	University Hall	University Hall	University Hall	University Hall	University Hall	University Hall	University Hall	University Hall	University Hall	University Hall

Source: Case Study, 2023

4.4 Presence of Psychosocial Problems among the Respondents

The questionnaire included an item about whether the migrant students faced any kind of psychosocial adversities due to their spatio-temporal changes. **94% of** the participants responded affirmatively to this question. Rest of them reported that they had nothing to worry about at their place of destination, representing them as highly resilient ones and tough cookies.

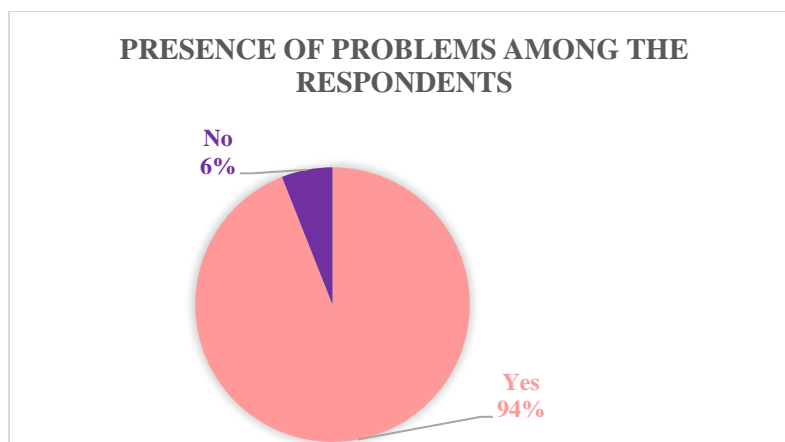


Figure 10. 6% of the Migrant Students Had No Complaints

Source: Questionnaire Survey, 2023

This binary option was actually an interval for the respondents deciding whether they would continue the study or not. As, after reading the brief description above of the questionnaire, one might feel she or he will not participate the rest of the survey. So, there was a flexibility and that's why it is a little bit tricky to identify whether the respondents responding 'No' to the items are really the high resilient ones or not. Because there is now a fusion in their responses. However, females outnumbered in this response.

4.5 Risk Factors for the Migrant Students of the University of Dhaka

As many as 17 risk factors were quantitatively identified through the survey. They are presented below graphically with their respective frequencies. Among the risk factors, detachment from family along with home-sickness outnumbered the other factors bearing more than 70%. It is followed by the next highest one—problems associated with university residential halls (68.6%). First one is an interpersonal issue regarding consanguineal kinship. Second one is related to intrapersonal basic needs while staying at university halls. Report suggested that both are severe for the migrant students. Detachment from family means an emotional disconnectedness from one's dear and near ones. Not only the person feels physically alone but a foreign place itself poses a stressful situation where individuals feel helpless for want of family's intimate supports with which they were used to. Therefore, it is an intimate attachment issue.

Another important risk factor that indulges migrant students' discomfort is problems associated with residential hall of the university. More than 8 students (in some cases more than 16) have to accommodate in a room where there is no ceiling fan but just a adjust fan adjacent to each bed. Two students have to share a single bed, the size of which is not even enough for an individual. The condition of meals for these students' beggars' description. They have to purchase food from a limited time for each of the meals a day. The quality of foods is no more up to the mark. Often, they have to consume tasteless and food-value less items that hardly cover their needs. Vegan diets cost more or less within their financial capacity but if they prefer non-vegan, it costs too much in comparison to the quantity and quality. Students of residential halls hardly afford to buy food from outside restaurants because of high cost. In such a situation they often have to suffer from hunger. Often it is not possible to share dry foods with the roommates who are enthusiastic to have. Many started to cook by themselves rather than study that wastes their time.

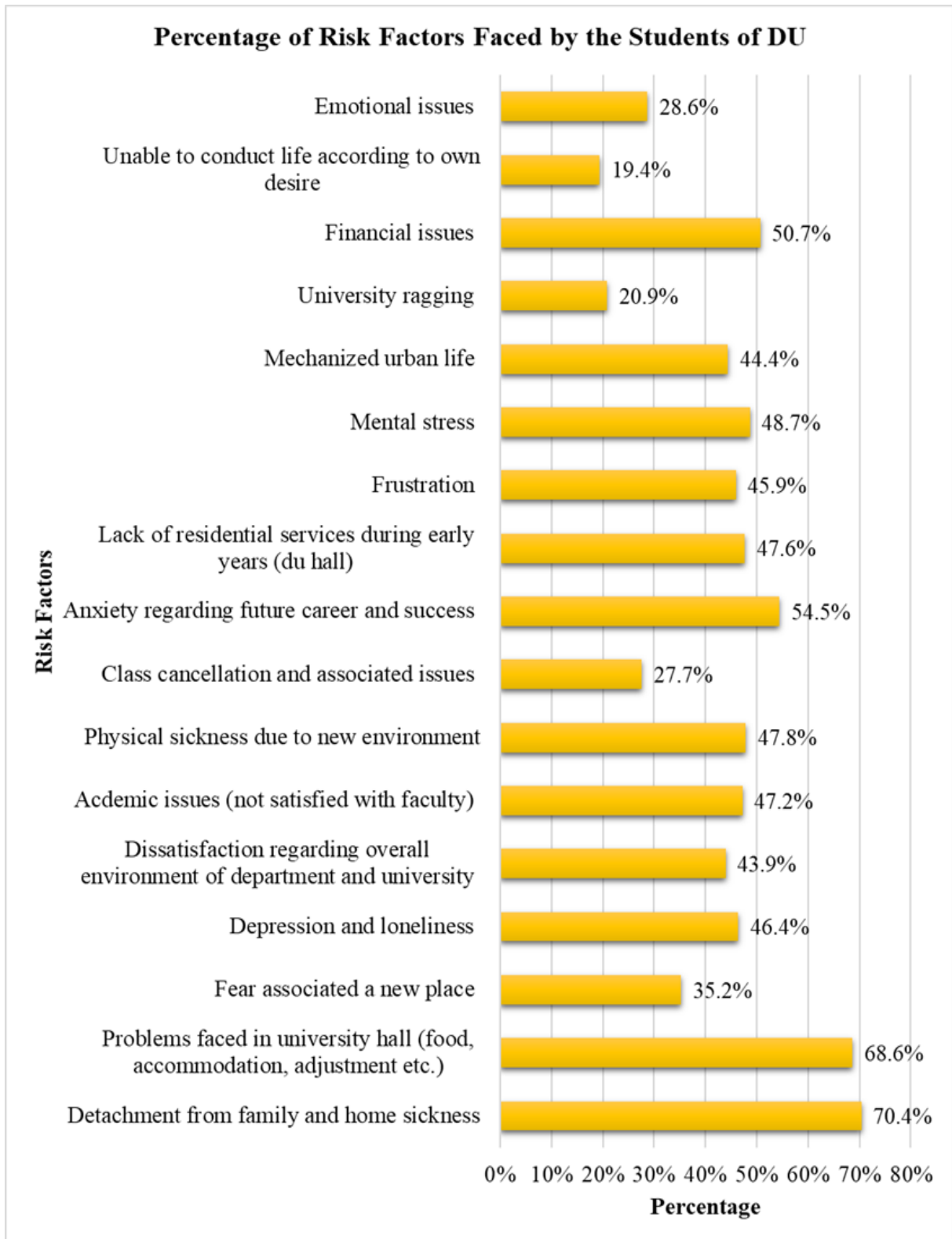


Figure 11. Risk Factors of the Migrant Students of DU

Source: Questionnaire Survey, 2023

Anxiety for future career often snatches their sweet dreams which constituted 54.5% as a risk factor in the survey. Survey found that, some students are anxious about career because of the university curriculum which puts much stress on memorization instead of practical application. Another risk was financial crisis that intoxicated them all the time. Mental stress, frustration, depression, loneliness, physical sickness and dissatisfaction with faculty members of respective departments were also considered as risk factors faced by the migrant students of the University of Dhaka. Some even complained that mechanized urban life also posed a threat for them. There are significant differences based on neighborhood attachment between rural and urban that influence the psycho-social affective components of them.

From the above discussion, 5 top risk factors identified from the survey are— detachment from family and homesickness, problems associated with university hall, anxiety about future career, financial issues and mental stress.

Table 9: Major Risk Factors

Serial No.	The Major Risk Factors	Percentage (%)
1	Detachment from family and homesickness	70.4
2	Problems associated with university hall	68.6
3	Anxiety about future career	54.5
4	Financial issues	50.7
5	Mental stress	48.7

Source: Questionnaire Survey, 2023

Apart from these 17 factors, an open-ended non-compulsory option was left for the participants to write down their own thoughts and opinions regarding the risk factors faced by the migrant students. Those data were analyzed following the two popular methods of qualitative data analysis—content analysis and thematic analysis. Qualitative data extracted rich findings about the risk factors faced by the respondents. The supplementary risk factors can be divided into 4 broad categories like- interpersonal, cultural, academic and behavioral.

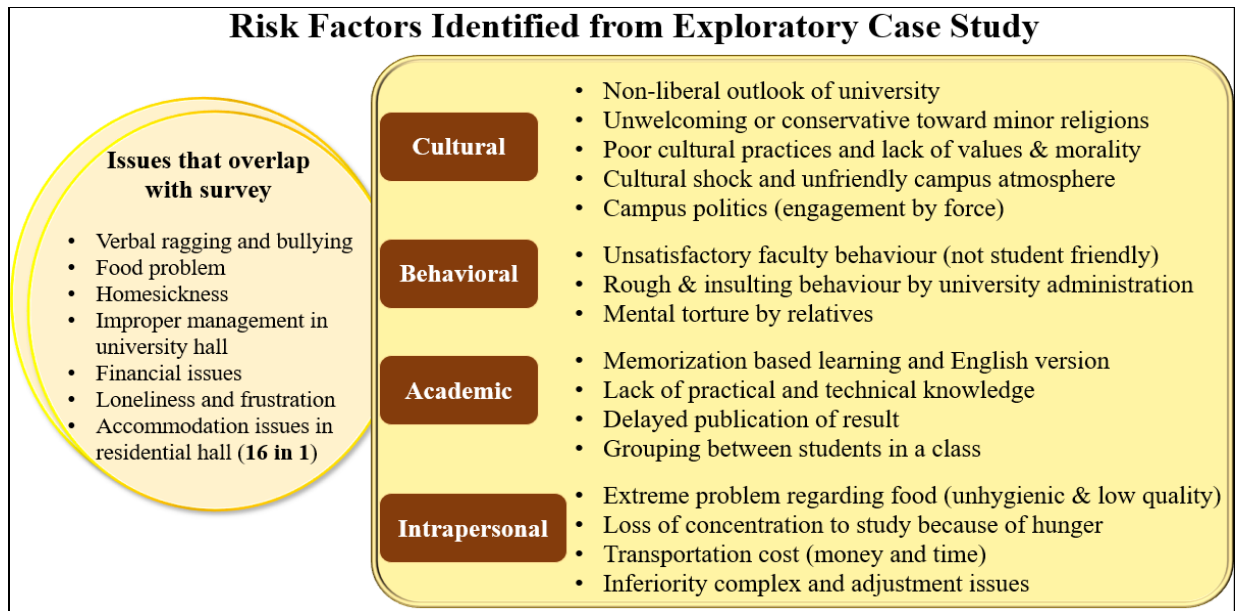


Figure 12. Complementary and Supplementary Information about the Risk Factors

Source: Case Study, 2023

Among the interpersonal issues problem of scarcity of hygienic and quality food grabbed the lion's share. Even the tension regarding managing food for everyday life is a gordian knot for them. Hunger snatches their concentration to study. Consumption of low-quality food results in food poisoning and such health hazards. A migrant student residing in the DU university hall from the Department of Psychology (Case Study, 2023) quoted that, *“I frequently became homesick during my very early days in the university and also faced extreme problem in taking food from hall-cantin; hunger negatively affected my academic performances also.”* Another student from the Department of Soil, Water and Environment said that, *“Sometimes I could not manage to take food more than once in a day and tensions about what to eat today occupied me rather than concentrating on study.”* Another student complained that, *“Even the breakfast meals are not fresh always; today, I tasted a bread in the breakfast and it was completely sour!”*

Usually, students during first year cannot manage seat personally in the hall; the alternative to this is staying in the gono-room where there is no privacy and comfort at all. One student during case study complained that, *“It's horrible that our clothes, even personal garments have been snatched away and used randomly by other roommates in the gono-room”* (Case Study, 2023). Unfriendly attitudes of room-mates and senior students adjoin much sufferings like adding salts to the injuries.

A student from the Department of Public Administration (Case Study, 2023) complained that, *“Rigid behaviour of senior room-mates accelerated adjustment issues. Even there was no suitable environment for study. Often, senior students were not least supportive to consider a new-comer’s emotional and situational issues. They used to impose hard and fast rules on me to follow strictly”*. Some of the students complained about their dissatisfaction with faculty behaviour, low student-teacher interaction and impractical course materials. Delayed publication of results often hampers students’ healthy academic status and future career. A student from the Department of English (Case Study, 2023) commented that, *“The university administrative culture has almost ruined my academic career, as there was severe mismanagement in the exam committee.”* Academic curriculum and teaching styles are often felt incomplete and impractical by the students; one such comment from a student of the Department of Accounting is noteworthy here, *“There is less scope of practical learning in the university, which impedes me from being updated technically”* (Case Study, 2023). Some even commented that they could no longer adjust to university residential life saying that, *“It will be too long to list the problems I have been suffering from.”*

Culture shock and campus politics are another two factors that pose risk in their lives. Also, the conservative outlook of the university regarding ethnic minorities and their credentials often crops up as a loom large for them. One commented that, *“Not all places/departments of DU are liberal toward ethnic or religious minorities”*. Again, another reported that, *“I was rebuked and teased either actively or passively by my seniors and room-mates for my place of origin (Gopalganj).”* Social division of students based on rural and urban residences is another threat for the migrant students as the campus of the university specially some of the departments are not free from stereotyped mentality. Case study found evidences in favor of this, *“Culture shock was the prime issue I have suffered from. There is a clear division in my department based on migrant and non-migrant students and migrants coming from rural areas are often segregated by our non-migrant counterparts (urban dwellers)”*.

Hence, risk factors ranged from intrapersonal issues to interpersonal and institutional hazards.

4.6 Resilience or Protective Factors for the Migrant Students of the University of Dhaka

Besides risk factors, the study also identified the resilient factors that underpinned the setbacks and adjustment problems faced by them.

The research addressed the mitigating factors which reduce the stress of the migrant students enabling them lead a normal life as much as possible. As many as **10 protective or resilience factors** were identified from the survey.

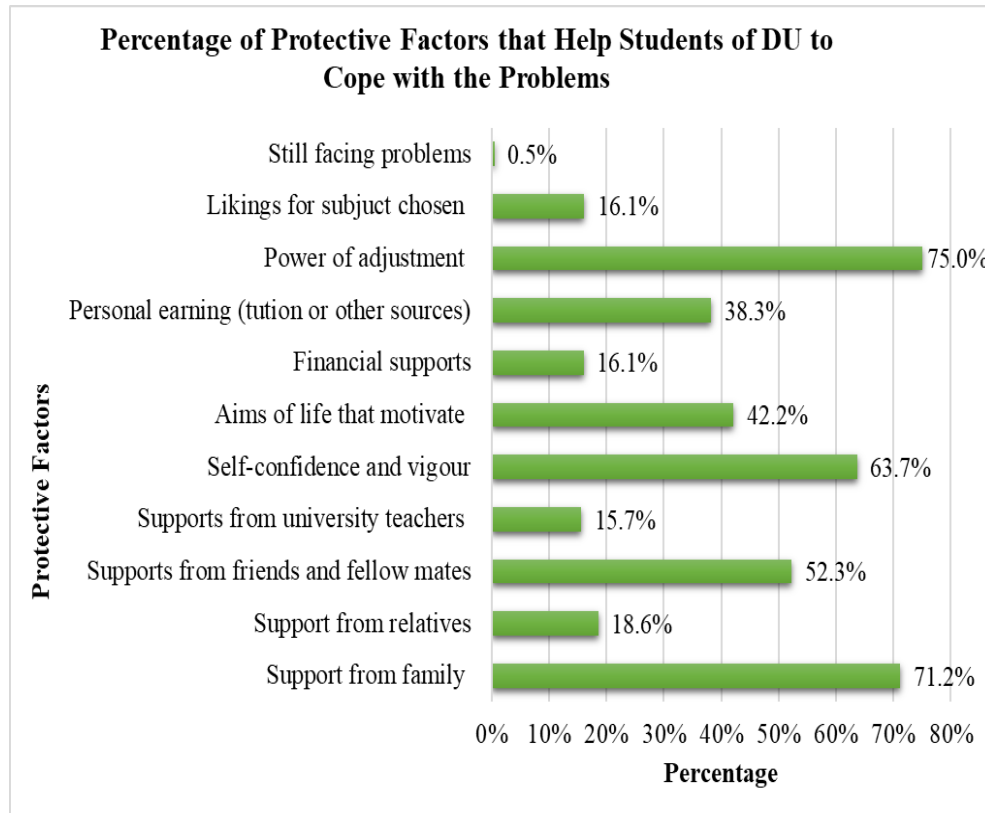


Figure 13. Resilience Factors for the Migrant Students of DU

Source: Questionnaire Survey, 2023

Resilient factors included both intrinsic and extrinsic motivational elements that functioned against the adversities and drawbacks of their lives. Among all the protective factors, the power of adjustment was reported as the most effective one grabbing 75% which is 3/4th of the total resilient factors. Next contributing factor was left for the place of family support (71.2%). Even though they are physically detached from the family, psychological supports offset their miseries as much as possible. Supports from peer groups and fellow-mates was also highlighted in the study. Self-confidence, motivation and vigor were other protective elements for reducing their stress. The 4 most prominent resilience factor found in the survey are—personal adjustment and adaptation, supports from family and friends and self-esteem and confidence.

Table 10: Major Resilience Factors

Serial No.	The Major Resilience Factors	Percentage (%)
1	Power of adjustment	75
2	Support from family	71.2
3	Self-confidence and vigour	63.7
4	Supports from friends and fellow-mates	52.3

Source: Questionnaire Survey, 2023

For some of the subjects of this research, aim in life acted as a protective factor that encouraged them in dreaming a delectable future career and so by the virtue of such a dream, they took the juncture for the time being. Very few respondents noted that none of the mitigating factors had functioned in their cases, hence they were still facing respective problems associated with migration and new environment and life. They even could not adjust properly and are swimming in the sea of uncertainty about how to overcome the hurdle! Besides the above-mentioned approaches, some more strategies or defense mechanisms were found to be adopted by the migrant students to adjust themselves with the new culture, and environment.

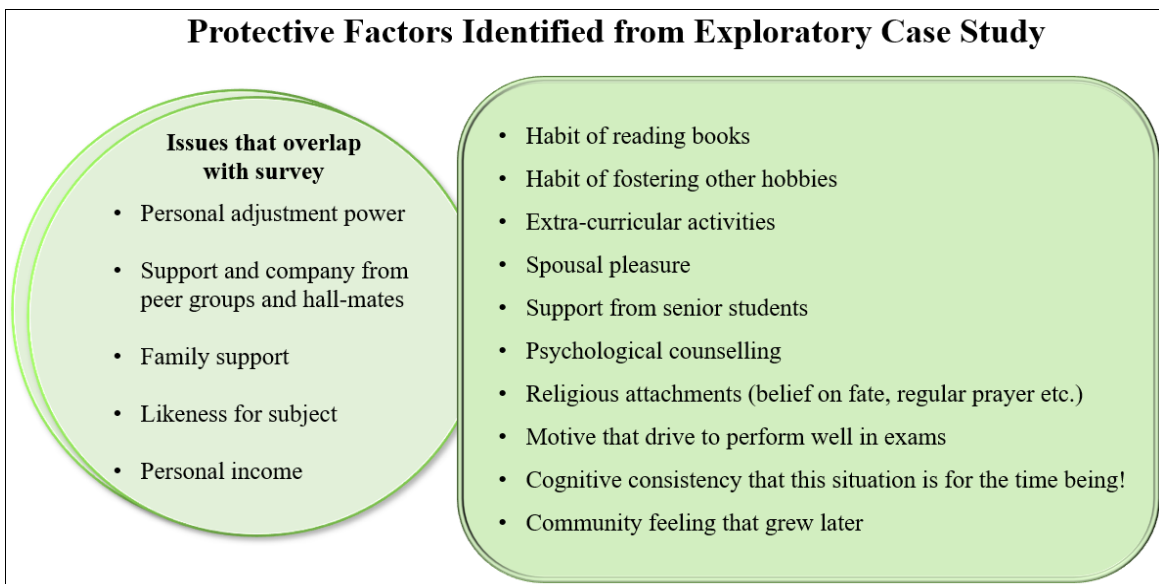


Figure 14. Complementary and Supplementary Information about the Protective Factors

Source: Case Study, 2023

The habit of reading books and fostering hobbies, engaging in extracurricular activities, seeking psychological support from psychologists and others were found fruitful for the subjects to repel their boredom, monotony, depression and loneliness. Case study revealed the power of reading books as a resilient factor; a student from the Department of Law ensured that, *“I used to read a lots of books in order to shadow my loneliness and gradually I could adjust more or less, but still have issues like sadness”*. Some mentioned spousal support as a means to overcome barriers. Again, some condole themselves by motivating thinking so that this situation is for the time being. This attitude is known as cognitive consistency. Poor academic performance on the other hand drove them to forget about the have-nots. One respondent noted that, *“Although I was severely frustrated in the very beginning, my poor results acted as a drive to work hard, therefore I had to adjust”* (Case Study, 2023). Community feelings that have grown later years further help them as a protective factor to lessen their intrapersonal stress. One such quote is noteworthy here, *“After my migration, in the residential hall of DU, I tried to appreciate even the smallest things I observed in my surroundings”*. Thus, they received attitude-changing lessons.

4.7 Conclusion

Findings from the first portion suggested that, maximum respondents were from the age group of 22-25 years. Ratio of male and female participants in the study almost perfectly made a gender balance. Students of masters were the dominant group in terms of academic year. The survey covered respondents from 63 departments of both science, arts and commerce faculties. More than 75% of the students is residing in the university residential halls. Another interesting finding is that, 6% of the migrant students claimed that, they faced no psycho-social problems due to internal migration assuming themselves as most resilient ones. Rest of the respondents affirmatively replied in the question of facing psycho-social issues.

Second portion contains rich findings about the two building blocks of the concept resilience—the risk factor and the protective or resilience factor. More than 17 risk factors and more than 10 protective factors have been identified via quantitative and qualitative research methods. Detachment from family members is the most notorious risk factor for the migrant students of Dhaka University. Again, personal adjustment and adaptation is reported as the most significant protective factor for them that offset their risk more or less. Exploratory case studies have the insights to excavate more findings about the factors.

Chapter 5: Level of Psychosocial Resilience among the Migrant Students

5.1 Introduction

The second objective of the paper is to measure and quantify the level of resilience among the university-going young migrants of the University of Dhaka. For this purpose, two psycho-social resilience scales namely Brief Resilient Coping Scale (BRCS) and Academic Resilience Scale (ARS) were adapted. The scales have own scoring methods based on which the magnitude of resilience attitude can be measured for the respondents.

5.2 Level of Psychosocial Resilience based on the Coping Capacity

Brief Resilient Coping Scale (BRCS) measures the degree of resilience in 3 distinct orders—low, medium and high. Scores divided into 3 categories actually indicate low resilient copers, medium resilient copers and high resilient copers. The underlying indication is the degree of the capacity of the young migrants to cope with adversities of life after migration.

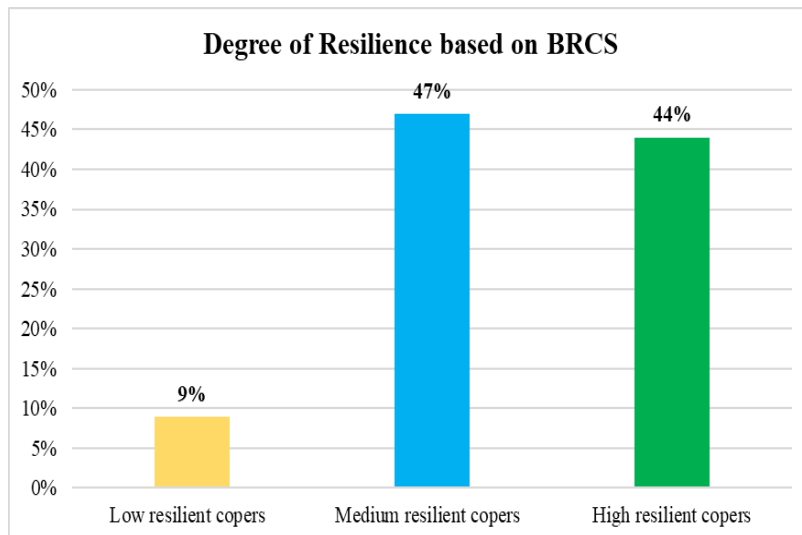


Figure 15. Percentage of the Respondents according to BRCS-4

Source: Questionnaire Survey, 2023

According to the BRCS, higher the scores, higher the level of resilience. Results found that 47% of the respondents are highly resilient, 44% are moderately resilient and only 9% are the low resilient copers.

It can be concluded that more often than not students of the University of Dhaka are high and moderate resilient copers. They have very good coping capacity against the adversities of life. Despite the pitfalls and setbacks of the place of destinations most of these young migrants strained every nerve to accept their destiny. Few are not well-fitted to adjust themselves due to changes of environment and residence. In accordance with the result, they are **moderate to highly resilient** bearing a strong power of adjustment.

5.3 Level of Psychosocial Resilience based on the Academic Resilience

Academic Resilience Scale is divided into 3 sub-categories with their respective items. According to ARS, higher the scores, higher the resilience for perseverance (factor 1) and help-seeking behaviour (factor 2) and vice versa. For negative emotional response (factor 3) the explanation is reverse-that means lower the score, higher the level of resilience and vice versa. These triple factors jointly measure the level of resilience among the migrants in their academic settings.

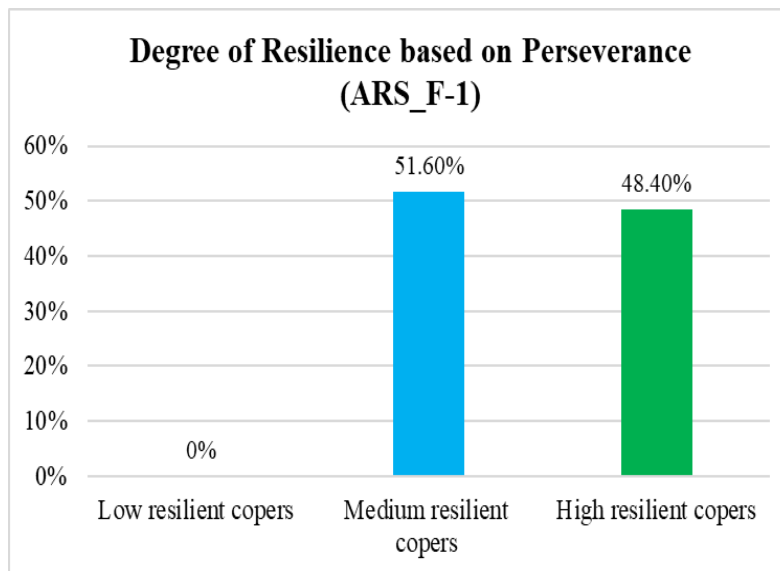


Figure 16. Percentage of the Respondents according to the Subscale of Perseverance

Source: Questionnaire Survey, 2023

Findings suggested that there is no low resilient copers in the perseverance portion. All of the respondents are either moderately resilient and perseverant or highly resilient and perseverant. More than 51% have moderate level of perseverance where 48% are highly resilient and persevering in the context of their academic lives.

Overruling the gordian knots of their new lives, they are trying to turn over a new leaf. It is a positive indicator in fact, that the ratio of low perseverant migrant student is totally absent here. The study could successfully capture all the students who are strong and have a high range of tolerance.

Higher perseverance also means higher self-esteem and self-confidence. Coping with the adversities and limitations generally demotivate personal growth, but the case is different here. another possible explanation for this is accepting the destiny. May be the migrant students find no other alternatives or might be dreaming of overcoming the short time pitfalls of life. This realization powers their coping capacity further. All of these intrinsic factors drive and fuel their academic perseverance, which the result reflects. Therefore, based on the perseverance scale migrant students of the University of Dhaka are **moderate to highly resilient**.

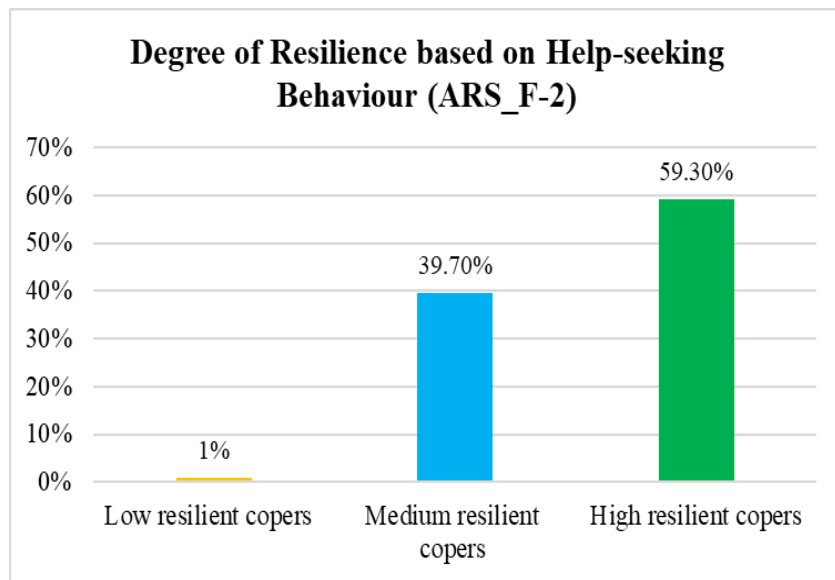


Figure 17. Percentage of the Respondents according to the Subscale of Help-seeking Behaviour

Source: Questionnaire Survey, 2023

Findings from subscale-2 revealed almost the same outcome as the previous factor. Here high resilient copers outnumbered the moderate ones grabbing nearly 60% place. This time also, low resilient copers are discounted for their inconsiderable percentage. Report again suggested that, in the criteria of help-seeking behaviour in the context of academic atmosphere most of the respondents are highly resilient.

They have the capacity to grow, evaluating their strengths and limitations. Also, they are willing to seek help, cooperation and support from their tutors, peers as well as parents. This tendency ultimately indicates a positive vision toward life amid sorrows and sufferings.

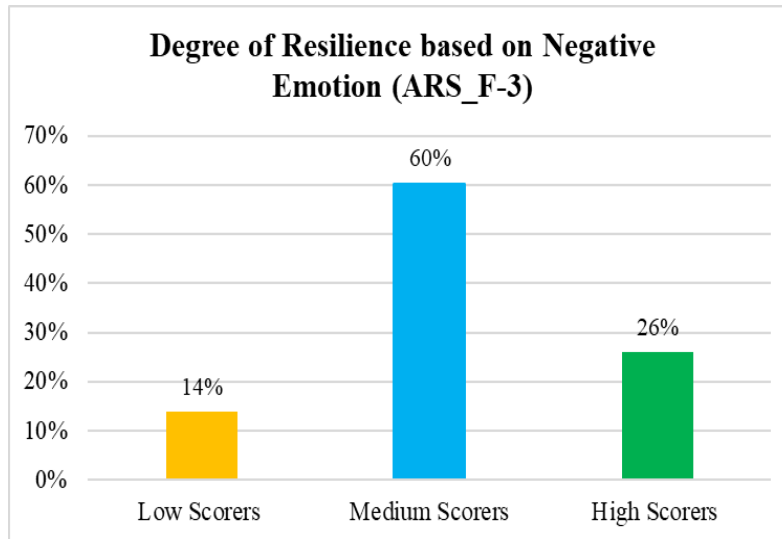


Figure 18. Percentage of the Respondents according to the Subscale of Negative Emotion

Source: Questionnaire Survey, 2023

Factor 3 contains a negative component of the scale that's why, higher the score for this area means lower the resilience or lower the capacity to cope with and vice versa. So, the interpretation would be just the reverse of the previous two factors. Survey results found that medium resilient copers scored high in this area constituting as many as 60%.

26% high scorers indicate lower resilience in terms of controlling and expressing negative emotions. They are within a bit of a stew and often feel erratic. Life is not a piece of cake for them. On the other hand, 14% are labeled as low scorers, who are actually the most resilient ones as they can control emotions in an effective way. This habit indicates two possible explanations. One is that, they could successfully know how to bottled up their negative feelings. And another possible meaning would be their overall positive attitude.

5.4 Variation of Resilience based on Academic Years (Class)

Chi square test was conducted to observe any perceived differences or variations between the academic years and the level of resilience. Academic years included the undergraduate (4 years) and graduate (masters) levels.

Time is the best medicine-the age-old proverb proved its strength again in this case. The degree of resilience gradually enhances as the junior students successively becomes seniors. When the young adults are motivated by the bright lights of urban and their migration happened already, they expect according to their dreams. But reality does not embrace the dream always. The result is a conflict of expectations. New environment subjugates their lives and they cannot but have to accept the reality. In the very early days, they were less accepting or adaptive but gradually they have become habituated, resistant and more adaptive.

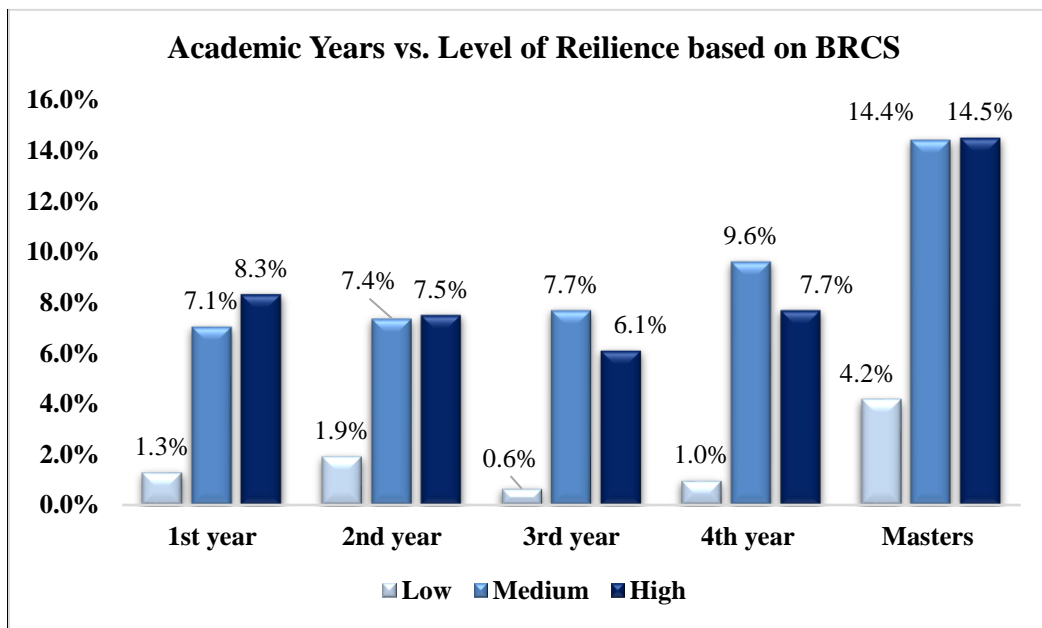


Figure 19. Level of Resilience based on the BRCS among the Undergraduate and Graduate Students of Dhaka University

Source: Questionnaire Survey, 2023

Compering the undergraduate students with the graduate ones, we get the story that, high resilient copers are more in number in master’s level than the all years of honors. In course of time, they could not but adjust to some extent and that is higher than their previous years.

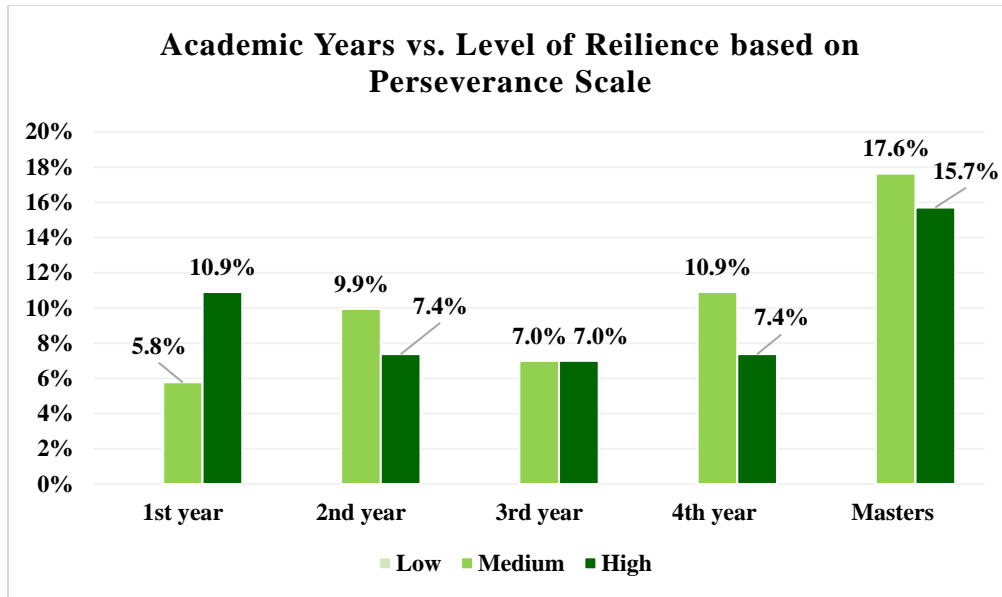


Figure 20. Level of Resilience based on Perseverance among the Students of Dhaka University
 Source: Questionnaire Survey, 2023

Finding suggested that, low resilient copers are few and, in some cases, they are almost absent. It is evident for the subscales of perseverance and help-seeking behaviour. High resilient copers scored higher and moderate resilient followed the second highest place.

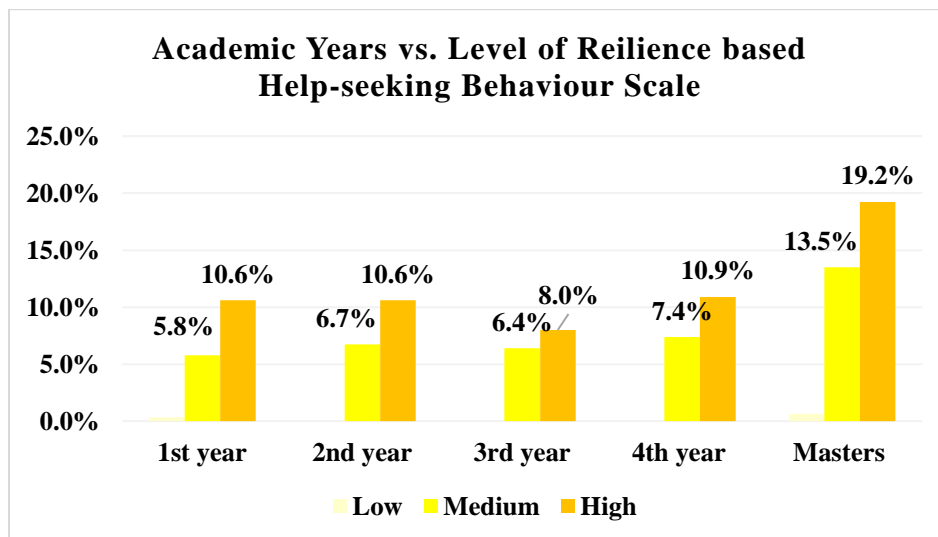


Figure 21. Level of Resilience based on Help-seeking Behaviour among the Students of Dhaka University
 Source: Questionnaire Survey, 2023

Graphical representations of the chi-square tests found no significant differences among the academic years against the positive factors of academic resilience scale. Here, higher the scores, higher the level of resilient and vice versa. That means, during 1st year students fall in the soup of difficulties but gradually they have to adjust, adapt and appease themselves. That’s why the bar graph shows hierarchical shift from lower to higher.

The Academic Resilience Scale constitutes of 2 positive and 1 negative subscales. For the last subscale named as the negative emotional reactions, scoring pattern would be reverse maintaining the law of psychometric scoring. Hence, for the factor 3, higher the score, lower the resilience and vice versa.

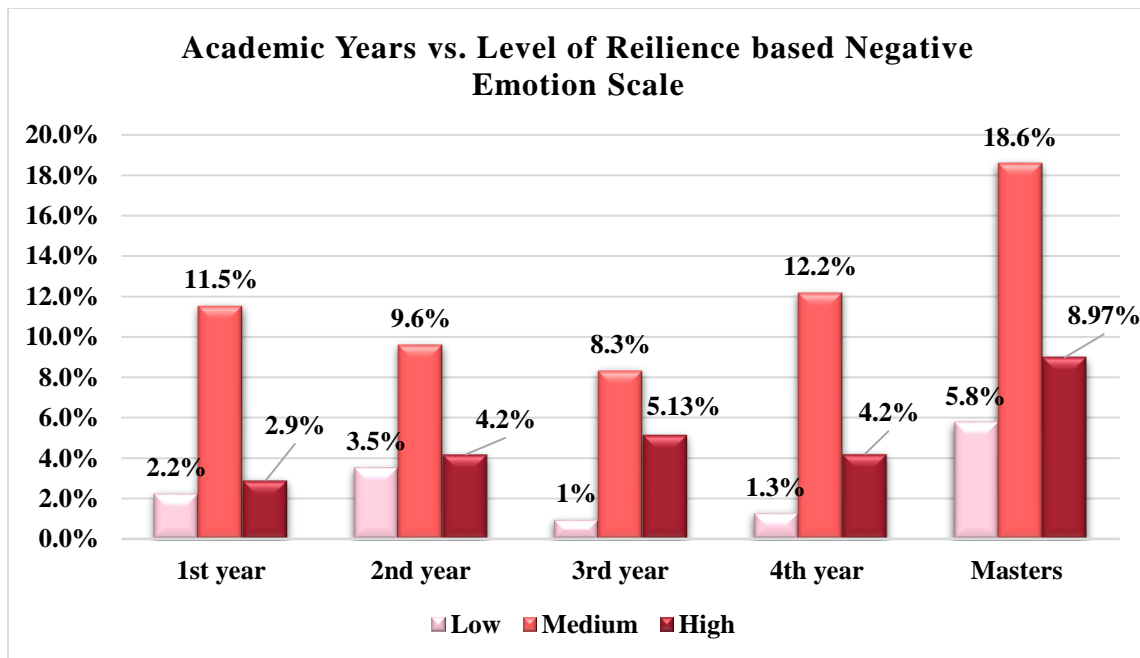


Figure 22. Level of Resilience based on the Negative Emotional Expression among the Students of Dhaka University

Source: Questionnaire Survey, 2023

Report found a little bit mixed response in this regard. Medium scorers got highest priority here, followed by the low resilient copers in the next position. Almost for each of the academic years high resilient copers came to a cease.

This indicates that, more often than not migrant students of the university cannot always control their emotional outburst. But that does not necessarily mean that, they are low resilient in other areas, as previous findings told the different story.

Emotion is just a component of attitude. For the completion of an attitude toward something, some person or some phenomenon people need other two components- cognition or thinking and behaviour or action. Respondents' attitudes toward academic atmosphere are a little bit hazy as they scored higher in the positive ones but lower in the negative one. One possible explanation is that, they feel freely, react often; but later realize that *life is not a bed of roses and grasses are not greener on the other side always*. Such cognition controls their actions which are the ultimate manifestation others observe about them.

5.5 Conclusion

In a nutshell, the Academic Resilience Scale (ARS) measures students' attitude toward their academic atmosphere. Perseverance, help-seeking and emotional reactions—respectively indicate the components of attitude- cognition, behaviour and emotion. Therefore, ARS measures students' overall attitude toward their academic lives. This on the other hand quantifies the magnitude of their resilience through scoring. Study suggested that, maximum students are moderately resilient in terms of expressing negative feelings and highly resilient in terms of help seeking behaviour. Again, half of the students have high levels of academic perseverance and another half have a moderate level of that quality. Brief Resilient Coping Scale on the other hand very succinctly measures the coping capacity of the migrant students. At the very beginning of their academic lives, there was an insurgence of stress, dissonances and anomalies; but at last, most of their emotional distresses have been juxtaposed with compromise and resistance.

Chapter 6: Gender Differences of the Migrant Students in Terms of Resilience

6.1 Introduction

This section deals with the final objective of the study to seek gender differences in the responses of the migrant students. In order to investigate gender differences quite a number of statistical tests have been done via SPSS including t test, chi square test and multiple response sets. Each of the cases, the grouping variable or independent variable is gender (male and female).

6.2 Gender Differences based on the Result of T-Test

Independent sample T-test was conducted via SPSS to check whether there is any gender difference in the sample. There was almost a perfect balance between the two groups of gender.

Table 11: T-Test Output for Brief Resilient Coping Scale (BRCS)

Gender	Sample	Mean	Level of Significance	T-Score
Female	153	12.21	0.526	0.472
Male	159	12.09		

Source: SPSS Output

The t-test result showed the comparison and level of significance between genders regarding their response of BRCS. Here, the significance level is **0.526** that is much higher than the cutoff point *0.05* (p value). According to statistics, values less than 0.05 mean there is no significant difference between the groups. So, we have to accept the null hypothesis that there is **no significant variation between the responses of male and female** based on the BRCS.

Interpretation suggests that, both male and female were almost same in their responses and their level of resilience is also more or less similar indeed.

Table 12: T-Test Output for Academic Resilience Scale (ARS)

Factors of the Scale	Gender	Sample	Mean	Level of Significance	T-Score
1	Female	153	44.08	0.976	3.29
	Male	159	42.41		
2	Female	153	3.633	0.579	1.18
	Male	159	3.852		
3	Female	153	3.878	0.804	-0.79
	Male	159	3.994		

Source: SPSS Output

The 3 factors or sub-scales of the Academic Resilience Scale (ARS) were tested against gender through t-test with a view to checking whether there is any variation based on the genders. But again, the result found that, the level of significance is much higher for each of the 3 factors of the scale against gender. The comparative testing concluded that there are no significant gender differences for the responses of the scale. It interprets that both male and female are almost equally academically resilient and there is no significant difference between the groups in this criterion.

6.3 Gender Differences based on the Result of Chi Square Test

Pearson Chi-square test was conducted via SPSS to check the level of association between the genders in terms of resilient attitude.

Table 13: Chi Square-Test Output for Brief Resilient Coping Scale (BRCS)

No of Valid Classes	Chi-square Value	Level of Significance
Female = 153 Male = 159	1.52	0.467

Source: SPSS Output

The Pearson Chi-Square significance is higher than 0.05 which vividly indicates insignificant association between the groups of gender based on the response of BRCS. If we express the result via a bar graph it would clearly interpret no significant association between male and female. They both express nearly similar responses toward social resilience.

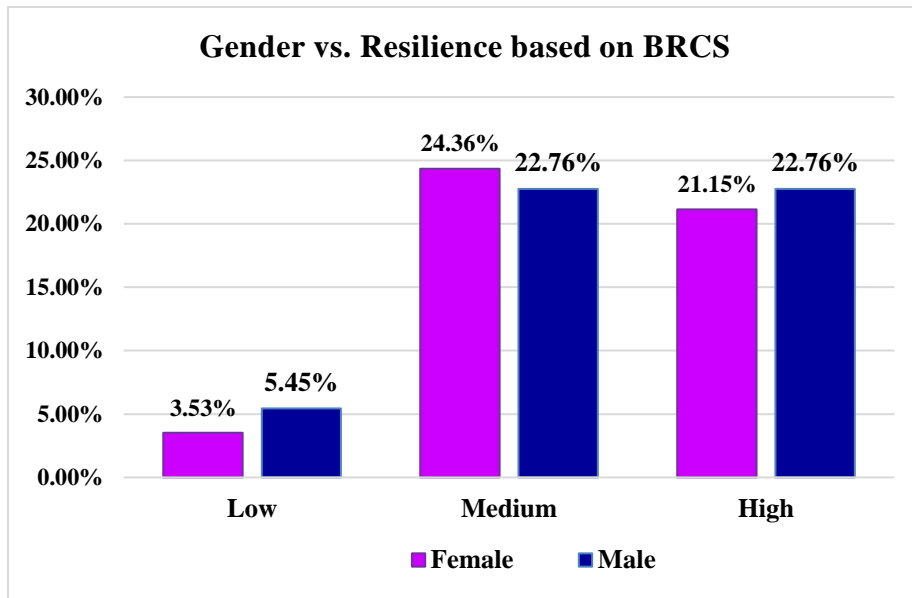


Figure 23. Chi-Square Test Reveals Association Between Genders
Source: Questionnaire Survey, 2023

The figure represents low, medium and high resilient copers according to the Brief Resilient Coping Scale. These 3 categories of resilience manifest nearly equal magnitude with respect to the genders. So, the test conveys statistically non-significant association.

Table 14: Chi Square-Test Output for Academic Resilience Scale (ARS)

No of Valid Classes	No of Factors	Chi-square Value	Level of Significance
Female = 153	1	1.81	0.177
	2	4.06	0.100
Male = 159	3	1.48	0.475

Source: Questionnaire Survey, 2023

Results of Chi Square-test for ARS showed almost similar decision that there is no significant association between the genders. All the p values are higher than 0.05. The bar graphs reveal the graphical evidence on behalf of the statistical parameters below.

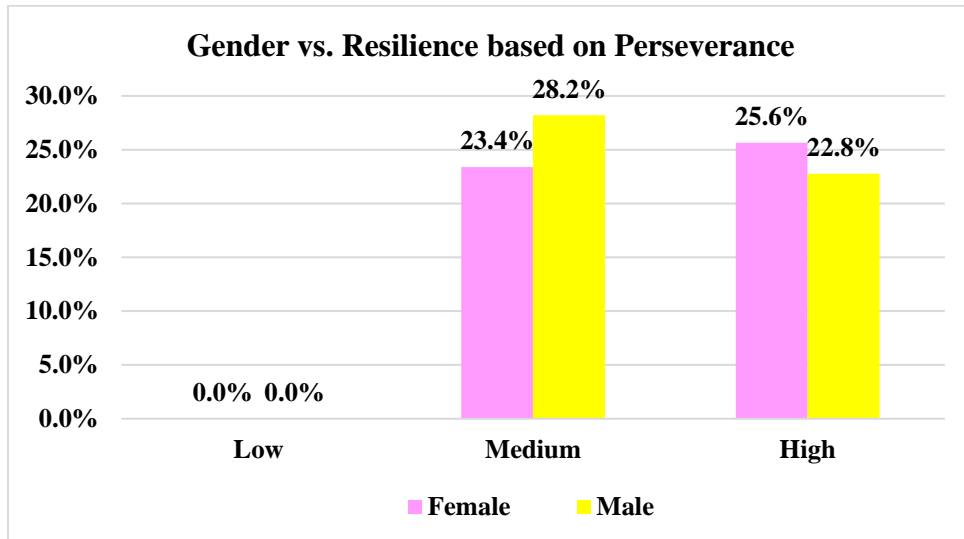


Figure 24. Association between Genders with respect to Perseverance

Source: Questionnaire Survey, 2023

The subscale perseverance found none to be noted as low resilient and low persevering. It indicates none of the migrant student has low level of perseverance instead they possess either high or medium level of the quality.

The following graph depicted nearly similar responses of male and female students of the research regarding the level of academic perseverance. Slight differences are ignored statistically. But if subtle differences are considered then, females are slightly more perseverance than their male counterparts. On the contrary, males slightly outnumbered female in terms of having medium level of perseverance. Though these fluctuations are not notable. Concluding remarks can be drawn saying that, both genders have nearly equal level of resilience in terms of academic perseverance.

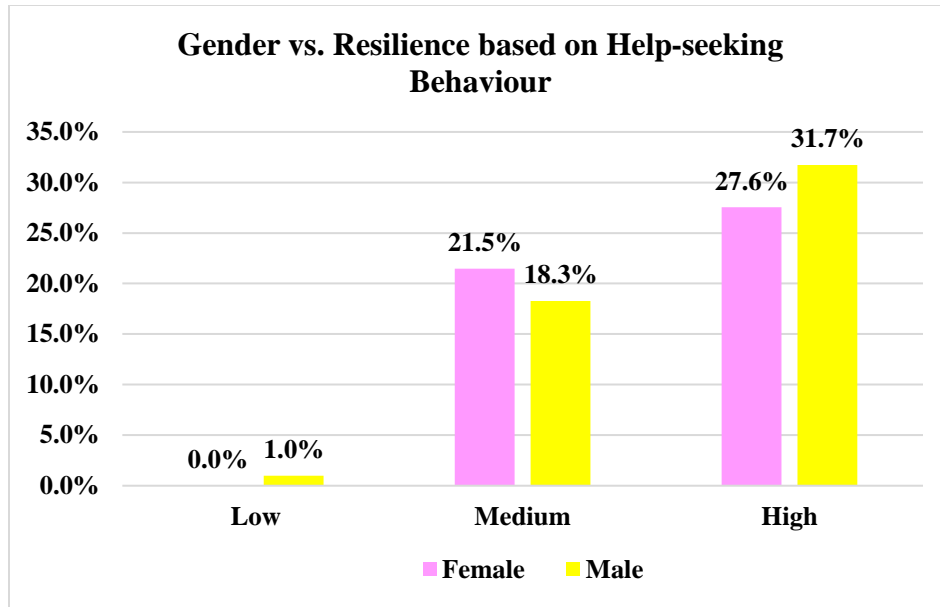


Figure 25. Association between Genders with respect to Help-seeking Behaviour

Source: Questionnaire Survey, 2023

In case of help-seeking, both genders ranked as having high levels of cooperative behaviour. Males are slightly higher than females though it is statistically non-significant.

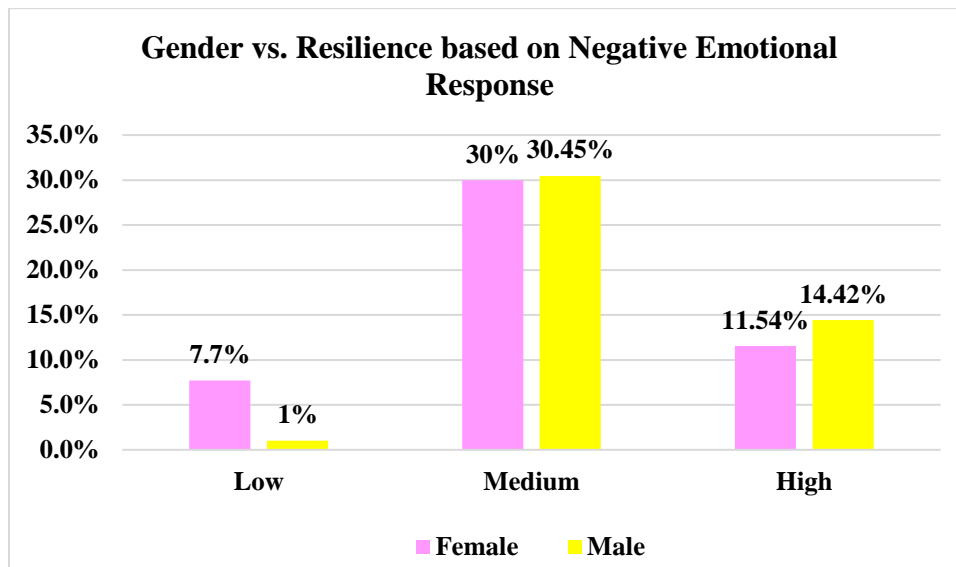


Figure 26. Association between Genders with respect to Negative Emotional Response

Source: Questionnaire Survey, 2023

Male holds much lower emotional reactions than female according to the report of Chi-square test. Females expressed more than 6% emotional reactions than males and so males are labelled as the highest resilient in terms of expressing negative emotions. This indicates the traditional gender-oriented expectations which do not allow males to express much of their internal reactions unlike females.

Therefore, conclusion can be drawn that resilience scales showed no significant gender differences or associations with respect to respondents' level of resilience in their social and academic lives.

6.4 Gender Differences based on the Risk and Protective Factors

Gender versus the risk and protective factors identified from the survey would be presented analyzing through the multiple response sets in SPSS.

Findings showed the frequency of male and female participants against each risk and protective factors. Some components were slightly female-centered some were male-centered. But that is negligible in percentage and so cannot be labelled as gender sensitive factors.

More or less all of the risk factors push them both. The frequency table showed that male participants complained about *problems associated with university hall* (77.5%) that are slightly higher in percentage than the female counterparts (62.7%). Females suffer from greater *emotional issues* (32.7%) than male (23.8%).

Female students experience greater *fear associated with a new place* (39.2%) than the opposite gender (28%). Another significant factor was *anxiety about future careers* where female students outnumbered (61.4%) their male counterparts (45.6%). Male students also faced greater *accommodation and financial issues* whereas females suffer from more *depression and loneliness*. Other factors showed a proximate percentage for the two genders.

Table 15: Gender versus Risk Factors

Risk Factors	Female	Male
Detachment from family	79.7%	61.9%
Issues in residential hall	62.7%	77.5%
Anxiety about careers	61.4%	45.6%
Health issues	50.3%	45.6%
Depression & loneliness	50.3%	40.6%
Mental stress	49.0%	46.9%
Frustration	45.8%	44.4%
Dissatisfaction with Faculty	48.4%	44.4%
Financial issues	43.8%	56.9%
Mechanized urban life	41.8%	44.4%
Dissatisfaction with university atmosphere	39.2%	45.6%
Fear for new place	39.2%	28.1%
Accommodation issue	38.6%	54.4%
Emotional issue	32.7%	23.8%
Class cancellation	26.1%	28.8%
University ragging	18.3%	20.6%
Intrapersonal issue	17.0%	21.9%

Source: Questionnaire Survey, 2023

Apart from the frequency, Chi-Square Test was done in order to get the actual differences of the responses based on genders. Results from SPSS found statistically significant difference for the following risk factors.

Table 16: The Significant Risk Factors against Genders

Significant Risk Factors	Level of Significance	Estimated Risk
Issues in residential hall of DU	0.004	2
Anxiety about careers	0.005	0.5
Accommodation issue	0.005	1.8~2

Source: SPSS Output

Statistically only 3 risk factors showed significant variations between the genders. Difficulties faced at the residential hall, anxiety associated with career and accommodation problems are the factors which are respectively significant at 0.004, 0.005 and 0.005 level. These all are lower than the cutoff value 0.05, hence we have to reject the null hypothesis accepting the alternative one.

Although, there are more than 3 factors which slightly differ between genders, all of them are not statistically significant. Problems associated with the Dhaka University halls are faced by male migrant students *twice as much as* their female counterparts according to the parameter of risk estimation. In another word, it means males have 2 times greater risk than females in this regard. Similar explanation can be given for the risk factor—accommodation problem where the estimated risk is nearly. Anxiety for future career found significant difference pertaining frequency but the it is devoid of estimated risk.

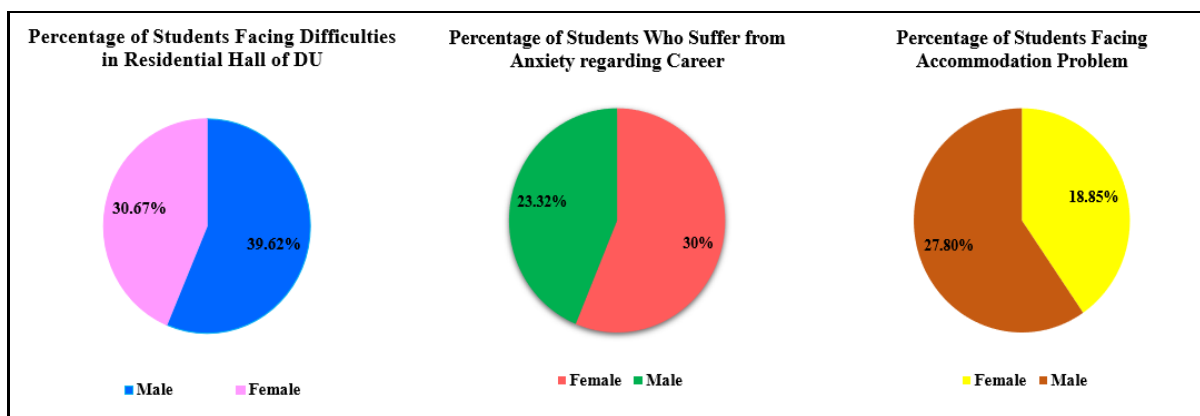


Figure 27. Gender based Responses on the Statistically Significant Risk Factors

Source: Questionnaire Survey, 2023

Results from the Chi-square tests were represented via pie diagrams which indicate variation among the gender-oriented responses of the risk factors. These 3 factors are the significant risks that affect the two groups of genders in a slightly different level.

Table 17: Gender versus Protective or Resilience Factors

Protective or Resilience Factors	Female	Male
Family support	75.2%	68.8%
Relative's support	22.2%	15.0%
Peer's support	54.2%	51.3%
Teacher's support	15.7%	16.3%
Self-vigor	58.8%	68.8%
Aim that motivates	41.8%	41.3%
Scholarship and aid	17.6%	15.0%
Own income	34.6%	41.9%
Adjustment power	83.0%	67.5%
Likings for subject	17.0%	13.1%

Source: Questionnaire Survey, 2023

Two of the protective factors slightly differ by percentage for the genders. Females reported slightly higher self-vigor than males and also females outnumbered in case of adjustment power which is 83% for them and 67.5% for the male participants. Other factors casted almost similar frequencies for them.

In terms of Chi-square Test result only the factor power of adjustment showed significant gender difference carrying the p value of 0.002. So, alternative hypothesis is to be accepted rejecting the null. Risk estimation showed value less than 1. Also, the correlation coefficient is low negative.

Table 18: The Significant Protective Factors against Genders

Significant Resilience Factor	Level of Significance
Power of Adjustment	0.002

Source: SPSS Output

Pie diagram below showed the actual relationship between the genders regarding the power of adjustment.

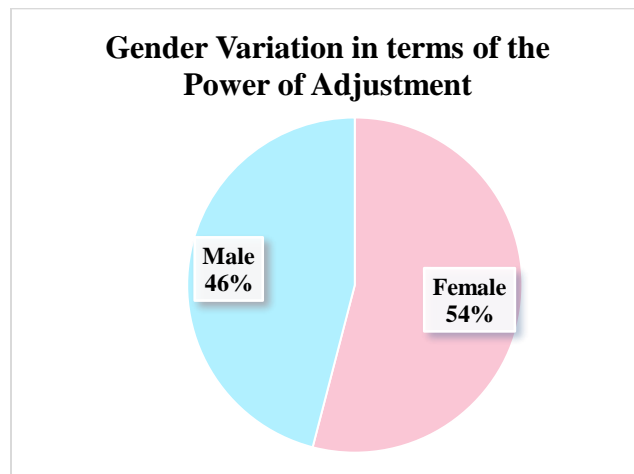


Figure 28. Females are More Adaptive than Males

Source: Questionnaire Survey, 2023

One possible explanation for the difference regarding the capacity of adjustment is that, in Bangladeshi culture females are socialized from their family and surroundings to adjust with any kind of situation whether it is comfortable for her or not. That nurtured attitude may prompt them not to break down easily in a new situation.

6.5 Conclusion

Very subtle variations are found between the two genders regarding the level of resilience. In terms of gender differences regarding the risk and resilience factors, only a few ones are statistically significant. Hence, gender variations are not very much pronounced providing the liberty to conclude that, it is not a gender-sensitive study.

Chapter 7: Correlational Analysis between Migration and Resilient Attitude

7.1 Introduction

This portion is devoted to the correlational analysis of the two resilience scales in order to enrich the study based on psychometric dimensions. Pearson Product Moment Correlation Coefficient (Bivariate) was calculated via SPSS to investigate whether the resilience scales are correlated with each other. Correlation was significant at **0.01** level. Moreover, the section discussed some interesting findings pertaining the relationships between resilient attitude and migration. Change of residence causes a change of overall environment. It is not limited to this only. The meaning and consequences are much broader. Changes of situations in one hand invade life with distress and difficulties and on the other hand, bless life with experiences and learnings that further result in change of outlook or attitude. This portion of the paper are going to narrate such a story...

7.2 Correlation between Brief Resilient Coping Scale and Academic Resilience Scale

According to the psychometric principles, when two or more psychometric scales are used in a study, finding a correlation between them is a good practice because the result can further ensure the validity of the study. This study was nourished by two types of resilience scales—one is for measuring the coping capacity of the young migrants and another one is for measuring their resilient attitude in an academic atmosphere. If the scales are positively correlated, then decision can be taken about the symmetry of the responses that those who are highly resilient in terms of BRCS, are also highly resilient in terms of ARS and vice versa; otherwise, it would lead to the reverse direction.

Table 19: Output of Pearson Product Moment Correlation Coefficient (Bivariate)

Pearson product moment correlation coefficient	Variables between which correlation is calculated	Level of Significance
r= 0.50	BRCS and ARS_F-1	0.00
r= 0.40	BRCS and ARS_F-2	0.00
r= 0.34	BRCS and ARS_F-3	0.00
r=0.54	BRCS and ARS (total)	0.00

Source: SPSS Output

The correlation matrix found **complete significance** between the two resilience scales. The p value is 0.00 that is lower than the cutoff point 0.05 and perfectly significant. So, there are correlations between the sales. Matrix showed positive correlation between the scales and between the BRCS-4 and all the factors of the ARS-30. This indicates, higher the values of BRCS-4, higher the values of ARS-30 for the respondents.

We know that the range of correlation coefficient is from -1 to +1 with 0 in the middle representing zero or no correlation. Plus 1 and minus 1 respectively mean perfect positive and perfect negative correlations. 0.1 to 0.3 indicates low or poor correlation, 0.4-0.6 indicates moderate correlation and 0.7-0.9 indicates high or strong correlation between the variables.

According to the correlation coefficient index and the best fitted line, BRCS-4 has a moderate positive correlation with the whole ARS-30, where the coefficient $r = 0.54$ and *level of significance is 0.00*. With the increase of one scale value, another scale value will also rise.

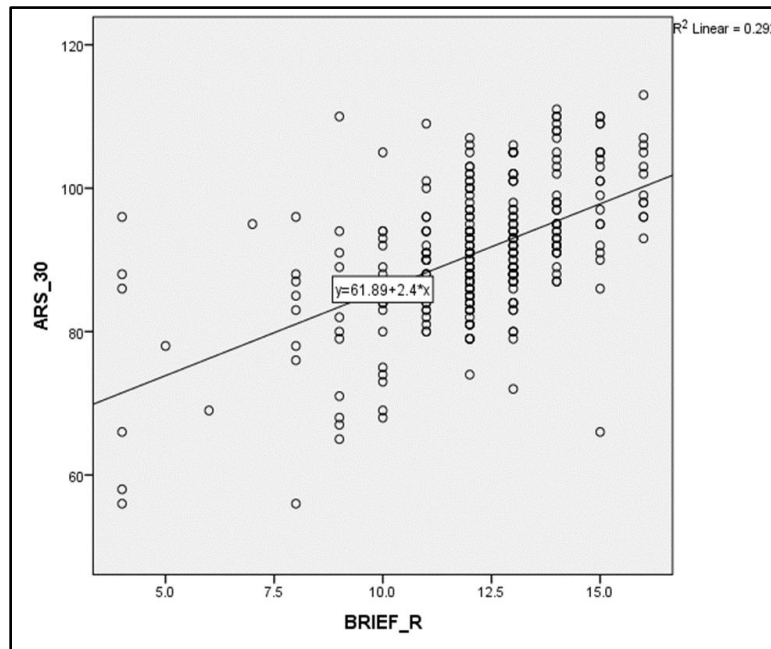


Figure 29. Scatter-plot Showing Moderate Positive Correlation between BRCS and ARS

Source: SPSS Output

The subscales of Academic Resilience Scale were independently correlated with Brief Resilient Coping Scale where the 1st 2 factors have moderate correlation (respectively $r=0.5$ and $r=0.4$) and 3rd factor has poor correlation ($r=0.34$).

Table 20: Comment on Result of Correlations

Pearson product moment correlation coefficient	Variables between which correlation is calculated	Comment about result
$r= 0.50$	BRCS and ARS_F-1	Moderate Positive
$r= 0.40$	BRCS and ARS_F-2	Moderate Positive
$r= 0.34$	BRCS and ARS_F-3	Low Positive
$r=0.54$	BRCS and ARS (total)	Moderate Positive

Source: SPSS Output

Scatter-plots can better show the patterns of the correlations between the sub-scales and the scale. Correlations of the 3 factors (of ARS) with the BRCS through scatterplot are presented below—

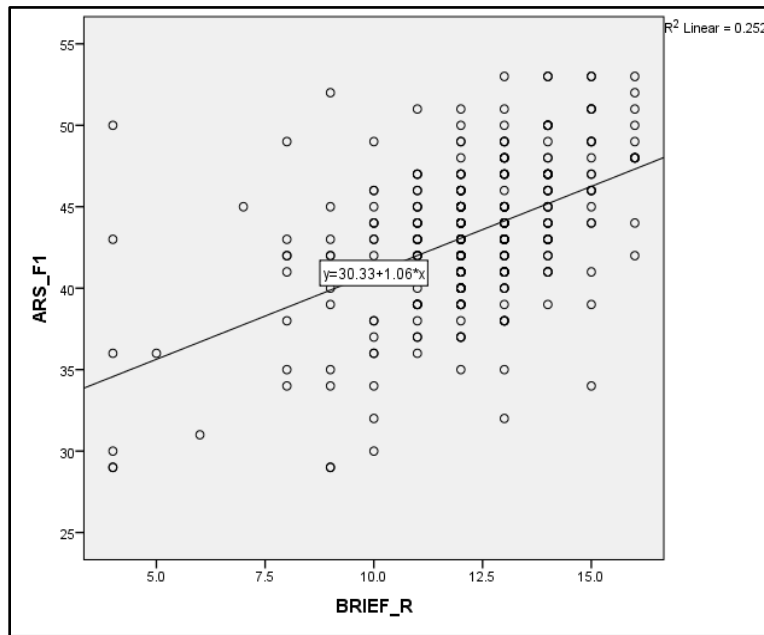


Figure 30. Moderate Correlation (0.5) between ARS_F-1 and BRCS

Source: SPSS Output

The subscale measuring perseverance in academic settings, is found to be moderately correlated with the Brief Resilient Coping Scale. This reveals migrant students of DU who have perseverance are more or less resilient toward their social and personal lives in the cases of meeting difficulties and challenges. In some cases, they try to make up the gaps of their lives which drive them toward completeness and perfection.

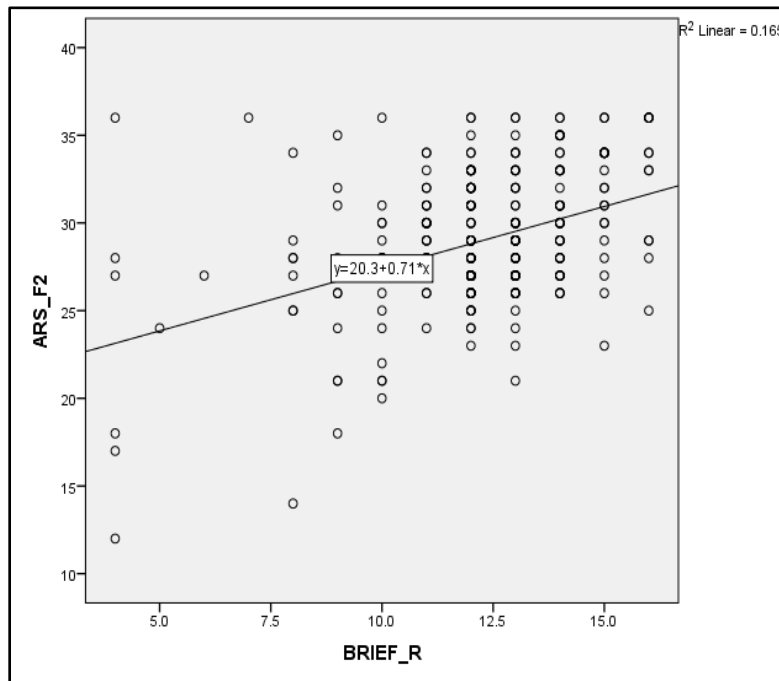


Figure 31. Moderate Correlation (0.4) between ARS_F-2 and BRCS

Source: SPSS Output

Results of correlation between help seeking behaviour and social resilience showed that, this factor has less association than perseverance with BRCS but it is satisfactory as a moderate positive relation. Not in all cases, but sometimes of some of the respondents who are socially resilient, have the tendency to seek help from others and help themselves. Here, helping oneself means self-help in terms of coping and adjusting with the new environment.

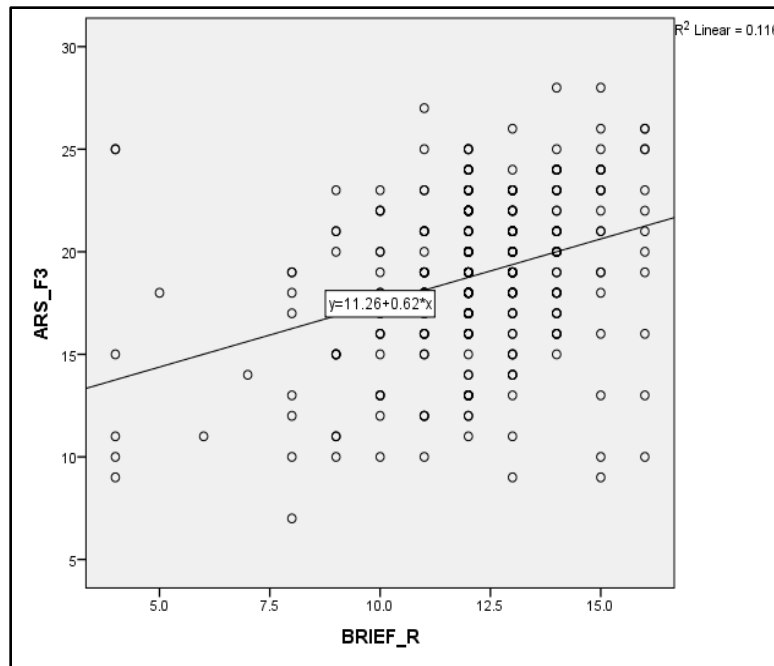


Figure 32. Poor Correlation (0.34) between ARS_F-3 and BRCS

Source: SPSS Output

The factor 1 and factor 2 of ARS-30 bear positive items, so positive correlation between BRCS-4 and these subscales are expected. But the reverse is expected in the case of factor 3 and BRCS-4 since the subscale bears negative items which should be negatively associated with other positive scales. The expected results would be higher the composite score of Brief Resilient Coping Scale, lower the composite score for the sub scale of negative emotional reactions. Although, slightly different was happened for the case.

Low positive correlation was found between factor 3 and BRCS-4. That is close to a negative relation. In brief, results suggested that all the 3 subscales are positively correlated with another scale but one of them shows poor association which is more or less expected.

7.3 Migration and Resilient Attitude of the Students of the University of Dhaka

Besides capturing the level of resilience and risk & protective elements of the lives of migrant students, in-depth case studies explored findings like *how students' experience pertaining to such a university atmosphere changed them*... Their answers were quite diverse.

The place of destination not only forces them to adjust but also encourages them to change their outlook and attitude towards life. Participants reported that, the new life situations and hosting places mold them in different ways...such as they–

- Learnt cooperative behaviour
- Learnt appreciation
- Learnt sharing
- Became strong mentally
- Realized to provide space to the juniors and new-commers
- Started cooking since foods available in the hall are of poor quality
- Made a study-friendly hall room

Another question was placed before them regarding *how they could really adjust at last*. The question explored two different views. Some reported they had to struggle seriously in the very beginning and gradually could overcome and now have nothing to worry at all. But a coin has another side also. Still there are some students who just layered adjustment over their sufferings and in fact they are existing behind the scene! So, they found almost no way to mitigate.

7.4 Conclusion

Results of the correlations among the sub-scales and scale are more or less satisfactory for this paper. Both of the scales are actually directing toward the same aspect—how much resilience they migrants are. So, positive association among them are expected which was met statistically. *Learning helplessness* is such a situation where people find no alternatives than enduring the conditions. Again, there are situations like *cognitive consistencies* where people try to find some defense mechanisms to offset their issues. Those does not mean the complete disappearance of the problems but surely have some strength to protect someone from being stressed. The research also found some elements in the cases of the respondents.

Chapter 8: Summary Findings, Recommendations and Conclusion

8.1 Introduction

This research intends to explore the impacts of internal migration on the psychosocial including academic resilience among the students of Dhaka University of Bangladesh. Identifying the cognitive, behavioral and affective changes of the students which are hypothesized to be the result of a spatial and temporal change, are the paramount interest of this study.

In order to meet the objectives, at the beginning risk factors were identified, generated due to their changes of residence. The illustration above indicates a direction from internal migration to the risk factors. The risk factors in turn elicit some interpersonal and intrapersonal issues like adjustment problems (regarding food, accommodation, sharing, academic needs & expectations), cognitive dissonances and conflicts, low self-esteem, home-sickness, problems associated with introvertness, dissatisfaction with faculty and university atmosphere, university sick cultures (ragging), malpractices and mismanagements etc.

There are other factors acting as mitigation and adaptation strategies which are labelled as-the protective or resilience factors. These are expected to fight against the risks and surmount them to some extent. So, the interpersonal and intrapersonal issues are showered by two different kinds of flows from two directions. As a result, the minimizing elements more or less shadowing the risks produce resilient human resources. The effects of the process may be of different magnitudes ranging from low to high placing moderate effects in the middle. The final outcomes are the resilient human resources of different levels- high resilient copers, medium resilient copers and low resilient copers.

8.2 Summary of the Research Findings

The whole research is summarized and the major findings along with the salient features were pointed out in a nutshell here—

- ◆ The theme of the study broadly represents the *intervening obstacles* of migration; basically, internal migration here which acts like a moderator variable.

- ◆ 17 risk factors were identified from the survey and among them *detachment from family and homesickness, problems associated with university hall, anxiety about future career, financial issues and mental stress* were the most significant ones.
- ◆ 10 resilient factors were pinpointed; where *personal adjustment and adaptation, supports from family and friends and self-esteem and confidence* were found the most significant ones.
- ◆ Case study found diverse responses regarding risk and protective factors which surmounted the facts identified from questionnaire survey. For example, *conservative outlook prevails in university atmosphere, culture-shock, memorization-based education* etc. are accounted for being risk factors. Again, *extra-curricular activities, community feeling, psychological supports, cognitive consistency* etc. also have the power to act as protective factors.
- ◆ Reports from two different resilience scales found that, maximum migrant students of the University of Dhaka are moderately resilient, leaving the 2nd highest place for the highly resilient ones. This outcome further indicates moderate coping capacity, satisfactory level of cooperative attitude and controlled expression of negative emotions.
- ◆ T-test and chi-square test results found no significant gender differences regarding their level of resilience based on the scaler responses.
- ◆ Individual risk and resilience factors were analyzed against the two groups of gender. *Issues in residential hall of DU, anxiety about careers and accommodation issue* are the 3 risk factors where female predominantly scored higher than males. Similarly, female's response slightly outnumbered in the most significant resilience factor of—*the power of adjustment*.
- ◆ The two psychometric scales are moderately correlated with each other and the correlation is positive; that means higher the scores in Brief Resilient Coping Scale, higher the scores in Academic Resilience Scale and vice versa.

- ◆ Migration not only risks migrants’ lives but also let them to change their outlooks, attitudes and aptitudes such as becoming more cooperative or mentally stronger than before.
- ◆ Although, maximum migrant students are moderately resilient, there are also some students who could not adjust even with the passage of time and so are still suffering.

8.3 Conceptual Framework based on the Research Findings

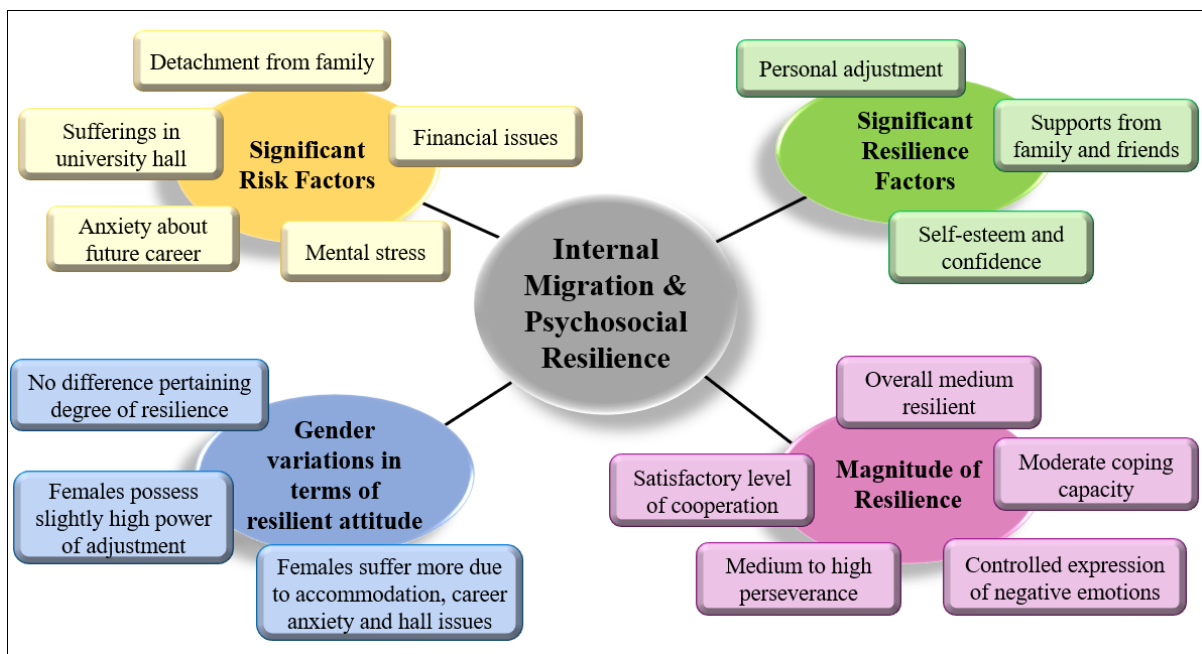


Figure 33. Framework based on Overall Research Findings

Source: *Questionnaire Survey and Case Study, 2023*

8.4 Uniqueness of the Study

Current study aims to explore the interaction between internal migration and psychosocial resilience where the target population is the migrant students of the University of Dhaka. It is a spatio-temporal study connecting the issue of resilience in social and academic settings. No other study has yet to be found pertaining those issues in the context of Bangladesh or Dhaka City.

As the University of Dhaka is the leading educational organization of the country, surely the students of the university are a part of the nation's intellectuals. This study captured their interests from the ground of migration and resilience. Although it is exploratory research, the internal theme opened a window for an explanatory view also, as cause-effect relationships were found between internal migration and its effects on the psychosocial resilience of the migrant students of the University of Dhaka.

In terms of research approaches, the study is an exploratory one nourished by survey as well as case study methods. Moreover, the work is a multidisciplinary one bridging between human geography and human psychology that is new for the Department of Geography and Environment of the University of Dhaka. Furthermore, it is unique in another sense that, the research adopted psychometric scales as research tools to quantify the quantitative variables. Point to be noted that, there is difference between scale adoption and adaptation. Former one is simply the translation of the original scale into target language. But the later one is much broader than simple translation including translation, assembly (re-writing items to make them target culture-oriented) and modification (more or less changing the language, semantics and culture-sensitive concepts).

8.5 Recommendations

Every research goes ahead with a specific target. The outcomes would be ended in smoke if there is no nurture for the required initiatives. Current study found some severe risk factors that hamper students' social and academic lives and performance. Some of those factors are departmental and attached with university residential halls. Finding no other way, the migrant students are bound to stay at university residential halls where there is a serious lack of hygienic, nutritious and quality food. Often students are forced to get stuck into campus politics. Even, they fall down between the devil and the sea sometimes. The absence of family attachment further torments their situation. Internal resilience and the power of adjustment are the paramount remedies to in such a situation but they cannot entirely get rid of the butterflies on their stomachs. The university administration and attitude of faculty undoubtedly can play a role providing those migrant students with a better residing place along with basic needs and academic interaction to make their stay and academic life comfortable and easy-going.

8.6 Future Directions of the Research

This exploratory research is probably the pioneering one in this field of measuring academic resilience among the migrant students. Further research is encouraged to explore more in this regard on a broader scale, for instance in the cases of migrants of the Dhaka City engaged in different fields or comparative researches are also welcomed to make a comparison between the migrant and non-migrants based on coping capacities and responses regarding resilience. There are scopes for developing, adopting, adapting or assembling more psychological scales in this regard. Furthermore, the risk and resilience factors acting behind the curtain may also direct diverse researches linking affective and cognitive domains. Connecting two disciplines for single research paves the way of exploring diverse thoughts.

8.7 Conclusion

With the advancement of information technology and rapid growth of urbanization, rural to urban migration has become a customary fact in search of higher education and better employment. Several push and pull factors guide the decision of migration. But it is not an exclusive phenomenon, rather an interacting one and is encircled by many unpleasant risk factors as intervening obstacles. Since grasses are not always greener on the other side, the migrants find no alternatives than buffering the risk factors by some resilience factors which provides them with more or less protection. Current study intends to explore the risks as well as protective factors for the migrant students of the university of Dhaka. Detachment from family and problems associated with university residential halls are the much-pronounced risk factors documented in the study. Again, the power of intrapersonal adjustment was reported as the most effective resilience factor for them.

In terms of the level of resilience, respondents scored moderate to high. The research found no significant gender differences in the responses. Two adapted psychological scales for measuring resilience showed moderate positive correlation which indicates there is medium association between the students being socially and academically resilient. Mixed method research design underpinned the research to explore nook and corner of the spatio-temporal phenomena. Finally, the research comes to a head drawing a conceptual framework that succinctly represents the whole research perspective.

References

- Akbar, M. & Preston, V. (2019). *Migration and Resilience: Exploring the Stock of knowledge Review of Literature and Bibliography from 2000 to 2016*. Social Sciences and Humanities Research Council of Canada
- Ajaero, C. K., Odimegwu, C. O., Chisumpa, V. & Obisie-Nmehielle, N., (2017). The influence of internal migration on mental health status in South Africa. *International Journal of Mental Health Promotion*, <https://doi.org/10.1080/14623730.2017.1327879>
- Boscaino, G. Sottile, G. & Adelfio, G. (2022). Migration and students' performance: detecting geographical differences following a curves clustering approach. *Journal of Applied Statistics*, 49(4), 1018–1032, <https://doi.org/10.1080/02664763.2020.1845624>
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure. *Frontiers in Psychology*, 7:1787. <https://doi.org/10.3389/fpsyg.2016.01787>
- Castañer, A. (2017). *Resilient migration: Tools for the emotional rescue of migrant children and adolescents*. UNICEF
- Daly, M., Johnston, D. M., Becker, J. & Paton, D. (2009). *Defining and measuring community resilience to natural disasters: a case study from Auckland*
- Duke-Williams, O. (2009). The Geographies of Student Migration in the UK. *Environment and Planning A: Economy and Space*, 41(8), 1826–1848. <https://doi.org/10.1068/a4198>
- Fang, Q., Wang, Y., Du, Y., Yan, G., Ma, F., Liu, Y., Sun, W., Chen, S., Feng, L., Wei, J., Liu, H., Hu, J. & Zhang, Z., (2020). Migrant adolescents' behavioral problems compared to host adolescents and adolescents in their region of origin: a longitudinal study. *BMC Psychiatry*, 20:472 <https://doi.org/10.1186/s12888-020-02872-x>
- Gatt, J. M., Alexander, R., Emond, A., Foster, K., Hadfield, K., Mason-Jones, A., Reid, S., Theron, L. Ungar, M. Woules, T. A. & Wu, Q., (2020). Trauma, Resilience, and Mental Health in Migrant and Non-Migrant Youth: *An International Cross-Sectional Study Across Six Countries*. *Frontiers in Psychiatry*, 10:997. <https://doi.org/10.3389/fpsyg.2019.00997>
- Gabrielli, G., Longobardi, S. & Strozza, S. (2022). The academic resilience of native and immigrant-origin students in selected European countries. *Journal of Ethnic and Migration Studies*, 48:10, 2347-2368, <https://doi.org/10.1080/1369183X.2021.1935657>
- Gurieva, S. D., Kostromina, S. N., Tcvetkova, L. A., Samuylova, I. A., Konfisakhor, A. G., & Anisimova, T. V., (2015). Migration as an indicator of people's social and psychological stability (as exemplified in the Pskov Region). *Psychology in Russia: State of the Art*, 8(1), 61-73

Gushulak, B. D, MacPherson, D. W. (2006). The basic principles of migration health: population mobility and gaps in disease prevalence. *Emerging Themes in Epidemiology*. 3:3

Klein, S. J. (2021). *The Impact of Migration on Student Mental Health: Inferences to Teaching*. Thompson Rivers University

Lu, Y. (2010). Mental Health and Risk Behaviors of Rural-urban Migrants: Longitudinal Evidence from Indonesia. *Population Studies*, 64(2): 147–163 <https://doi.org/10.1080/00324721003734100>

Martin, A. J., Burns, E. C., Collie, R. J., Cutmore, M., MacLeod, S. & Donlevy, V. (2022). The role of engagement in immigrant students' academic resilience. *Learning and Instruction* 82:101650

MacLeod, S., Cutmore, M. Martin, A. J. & Collie, R. J. (2018). *Against the odds-Academically resilient students with a migration background and how they succeed*. European Union, <http://doi.org/10.2766/642712>

McIntyre, T., Barowsky, E. I., & Tong, V., (2011). The Psychological, Behavioral, and Educational Impact of Immigration: Helping Recent Immigrant Students to Succeed in North American Schools. *Journal of the American Academy of Special Education Professionals*

OECD, (2018). The resilience of students with an immigrant background, *The Resilience of Students with an Immigrant Background: Factors that Shape Well-being*. OECD Publishing, <https://doi.org/10.1787/9789264292093-5-en>

Preston, V., Shields, J. & Akbar, M. (2021). Migration and Resilience in Urban Canada: Why Social Resilience, Why Now? *Journal of International Migration and Integration*, 23:1421–1441, <https://doi.org/10.1007/s12134-021-00893-3>

Qiaobing Wu & Ying Ou, (2021). *Toward a Multisystemic Resilience Framework for Migrant Youth In: Multisystemic Resilience*. Oxford University Press, <https://doi.org/10.1093/oso/9780190095888.003.0021>

Radhamani, K. & Kalaivani, D. (2021). Academic Resilience among Students: A Review of Literature. *International Journal of Research and Review*, 8(6), 360-369, <https://doi.org/10.52403/ijrr.20210646>

Riaño, Y. & Piguet, P. (2018). International Student Migration. *Oxford Bibliographies*

Rustomjee, C. (2016). *Commonwealth Insights: Migration and Resilience*. Commonwealth People's Forum

Sinclair, V. G. & Wallston, K.A. (2004). The development and psychometric evaluation of the Brief Resilient Coping Scale. *Assessment*, 11(1), 94-101. <https://www.ncbi.nlm.nih.gov/pubmed/14994958>

Solà-Sales, S. Pérez-González, N. Van Hoey, J. Iborra-Marmolejo, I. Beneyto-Arrojo, & M.J.; Moret-Tatay, C. (2021). The Role of Resilience for Migrants and Refugees' Mental Health in Times of COVID-19. *Healthcare*, 9:1131. <https://doi.org/10.3390/healthcare9091131>

Siriwardhana, C., Ali, S. S., Roberts, B. & Stewart, R. (2014). A systematic review of resilience and mental health outcomes of conflict-driven adult forced migrants. *Conflict and Health*, 8:13, <http://www.conflictandhealth.com/content/8/1/13>

VanLandingham, M., Anglewicz, P., Patthavanit, U., & Punpuing, S., (2015). Rural-to-Urban Migration and Changes in Health among Young Adults in Thailand. *Demography*, 52(1): 233–257. <https://doi.org/10.1007/s13524-014-0365-y>

Van Breda, (2011). Resilient Workplaces: An Initial Conceptualization. *Families in Society: The Journal of Contemporary Social Services*, 92(1), <https://doi.org/10.1606/1044-3894.405>

Williams, R. & Drury, J. (2010). *Personal and collective psychosocial resilience: Implications for children, young people and their families involved in war and disasters*

Wilkie, J. (2017). *Mental Health, Cultural Processes and Psychological Interventions with Immigrants, Minorities and Socially Excluded*. University of Barcelona

World Bank. (2022). Coping with Shocks: Migration and the Road to Resilience. *South Asia Economic Focus*. World Bank. <https://doi.org/10.1596/978-1-4648-1920-9>

Xu, H., Vorderstrasse, A. A., McConnell, E. S., Dupre, M. E., Østbye, T., & Wu, B. (2018). Migration and cognitive function: a conceptual framework for Global Health Research. *Global Health Research and Policy*, 3:34, 1-12

Zheng X, Zhang Y & Jiang W, (2022). Internal Migration and Depression Among Junior High School Students in China: A Comparison Between Migrant and Left-Behind Children. *Frontiers in Psychology*, 13:811617.

Appendix

The Self-respond Bangla Questionnaire of the Survey Used in the Research

Assessing the Effects of Internal Migration on the Psychosocial Resilience among the Students of University of Dhaka

ঢাকা বিশ্ববিদ্যালয়ের সুপ্রিয় শিক্ষার্থীবৃন্দ, আসসালামুআলাইকুম। ঢাকার বাইরে থেকে আগত ঢাকা বিশ্ববিদ্যালয়ের শিক্ষার্থীদের মনোসামাজিক স্থিতিস্থাপকতার উপর একটি গবেষণা পরিচালিত হতে যাচ্ছে। এই উদ্দেশ্যে নিম্নের বিবৃতিগুলোতে আপনার মূল্যবান মতামত প্রদান করে গবেষণায় সহায়তা করার জন্য বিনীত অনুরোধ করছি। আপনার স্বতঃস্ফূর্ত অংশগ্রহণ একান্ত কাম্য। আপনাকে অগ্রিম ধন্যবাদ।
প্রযোজ্য অংশে টিক চিহ্ন দিন বা লিখুন।

বয়স

- ১৮-২২
- ২২-২৫
- ২৫ এর অধিক

লিঙ্গ

- নারী
- পুরুষ
- অন্য

শ্রেণি

- স্নাতক ১ম বর্ষ
- স্নাতক ২য় বর্ষ
- স্নাতক ৩য় বর্ষ
- স্নাতক ৪র্থ বর্ষ
- মাস্টার্স
- এমফিল
- পিএইচডি

বিশ্ববিদ্যালয়ের যে বিভাগ/ইন্সটিটিউটে অধ্যয়নরত-----

যে স্থান থেকে ঢাকায় এসেছেন (গ্রাম/উপশহর, উপজেলা, জেলা উল্লেখ করুন)-----

ঢাকায় এসে যেখানে অবস্থান করছেন-

- বিশ্ববিদ্যালয় হল
- বাইরের হোস্টেল
- আত্মীয়ের বাসা
- ভাড়া বাসা
- ভাড়া বাসা যেখানে মা বাবা মাঝে মাঝে এসে অবস্থান করেন
- হল ও আত্মীয়ের বাসা উভয়ই
- হল ও ভাড়া বাসা উভয়ই
- মেস

ঢাকায় আগমনের পর বিশ্ববিদ্যালয় জীবনে/পরিবেশে আপনি কি কোন ধরনের সমস্যার সম্মুখীন হয়েছেন অথবা মনো-সামাজিকভাবে বিপর্যস্ত বোধ করেছেন?

- না
- হ্যাঁ

উত্তর হ্যাঁ হলেই কেবল পরবর্তী প্রশ্নগুলোর উত্তর প্রদান করবেন।

অনুগ্রহপূর্বক আপনার ক্ষেত্রে প্রযোজ্য অংশে টিক চিহ্ন দিন।

- ◆ ঢাকায় আগমনের পর কোন বিষয়গুলো আপনাকে মনো-সামাজিকভাবে বিপন্ন বা বিপর্যস্ত করে তুলেছে? (একাধিক উত্তর গ্রহণযোগ্য)
- পরিবার থেকে দূরে থাকা
 - বিশ্ববিদ্যালয়ের আবাসিক হলে অসুবিধা (খাওয়া, থাকা, পড়াশোনা বা অন্যান্য ক্ষেত্রে)
 - শিক্ষকদের ক্লাস লেকচার বা নির্দেশনা বুঝতে অসুবিধা হওয়া বা মনোঃপূত না হওয়া
 - অর্থনৈতিক সংকট
 - স্বাস্থ্যগত সমস্যা (নতুন পরিবেশ জনিত বা অন্য)
 - বিশ্ববিদ্যালয়ের র‍্যাগিং সংস্কৃতি
 - আবেগিক সমস্যা
 - নিজের পছন্দ মত কিছুই করতে না পারা
 - নতুন পরিবেশে এক ধরনের ভীতি কাজ করা
 - হলে সিট না পাওয়ায় থাকা, খাওয়া ও পড়াশোনার সমস্যা
 - শহরের পরিবেশ যান্ত্রিক মনে হওয়া
 - অবসন্নতা ও একাকীত্বে ভোগা
 - বিশ্ববিদ্যালয়ের ক্লাস ক্যাম্পেলজনিত সমস্যা
 - মানসিক চাপ
 - হতাশা
 - বিশ্ববিদ্যালয়ের (বা নিজ বিভাগের) সার্বিক পরিবেশ ও পরিস্থিতি নিয়ে অসন্তোষ
 - জীবনে প্রতিষ্ঠিত হতে পারা নিয়ে দুশ্চিন্তা
 - এসবের বাইরে অন্য কিছু (যদি থাকে উল্লেখ করতে পারেন)-----

- ◆ ঢাকায় আগমনের পর আপনার মনো-সামাজিক সমস্যা বা অস্থিরতা দূরীকরণে কোন বিষয়গুলো ভূমিকা রেখেছে? (একাধিক উত্তর গ্রহণযোগ্য)

- পরিবারের ভূমিকা ও মানসিক সমর্থন
- আত্মীয়-স্বজনদের ভূমিকা
- সহপাঠীদের সহযোগিতা ও অনুপ্রেরণা
- বিশ্ববিদ্যালয়ের শিক্ষকদের সহযোগিতা ও অনুপ্রেরণা
- আত্মবিশ্বাস ও মনের জোর
- জীবনের লক্ষ্য/স্বপ্ন, যা চালিকা শক্তি হিসেবে কাজ করে
- অর্থনৈতিক সহযোগিতা (পরিবারের বাইরে অন্য উৎস থেকে যেমন বৃত্তি)
- নিজের উপার্জন (টিউশনি বা অন্য উপায়ে)
- নিজের মানিয়ে নেয়ার ক্ষমতা
- পঠিত বিষয়ের প্রতি ভালোলাগা

এসবের বাইরে অন্য কিছু (যদি থাকে উল্লেখ করতে পারেন)-----

পরিস্থিতি মোকাবেলায় আপনার মানসিক সক্ষমতা সংক্রান্ত কিছু উক্তি নিম্নে প্রদান করা হয়েছে। অনুগ্রহপূর্বক, আপনার ক্ষেত্রে প্রযোজ্য অংশটিতে টিক চিহ্ন দিন। প্রতিটি বাক্যের ক্ষেত্রে ঢাকায় আগমনের পরের মানসিক অবস্থা বিবেচ্য হবে।

	দৃঢ়ভাবে ভিন্নমত (১)	ভিন্নমত (২)	একমত (৩)	দৃঢ়ভাবে একমত (৪)
১। জটিল পরিস্থিতিতে সৃজনশীল উপায়ে চিন্তা করে থাকি।				
২। যাই ঘটে যাক না কেন, আমি নিজেকে নিয়ন্ত্রণ করতে পারব বলে বিশ্বাস করি।				
৩। জটিল পরিস্থিতি ইতিবাচকভাবে মোকাবেলা করতে পারব বলে আশা করি।				
৪। জীবনের ঘটে যাওয়া ক্ষতিগুলো পূরণ করার চেষ্টা করব।				

ঢাকা বিশ্ববিদ্যালয়ের একাডেমিক পরিস্থিতিতে আপনার মানিয়ে নেয়ার ক্ষমতা সংক্রান্ত কিছু বিবৃতি রয়েছে। অনুগ্রহপূর্বক, আপনার ক্ষেত্রে প্রযোজ্য অংশটি চিহ্নিত করুন।

	দৃঢ়ভাবে ভিন্নমত (১)	ভিন্নমত (২)	একমত (৩)	দৃঢ়ভাবে একমত (৪)
১। শিক্ষকদের মূল্যায়ন গ্রহণ করি না।				
২। শিক্ষকদের মূল্যায়ন ব্যবহার করে নিজের উন্নতি করার চেষ্টা করি।				
৩। পরিস্থিতি অনুযায়ী নিজেকে চালিত করার চেষ্টা করব।				
৪। জীবনের লক্ষ্য পরিবর্তন করে ফেলব।				
৫। পরিস্থিতির উপর বিরক্ত হয়ে পড়ছি।				
৬। সবকিছুই ছেড়ে দেব।				
৭। বিশ্ববিদ্যালয়ে আমার সফলতার সম্ভাবনা কম মনে করি।				
৮। বর্তমান পরিস্থিতিতে চ্যালেঞ্জ হিসেবে দেখছি।				
৯। নেতিবাচক চিন্তা দূর করার সর্বাঙ্গিক চেষ্টা করব।				
১০। এই পরিস্থিতি সাময়িক সময়ের জন্য।				
১১। আগের তুলনায় বেশী পরিশ্রম করব।				
১২। সম্ভবত, আমি বিষণ্ণতায় আক্রান্ত।				
১৩। নতুন পরিস্থিতি নিয়ে ভাববার চেষ্টা করব।				
১৪। হতাশ হয়ে পড়ছি।				
১৫। শিক্ষকদের দায়ী করব।				
১৬। চেষ্টা চালিয়ে যাব।				
১৭। জীবনের লক্ষ্য ও উচ্চাশা বদলে ফেলব।				
১৮। অতীতের সফলতার নিরীখে বর্তমানকে চালিত করার চেষ্টা করব।				
১৯। আমার চাকরি পাওয়ার সম্ভাবনা ক্ষীণ মনে করি।				
২০। প্রচেষ্টা ও অর্জনের দিকে মনোযোগী হব।				
২১। শিক্ষকদের সহযোগিতা কামনা করব।				
২২। নিজেই নিজেকে উৎসাহিত করব।				
২৩। আতঙ্কিত হওয়া থেকে বিরত থাকব।				
২৪। অধ্যয়নের বিভিন্ন উপায় অবলম্বন করব।				
২৫। ইতিবাচক অর্জনের জন্য নিজের লক্ষ্য নির্ধারণ করব।				
২৬। পরিবার ও বন্ধুবান্ধবদের দেখে উৎসাহিত হব।				
২৭। আরও ভালোভাবে কাজ করার জন্য নিজের দক্ষতা ও সীমাবদ্ধতা চিহ্নিত করব।				
২৮। মনে হয় ভুল পথে হাঁটছি আর সব শেষ হয়ে যাচ্ছে।				
২৯। নিজের অর্জনের ভিত্তিতে নিজেকে মূল্যায়ন করব।				
৩০। আরও ভাল ফলাফল করার আশা রাখি।				

Detail Output about the Confirmatory Factor Analysis Conducted in the Study

Academic Resilience Scale (ARS)

Standardized Regression Weights:

	Estimate
ARS_Item_1 <--- perseverance	.227
ARS_Item_2 <--- perseverance	.431
ARS_Item_3 <--- perseverance	.388
ARS_Item_4 <--- perseverance	.470
ARS_Item_5 <--- perseverance	.146
ARS_Item_8 <--- perseverance	.238
ARS_Item_9 <--- perseverance	.657
ARS_Item_10 <--- perseverance	.441
ARS_Item_11 <--- perseverance	.643
ARS_Item_13 <--- perseverance	.605
ARS_Item_15 <--- perseverance	.186
ARS_Item_16 <--- perseverance	.662
ARS_Item_17 <--- perseverance	-.141
ARS_Item_30 <--- perseverance	.599
ARS_Item_18 <--- cooperation	.366
ARS_Item_20 <--- cooperation	.622
ARS_Item_21 <--- cooperation	.478
ARS_Item_22 <--- cooperation	.689
ARS_Item_24 <--- cooperation	.716
ARS_Item_25 <--- cooperation	.741
ARS_Item_26 <--- cooperation	.608
ARS_Item_27 <--- cooperation	.645
ARS_Item_29 <--- cooperation	.352
ARS_Item_6 <--- emotion	.550
ARS_Item_7 <--- emotion	.476
ARS_Item_12 <--- emotion	.791
ARS_Item_14 <--- emotion	.884
ARS_Item_19 <--- emotion	.418
ARS_Item_23 <--- emotion	.064
ARS_Item_28 <--- emotion	.534

Correlations:

	Estimate
Perseverance <--> Cooperation	.911
Cooperation <--> Emotion	.078
Perseverance <--> Emotion	.137

Squared Multiple Correlations:

	Estimate
ARS_Item_28	.285
ARS_Item_23	.004
ARS_Item_19	.174
ARS_Item_14	.782
ARS_Item_12	.626
ARS_Item_7	.227
ARS_Item_6	.302
ARS_Item_29	.124
ARS_Item_27	.416
ARS_Item_26	.370
ARS_Item_25	.549
ARS_Item_24	.513
ARS_Item_22	.475
ARS_Item_21	.228
ARS_Item_20	.386
ARS_Item_18	.134
ARS_Item_30	.359
ARS_Item_17	.020
ARS_Item_16	.439
ARS_Item_15	.035
ARS_Item_13	.367
ARS_Item_11	.414
ARS_Item_10	.194
ARS_Item_9	.432
ARS_Item_8	.057
ARS_Item_5	.021
ARS_Item_4	.221
ARS_Item_3	.151
ARS_Item_2	.185
ARS_Item_1	.051

Model Validity Measures

Validity Analysis

	CR	AVE	MSV	MaxR(H)	perseverance	cooperation	emotion
perseverance	0.736	0.210	0.829	0.818	0.459		
cooperation	0.824	0.355	0.829	0.851	0.911**	0.596	
emotion	0.750	0.343	0.019	0.868	0.137†	0.078	0.586

Validity Concerns

Discriminant Validity: the square root of the AVE for perseverance is less than its correlation with cooperation.

¹ Convergent Validity: the AVE for perseverance is less than 0.50. Try removing ARS_Item_17 to improve AVE.

Discriminant Validity: the AVE for perseverance is less than the MSV.

Discriminant Validity: the square root of the AVE for cooperation is less than its correlation with perseverance.

¹ Convergent Validity: the AVE for cooperation is less than 0.50. Try removing ARS_Item_29 to improve AVE.

Discriminant Validity: the AVE for cooperation is less than the MSV.

¹ Convergent Validity: the AVE for emotion is less than 0.50. Try removing ARS_Item_23 to improve AVE.

Brief Resilient Coping Scale (BRCS)

Model Fit Measures

	CR	AVE	MaxR(H)
BRCS_4	0.723	0.397	0.736

Measure	Estimate	Threshold	Interpretation
CMIN	8.949	--	--
DF	3.000	--	--
CMIN/DF	2.983	Between 1 and 3	Excellent
CFI	0.974	>0.95	Excellent
SRMR	0.052	<0.08	Excellent
RMSEA	0.080	<0.06	Terrible
PClose	0.161	>0.05	Excellent

Result

Minimum was achieved
 Chi-square = 8.949
 Degrees of freedom = 3
Probability level = .030

Standardized Regression Weights:

	Estimate
BRCS_Item_1 <--- BRCS_4	.565
BRCS_Item_4 <--- BRCS_4	.580
BRCS_Item_2 <--- BRCS_4	.564
BRCS_Item_3 <--- BRCS_4	.684

SPSS Outputs of Some Analysis

Measuring the level of resilience:

BRCS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	28	8.9	9.0	9.0
	2.00	147	47.0	47.1	56.1
	3.00	137	43.8	43.9	100.0
	Total	312	99.7	100.0	

(1=low resilient, 2= medium resilient, 3=high resilient)

F1_ARS (Perseverance)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	161	51.6	51.6	51.6
	3	151	48.4	48.4	100.0
	Total	312	100.0	100.0	

F2_ARS (Help-seeking Attitude)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.0	1.0	1.0
	2	124	39.7	39.7	40.7
	3	185	59.3	59.3	100.0
	Total	312	100.0	100.0	

F3_ARS (Negative Emotion)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	43	13.8	13.8	13.8
	2	188	60.3	60.3	74.0
	3	81	26.0	26.0	100.0
	Total	312	100.0	100.0	

T-test for seeking gender differences:

BRCS

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
BRIEF_R	Female	153	12.21	1.999	.162
	Male	159	12.09	2.283	.181

Independent Samples Test						
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
BRIEF_R	Equal variances assumed	.404	.526	.472	310	.637
	Equal variances not assumed			.473	307.291	.636

ARS

	Gender	N	Mean	Std. Deviation	Mean
ARS_F1	Female	153	44.08	4.489	.363
	Male	159	42.41	4.454	.353
ARS_F2	Female	153	29.18	3.622	.293
	Male	159	28.67	3.852	.306
ARS_F3	Female	153	18.67	3.878	.314
	Male	159	19.02	3.994	.317

Independent Samples Test						
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
ARS_F1	Equal variances assumed	.001	.976	3.297	310	.001
	Equal variances not assumed			3.297	309.333	.001
ARS_F2	Equal variances assumed	.308	.579	1.188	310	.236
	Equal variances not assumed			1.190	309.835	.235
ARS_F3	Equal variances assumed	.062	.804	-.790	310	.430
	Equal variances not assumed			-.790	309.975	.430

Chi-square test to check gender association:

BRCS

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.440 ^a	8	.710
Likelihood Ratio	5.624	8	.689
Linear-by-Linear Association	.628	1	.428
N of Valid Cases	312		

a. 3 cells (20.0%) have expected count less than 5. The minimum expected count is 4.04.

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	.132	.710
	Cramer's V	.093	.710
N of Valid Cases		312	

ARS_1

Gender * F1_ARS Crosstabulation					
		F1_ARS		Total	
		2	3		
Gender	Female	Count	73	80	153
		Expected Count	79.0	74.0	153.0
	Male	Count	88	71	159
		Expected Count	82.0	77.0	159.0
Total		Count	161	151	312
		Expected Count	161.0	151.0	312.0

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.819 ^a	1	.177		
Continuity Correction ^b	1.526	1	.217		
Likelihood Ratio	1.821	1	.177		
Fisher's Exact Test				.213	.108
Linear-by-Linear Association	1.813	1	.178		
N of Valid Cases	312				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 74.05.
 b. Computed only for a 2x2 table

ARS_2

Gender * F2_ARS Crosstabulation						
			F2_ARS			Total
			1	2	3	
Gender	Female	Count	0	67	86	153
		Expected Count	1.5	60.8	90.7	153.0
	Male	Count	3	57	99	159
		Expected Count	1.5	63.2	94.3	159.0
Total	Count		3	124	185	312
	Expected Count		3.0	124.0	185.0	312.0

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.606 ^a	2	.100
Likelihood Ratio	5.765	2	.056
Linear-by-Linear Association	.515	1	.473
N of Valid Cases	312		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.47.

ARS_3

Gender * F3_ARS Crosstabulation						
			F3_ARS			Total
			1	2	3	
Gender	Female	Count	24	93	36	153
		Expected Count	21.1	92.2	39.7	153.0
	Male	Count	19	95	45	159
		Expected Count	21.9	95.8	41.3	159.0
Total	Count		43	188	81	312
	Expected Count		43.0	188.0	81.0	312.0

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.488 ^a	2	.475
Likelihood Ratio	1.491	2	.475
Linear-by-Linear Association	1.471	1	.225
N of Valid Cases	312		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.09.

SPSS Output for Pearson Product Moment Correlation Coefficient

Correlation between BCRS and ARS

		BCRS_4	ARS_30	ARS_F1	ARS_F2	ARS_F3
BCRS_4	Pearson Correlation	1	.540**	.502**	.407**	.341**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	312	312	312	312	312
ARS_30	Pearson Correlation	.540**	1	.867**	.814**	.643**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	312	312	312	312	312
ARS_F1	Pearson Correlation	.502**	.867**	1	.683**	.293**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	312	312	312	312	312
ARS_F2	Pearson Correlation	.407**	.814**	.683**	1	.229**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	312	312	312	312	312
ARS_F3	Pearson Correlation	.341**	.643**	.293**	.229**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	312	312	312	312	312

Districts of the Participants vs. Risk Factors

Districts	Detachment from family	Risk Factors															
		Issues in hall	Faculty issue	Financial issue	Health issue	Ragging	Emotional issue	Intrapersonal issue	Fear for new place	Accommodation issue	Urban life	Depression and loneliness	Class cancellation	Mental stress	Frustration	Dissatisfaction with uni	Anxiety
Bagerhat	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Barisal	4	6	2	2	2	0	0	0	2	1	2	3	3	2	4	3	3
Barishal	2	2	1	2	2	0	0	0	0	1	1	0	1	1	1	1	1
Bogura	5	4	3	3	3	0	3	0	3	1	2	1	1	3	2	2	1
Borguna	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Brahmanbari	1	1	1	1	1	1	0	0	0	1	0	0	0	1	0	1	1
Brahmanbaria	0	0	0	0	0	0	1	0	1	0	0	1	0	1	0	0	0
Brahmanbaria	1	1	0	1	1	0	0	1	0	1	0	1	0	0	0	0	1
Chadpur	2	3	1	2	0	1	0	1	1	2	1	1	0	1	1	0	2
Chattoagram	1	1	1	2	1	0	0	0	1	2	2	2	1	1	1	1	2
Chittagong	1	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0
Chittagong	10	9	6	5	4	1	2	1	2	5	3	5	2	5	4	5	8
Chuadanga	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Cumilla	11	11	8	10	8	2	3	4	7	7	7	6	3	8	8	5	10
Dhaka	3	4	1	3	3	2	1	2	2	4	3	2	2	4	2	2	1
Dinajpur	5	3	1	2	2	2	1	1	3	2	2	4	1	2	2	3	4
Faridpur	2	3	2	2	3	0	2	1	2	2	4	3	2	2	2	1	2
Feni	3	2	1	1	2	2	2	0	0	3	2	1	1	2	2	1	1
Foridpur	2	2	2	2	3	0	0	2	1	1	2	2	2	3	3	2	1
Gaibandha	3	1	0	1	1	1	0	0	0	0	0	2	0	0	1	1	1
Gazipur	7	8	4	4	3	0	2	1	0	1	2	2	2	4	2	4	5
Gopalganj	2	2	2	1	1	0	0	0	2	1	2	1	1	1	2	1	0
Habiganj	1	1	0	1	0	0	0	0	1	1	1	0	0	0	0	1	0
Jamalpur	5	5	3	5	6	0	2	2	3	4	5	5	3	4	4	3	1
Jashore	3	1	2	1	2	3	0	1	1	3	3	1	1	0	0	2	3
Jessore	5	4	3	3	4	0	1	2	0	3	3	2	4	6	6	2	4
Jhalkathi	0	0	0	1	1	0	1	0	0	1	0	1	0	1	1	0	1
Jhenaidah	7	5	3	3	4	1	1	2	4	5	4	3	3	4	4	5	6
Joypurhat	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1
Khagrachhari	1	1	1	0	0	0	1	0	1	0	1	1	0	0	0	1	1
Khulna	1	3	3	1	3	1	1	1	1	1	1	1	0	2	2	1	1
Kishoregonj	3	4	2	3	2	1	1	1	2	1	1	2	0	2	0	2	4
Kurigram	2	2	4	5	3	2	3	1	4	5	4	4	1	4	5	3	5
Kushia	4	5	1	4	2	1	0	2	1	4	2	3	0	2	3	2	2
Kustia	1	1	0	0	0	0	0	0	1	1	1	0	1	0	0	1	1
Lakshimpur	1	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0
Lakshimpur	2	3	2	2	0	1	1	0	0	2	2	0	1	1	1	1	0
Lalmonirhat	3	2	1	3	2	0	1	1	0	3	0	1	0	1	1	0	1
Madaripur	2	1	1	0	1	0	1	0	1	1	0	1	2	0	0	1	0
Magura	1	2	2	1	1	3	0	0	0	0	2	0	0	1	0	2	1
Manikganj	2	3	3	1	3	0	3	0	1	1	1	2	4	3	2	2	3
Manikganj	1	1	0	1	1	0	0	1	0	1	1	1	0	0	0	1	1
Meherpur	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Moulvibazar	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1
Munshiganj	1	1	1	0	1	1	1	0	0	0	0	1	0	1	1	1	1
Munsiganj	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Mymensingh	7	8	5	5	6	3	2	2	3	3	7	2	1	4	5	3	7
Naogaon	2	3	0	0	1	2	1	0	1	2	2	2	0	0	1	2	1
Narail	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Narayanganj	2	1	1	1	1	0	1	0	0	1	2	2	0	2	2	2	2
Narshingdi	6	6	3	5	3	0	4	1	2	5	5	6	4	2	5	4	3
Narsingdi	1	1	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1
Nator	3	1	1	1	0	0	0	0	1	0	1	0	1	1	1	1	3
Natore	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
Netrokona	1	3	2	3	3	0	1	0	0	3	2	2	0	3	1	2	1
Nilphamari	4	3	2	3	3	1	1	2	0	2	0	2	1	2	2	2	2
Nilphamari	1	0	1	0	1	0	0	1	0	0	0	0	1	1	0	1	0
Noakhali	8	9	6	7	5	0	3	5	5	4	8	5	3	6	5	4	8
Norail	2	3	2	1	1	0	1	0	1	3	0	2	0	2	1	3	1
Norshingdi	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1
Pabna	3	4	3	3	2	2	3	1	3	4	1	4	5	2	3	2	2
Panchogar	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0
Panchogar	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	0
Pirojpur	0	2	0	2	2	1	0	0	0	2	0	1	0	2	1	1	1
Rajbari	1	0	0	1	0	0	0	0	1	1	0	0	0	0	1	1	0
Rajshahi	4	3	3	4	3	0	1	0	2	3	1	1	0	1	1	2	3
Rangpur	7	6	6	4	6	1	3	2	3	4	5	4	3	4	4	3	5
Saidpur	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	0
Satkhira	1	0	0	0	1	1	1	0	1	0	1	0	1	1	1	0	1
Satkhira	2	3	2	3	1	0	0	1	2	2	2	3	3	2	2	2	2
Shariatpur	0	0	1	1	1	1	1	0	0	0	0	1	0	1	0	0	1
Sherpur	2	3	2	3	2	1	1	0	1	0	1	2	0	2	1	2	2
Sirajganj	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1
Sirajganj	2	3	3	0	2	1	1	0	1	1	0	2	1	1	1	2	2
Sunamgonj	1	2	1	2	1	0	1	1	1	1	1	1	1	1	1	0	1
Sylhet	5	2	0	1	3	3	2	1	2	3	1	1	1	2	2	2	2
Tangail	4	6	2	1	1	0	3	0	3	3	1	1	1	2	0	2	3
Thakurgaon	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	0

Districts of the Participants vs. Protective Factors

Districts	Protective Factors										
	family support	relative's support	peer's support	teacher's support	self vigour	aim that motivates	scholarship	own income	adjustment power	likings for subject	Still facing problems
	32	10	21	9	25	21	8	14	34	7	0
Bagerhat	1	0	0	0	1	1	1	1	1	0	0
Barisal	5	1	5	0	3	2	0	2	6	0	0
Barishal	2	1	2	0	0	0	1	1	2	1	0
Bogura	3	2	3	1	2	2	1	1	4	1	0
Borguna	1	1	1	0	1	0	0	0	0	0	0
Brahmanbari	1	0	1	0	1	1	0	1	1	0	0
Brahmanbaria	0	0	1	0	0	0	0	0	0	1	0
Brahmanbariya	1	0	0	1	1	2	0	1	1	1	0
Chadpur	2	1	1	0	2	1	1	3	2	1	0
Chattogram	1	0	0	0	2	1	0	1	2	1	0
Chittagong	0	0	0	0	0	0	0	1	1	0	0
Chittogram	8	1	4	2	6	5	3	3	11	0	0
Chuadanga	1	0	0	0	1	1	0	0	1	0	0
Cumilla	10	3	8	3	9	7	1	7	12	2	0
Dhaka	4	2	2	0	5	5	0	1	4	1	0
Dinajpur	6	2	4	2	4	1	2	0	4	0	0
Faridpur	4	1	3	2	4	3	0	0	4	1	0
Feni	4	1	1	0	2	2	0	1	1	0	0
Foridpur	3	1	1	0	2	0	0	1	3	2	0
Gaibandha	3	1	2	0	1	0	0	1	1	0	0
Gazipur	3	1	4	1	5	1	1	4	5	1	0
Gopalganj	2	0	2	0	2	1	0	1	2	0	0
Habiganj	1	0	1	0	1	0	0	0	1	0	0
Jamalpur	7	0	5	3	7	3	4	3	6	0	0
Jashore	1	1	3	1	2	1	0	1	2	2	0
Jessore	4	0	5	2	3	4	2	3	4	1	0
Jhalkathi	1	1	1	0	1	1	1	1	1	0	0
Jhenaidah	6	4	5	0	4	1	1	3	8	0	0
Joypurhat	1	1	1	1	0	1	1	1	1	1	0
Khagrachori	1	0	0	0	1	1	0	1	1	1	0
Khulna	2	0	1	1	3	1	0	1	2	0	0
Kishorgonj	3	1	3	2	3	1	1	2	3	1	0
Kurigram	3	1	4	2	5	4	3	5	3	2	0
Kustia	4	1	3	1	4	2	0	1	2	0	0
Kustia	1	1	1	0	1	1	0	0	1	1	0
Lakshmipura	1	0	1	0	1	0	0	1	1	0	0
Laksmipur	2	0	1	0	2	0	1	2	1	0	0
Lalmonirhat	1	0	2	1	1	1	1	2	1	1	0
Madaripur	3	0	3	0	3	0	0	0	1	0	0
Magura	2	0	2	1	2	1	1	3	2	0	0
Manikganj	4	1	3	0	4	4	1	2	5	0	0
Manikgonj	1	0	0	1	1	1	0	0	0	0	0
Meherpur	1	0	0	0	1	0	0	1	1	0	0
Moulvibazar	0	0	1	0	1	0	0	1	1	0	0
Munshiganj	1	0	0	0	1	1	0	1	1	0	0
Munsigonj	0	0	0	0	0	0	0	0	1	0	0
Mymensingh	7	3	7	4	7	8	1	3	8	3	0
Naogaon	1	1	0	1	2	2	0	0	2	1	0
Narail	1	0	0	0	0	0	0	0	0	0	0
Narayanganj	2	1	1	0	1	1	1	2	1	0	0
Narshingdi	5	0	5	1	5	2	1	4	5	0	0
Narsingdi	1	0	1	0	1	1	0	0	1	1	0
Nator	3	0	3	0	1	1	1	3	3	0	0
Natore	1	0	0	0	1	1	0	0	1	0	0
Netrokona	2	1	1	0	2	0	1	1	3	0	1
Niiphamari	3	0	3	1	2	0	0	1	4	0	0
Niiphamari	1	0	0	0	1	1	0	1	0	0	0
Noakhali	8	3	6	2	6	4	3	4	8	1	0
Norail	3	1	1	0	3	2	0	1	4	0	0
Norshingdi	1	0	0	0	0	0	1	0	1	0	0
Pabna	2	1	2	1	3	3	0	2	4	2	0
Panchogar	1	0	1	0	1	0	0	1	1	0	0
Panchogor	1	0	0	0	0	0	0	0	0	0	0
Pirojpur	2	0	1	0	2	1	0	1	1	1	0
Rajbari	1	0	0	0	0	0	0	0	1	0	0
Rajshahi	3	1	4	0	3	2	1	3	4	0	0
Rangpur	7	1	3	0	4	2	0	4	8	1	0
Saidpur	0	0	0	1	1	1	1	1	1	0	0
Sathkhira	1	0	1	0	0	0	0	0	1	0	0
Sathkhira	4	0	2	0	4	3	0	1	3	1	0
Shariatpur	1	0	0	0	1	0	0	1	0	0	0
Sherpur	2	0	2	0	3	1	1	1	3	0	0
Sirajganj	1	0	0	0	0	1	0	0	1	1	0
Sirajgonj	2	0	2	0	2	2	1	0	3	0	0
Sunamgonj	2	0	0	1	2	1	0	0	2	2	0
Sylhet	4	3	4	1	5	3	1	3	4	2	0
Tangail	4	0	2	0	5	1	1	2	4	1	0
Thakurgao	0	1	1	0	1	0	0	0	1	0	0