IOSR Journal Of Humanities And Social Science (IOSR-JHSS)
Volume 27, Issue 8, Series 2 (August. 2022) 44-53
e-ISSN: 2279-0837, p-ISSN: 2279-0845.
www.iosrjournals.org

Gender Differences in Resilience, Compassinate for Others and Humanity, Positive and Negative Affect Among Higher Secondary Students

ABSTARCT
Objective: to find out the impact of gender on resilience compassinate for others and humanity, positive and negative affect among higher secondary students
Method : survey method is applied for the study.
Sample:411 boys and 346 girls are chosen for the study.totally 757 students are collected from 3 different type of schools.
Tools and statistics: Wagnild and Young's (1987) Resilience Scale,PANAS by C.D Speilberger (1982) and compassionate for others and humanity by Sprecher, S. & Fehr, B. (2005). mean and standard deviation and critical ratio have been used to analyse the data
Results: gender has an impact on resilience compassinate for others and humanity, positive and negative affect among higher secondary students.
Conclusion: gender played very important role in modifying the scores of resilience compassinate for others and humanity, positive and negative affect among higher secondary students

Date of Submission: 25-07-2022 Date of Acceptance: 08-08-2022

I. INTRODUCTION

People who are more satisfied by their lives tend to experience greater physical and psychological health than people who are less satisfied with their lives. From an economic point of view, it is important to know what causes people to be satisfied with their lives. From a psychological perspective, understanding mental health is an important theoretical and empirical undertaking. Man in the world today faces difficulty to maintain a good balanced mental health because of rapid neutralization and sophistication of the modern social system. Thus an individual often fails to maintain a balance between himself and his social environment and also understands a link between mental health and emotion.

In recent research, two broad, general factors--typically labeled Positive Affect (PA) and Negative Affect (NA)--have emerged reliably as the dominant dimensions of emotional experience. These factors have been identified in both intra and inter individual analysis and they emerge consistently across diverse descriptor sets, time frames, response formats, languages, and cultures (Almagor & Ben-Porath, 1989; Mayer & Gaschke, 1988; Meyer & Shack, 1989; Tellegen, 1985; Watson, 1988b; Watson, Clark, & Tellegen, 1984; Watson & Tellegen, 1985; Zevon & Tellegen, 1982).

In order to best cultivate a positive state of mental health and well-being, it is important to know which aspects of life are perceived as having a positive affect on mental health and which aspects are perceived as having a detrimental effect. Having a supportive family appears to be the most important positive influence, and the converse, not having a supportive family is perceived as having the most negative effect.

Examining the positives in more detail, being physically healthy and having good friends are the next most important influences, followed by having a good job and having time to relax and rest. Some interesting demographic differences are apparent, such as women and younger people attaching more importance to having good friends and being loved, and men attaching more importance to 'having a good job'. However, gender has a greater influence on individuals" resilience levels that age. Male have a higher level of resilience than female in the same way, older individuals record a higher resilience scale than the younger age groups. Compassion resilience is the ability to maintain your physical, emotional and mental well-being while responding compassionately to the suffering of others.

Sample

Samples were randomly collected from three different schools, i.e. Government Schools, Government Aided Schools and Private Schools in the Chennai District from XI std and XII std in Arts and Science group. From Arts group 442 students (Boys 241 and girls 201) and Science group 334 students Boys 164 and girls 170

).In the case of government school there are 40 boys and 48 girls in arts and 31 boys and 24 girls in science groups from XI standard and 43 boys and 24 girls in arts and 35 boys and 30 girls in science groups from XII standard are selected. In the case of government aided school there are 48 boys and 44 girls in arts and 23 boys and 20 girls in science groups from XI standard and 45 boys and 37 girls in arts and 20 boys and 23 girls in science groups from XII standard are selected and In the case of private school there are 25 boys and 25 girls in arts and 27 boys and 26 girls in science groups from XI standard and 40 boys and 23 girls in arts and 28 boys and 47 girls in science groups from XII standard are selected. Convenient random selection is done in all the cases from the total population of 1582 students.

Pilot study

In order to standardize the tools taken for the study all the tool were given to 50 students at the beginning of the study. then reliability and validity of the tools were calculated based on the scores obtained through pilot study.

2.Resilience

The term resilience is appearing increasingly in articles in specialised journals, covering anything from psychology to management and strategy. The very word resilience is worthy of a moment's consideration because of the issues it raises, and also to examine why it has become so fashionable. It comes into the language, probably via French, from the Latin verb resaltare, which means to rebound or bounce back, to get moving again or to result from, or possibly from the verb resilire, with the literal meaning to jump backwards. In modern language, however, the word is used in a number of contexts with nuances of meaning, most of which boil down to the notion of adapting to circumstances in the face of some shocking event.

Gilligan's (2000) definition 'a set of qualities that helps a person to withstand many of the negative effects of adversity…Bearing in mind what has happened to them, a resilient child does better than he or she ought to do'— is one of the more straightforward. Most authors consider that resilience is a mixture of nature and nurture. Attributes that some children are born with, such as good intellectual ability and a placid, cheerful temperament, are associated with resilience. Children who are born prematurely and/or with disabilities, who cry and cannot be comforted, who cannot sleep or who will not accept being held are more vulnerable to adversity and may be less likely to be resilient.

3. **Compassionate love for close others and Humanity**

There is increasing evidence that helping people develop compassion for themselves and for others has powerful impacts on negative affect and promotes positive affect (Lutz, Greischar, Rawlings, Ricard, & Davidson, 2004). Lutz, Brefczynski-Lewis, Johnstone, and Davidson (2008) found that regular meditation practice of compassion for others has an impact on responses to stress and the frontal cortex. Compassion-practiced individuals also showed increased sensitivity to detect and respond to distress in others. Fredrickson, Cohn, Coffey, Pek, and Finkel (2008) gave six 60-minute weekly group sessions (with home practice) with a CD-based loving-kindness meditation (compassion directed to self, then others, then strangers). This tratining increased positive emotions, mindfulness, feelings of purpose in life and social support, and decreased illness symptoms. Pace et al. (2008) found that compassion-focused meditations reduced stress-linked immune and behavioural responses. A study with a non-clinical sample found that a brief loving-kindness meditation increased people's feelings of social connectedness towards strangers (Hutcherson, Seppala, & Gross, 2008). In other words, compassion-focused meditations decrease negative affects and stress responses, increase positive affects and increase feelings of affiliation and kindness towards others.

Compassionate love can be experienced for a romantic partner, family, friends, peripheral ties, and all of humanity. The authors note that this definition is consistent with that of Lazarus (1991), who defined compassion as "being moved by another's suffering and wanting to help" (Lazarus, 1991, p. 289). Sprecher and Fehr (2005) used the term "compassionate love" rather than "compassion" in order to encompass emotional and transcendental nuisances, although they acknowledged that their construct could be named "altruistic love" or "compassion" (Sprecher & Fehr, 2005, p. 630). Although compassionate love may be experienced for someone to whom love is not reciprocated, it should not be confused with unrequited love, which is described in the literature as one-sided type of love (e.g., Baumeister, Wotman, & Stillwell, 1993). Mental health professionals and clinicians have long noted the positive benefits of giving to others or having an altruistic orientation toward others. For example, according to the "helper therapy principle," identified in social work research done with self-help groups (Reissman, 1965), doing something for others is fulfilling and can increase the self-esteem of the person providing the help. A small amount of research, much of it conducted with older adults and cross-sectionally, indicates that giving to others is associated with life satisfaction, happiness, and self-esteem (e.g., Caprara & Steca, 2005; Simmons, 1991). However, almost no research
has examined the outcomes for the self of experiencing pro-social emotions, such as empathy, sympathy, or compassionate love. Feeling an intense pro-social emotion, distinct from engaging in a helping behavior, may

also result in many positive benefits to the self, including increased self-esteem, general positive mood, and closeness to the targets of one's empathy or compassion.

4.PANAS

Zautra, Potter, and Reich (1997) observed that "most of us believe that positive feelings are the opposite of negative feelings, and that a person who is unhappy is also sad. These statements are truisms in the language of feelings, affects, and emotions, as fundamental in one plus one equals two". Psychologists have uncovered evidence that positive affective feelings are not, in fact, the bipolar opposite of negative affective feelings: It seems that a human being is not a pendulum, moving between opposite feelings. A pendulum can be in only one place at a time, but a human being can be both happy and unhappy. Zautra, Potter, and Reich went on to invite their readers "to consider the possibility that in many cases one and one does not equal two, at least when it comes to comparing positive and negative affective states. Instead, most of the time, positive and negative feeling states are independent of one another" Traditionally, pleasure and displeasure were assumed to be opposites. With the introduction of psychometrically sophisticated correlation techniques, pioneers such as Nowlis (Nowlis & Now--lis, 1956) and Bradbum (1969; Bradbum & Caplovitz, 1965) sought to establish the structure of affect empirically. They anticipated bipolar dimensions, but their results forced them to question this assumption. They and other early researchers (Borgatta, 1961; Clyde, 1963; McNair & Lorr, 1964; Thayer, 1967) found that factor analysis yielded two independent unipolar factors where one bipolar factor had been expected. The correlation between positive and negative affect was surprisingly low.

Defenders of bipolarity soon appeared (Bentler, 1969; Meddis, 1972; Russell, 1979), and the debate was on. The debate initially centered on whether bipolarity was being masked by errors of measurement. Random noise is well known to attenuate a correlation coefficient. The more random error there is, the closer an observed correlation will be to zero. The more unreliable two scales are the more independent they appear. Thus, now that Bradburn's (1969) scales of PA and NA have been shown to have relatively low reliability (Watson, 1988), his research should be cited for its pioneering contribution but no longer as credible evidence of the independence of PA and NA.

5.1 Resilience

Educational resilience is a certain grade point average and ratings of social competence. On the other hand, resilience in an AIDS or cancer patient is staying alive. Additionally, for the cancer patient it could mean staying in remission.

5.2 Compassionate Love for close others and Humanity

Cultivation of a compassionate attitude towards oneself and one's own difficulties may be an underlying mechanism in mindfulness-based interventions

Distinct affective experience whose primary function is to facilitate cooperation and protection of the weak and those who suffer"

5.3 PANAS

Organizational psychology scholars studying emotion typically use self-report responses to verbal questions to assess participants' current feeling or basic predisposition. These are referred to as Measures of Affect or Measures of Emotion. A frequently used measure is the Positive Affect Negative Affect Scale (PANAS).

6.Need for the study

Negative events quite effectively, whereas others are caught in a web. They seem to be unable to get out of their negative streaks. Being able to move on despite the influence of stressors does not demonstrate luck on the part of those successful individuals but demonstrates a concept known as resilience. Psychological resilience refers to effective coping and adaptation although faced with loss, hardship, or adversity. Resilience to certain events has been likened to elasticity in metals (Lazarus, 1993). For example, cast iron is hard, brittle and breaks easily (not resilient), whereas wrought iron is soft, malleable, and bends without breaking (resilient). Relatively few studies have described the emergence of cognitive style during the adolescent transition. A particularly important issue is heterogeneity in the stability of cognitive vulnerability over time. Although a handful of studies have found that cognitive style demonstrates modest mean-level and rank-order stability over time Hankin, 2005, 2008; Hankin, Fraley, & Abela, 2005), no studies have examined individual differences in stability trends over time. Of particular interest is whether children who are identified as displaying high cognitive vulnerability during this developmental period continue to display depressogenic cognitions, and therefore remain at elevated risk for depression. Similarly, given the overall rise in depression rates in the transition to adolescence, it may be possible that children previously identified as low in cognitive vulnerability may develop greater cognitive vulnerability over time. Within several domains of research on childhood and

adolescent psychopathology, it has proven useful to apply longitudinal data analytic methods to identify heterogeneity in developmental trajectories. For example, recent studies in the fields of childhood aggression and social withdrawal have identified groups of youth who vary in their trajectories of these behaviors (e.g., Booth-LaForce &Oxford, 2008; Campbell, Spieker, Burchinal, Poe, &
NICHD Early Child Care Research Network, 2006). There are no comparable studies that have focused on identifying developmental patterns of cognitive vulnerability. The current study aims to fill the gap in this literature by both identifying developmental trajectories of negative cognitive style and examining predictors of these heterogeneous trajectories.

7. Statement of the Problem

The topic for the present research is entitled as 'gender differences in resilience, compassionate, positive and negative affect among higher secondary students'

8. Objectives

a) To find out impact of Resilience, Compassionate Positive Affect and Negative Affect, among Higher Secondary School students.

Hypothesis

- There are no significant differences between boys and Girls in Resilience, Compassionate for others, positive affect and Negative affect among higher secondary students

10. **STATISTICAL ANALYSIS:**

Critical ratio is used to analyse the data

Table 1 showing the multiple comparison of resilience within various sub groups classified on the basis of Gender

School	Class	Group	Gender	No.	Mean	S.D	'C.R'
Govt.	XI	Arts	Boys	40	126.98	**24.76**	**0.723**
			Girls	48	125.83	**18.73**	
		Science	Boys	31	121.13	**19.37**	**1.318**
			Girls	24	130.6	**14.3**	
	XII	Arts	Boys	43	128.0	**17.66**	**0.419**
			Girls	24	136.13	**18.31**	
		Science	Boys	35	122.7	**20.79**	**0.64**
			Girls	30	134.48	**26.91**	
Govt. Aided	XI	Arts	Boys	48	126.08	**15.71**	**4.059**
			Girls	44	117.15	**9.29**	
		Science	Boys	23	115.37	**11.68**	**2.67**
			Girls	20	112.31	**13.3**	
	XII	Arts	Boys	45	115.72	**12.78**	**2.96**
			Girls	37	114.34	**35.92**	
		Science	Boys	20	119.25	**14.74**	**0.607**
			Girls	23	118.57	**15.57**	
Private	XI	Arts	Boys	25	131.96	**30.25**	**1.066**
			Girls	25	132.89	**22.93**	
		Science	Boys	27	125.04	**19.62**	**0.289**
			Girls	26	157.2	**18.53**	
	XII	Arts	Boys	40	119.7	**26.5**	**0.652**
			Girls	23	97.6	**32.56**	
		Science	Boys	28	130.8	**17.17**	**2.151**
			Girls	47	129.3	21.7	

From table 1, it is clear that the calculated't' values are lower than that of table 't' values in the case of Boys and Girls of Arts and Science group from XI and XII std., in Government School. Hence the Hypothesis is accepted in the case of Boys and Girls of Arts and Science group from XI and XII std., in Government School. It is proved that there is no significant difference with Resilience scores. Prior studies indicate that gender has a notable effect on a child's coping strategies (2, 3). Coping strategies can be categorized into two basic types; maladaptive and adaptive strategies (P. Hamper & Petermann, 2005). Younger boys and girls, and

boys from all age groups tend to make more use of adaptive coping strategies that focus on the immediate problem. Strategies are externalised and commonly include direct action, distraction and positive self-instruction (P. Hampel & Petermann, 2005; P. Hampel & Petermann, 2006).

This cross-sectional, population-based study explores the effects of age and gender on resilience and protective factors for mental health in primary school aged children in Brisbane, Australia. Surveys were administered to 1109 male and 1163 female students (N = 2492) in 2004 to assess self-perception of resilience and associated protective factors. Female students are found to be more likely to report higher levels of communication, empathy, help-seeking and goals for future and aspirations. They also report more positive connections with parents, teachers and adults in the community, and peers in school and outside school, as well as sense of autonomy experience. These differences, however, show changes over time. The interaction between age and gender is significant for empathy and help-seeking, and for adult support at home, at school and in the community, peer support at school and outside schools, and autonomy experience. This is largely explained by the sharp decline in scores for Year 7 girls. The gender differences in individual characteristics and protective factors for primary school children deserve further investigation, in view of their potential implications for mental health prevention and promotion.

From table 1, it is clear that the calculated 't' values are greater than that of table 't' values in the case of Boys and Girls of Arts and Science group from XI standard and Boys and Girls of Arts group from XII standard in Government Aided School. Hence the hypothesis is rejected and proved that there is significant difference between boys and girls on their Resilience scores in Arts and Science group from XI standard and Arts group from XII standard from Government Aided School.

The Hypothesis is accepted in the case of Boys and Girls of Science group from XII Std. in Government Aided School. It is proved that there is no significant difference with Resilience scores in these cases.

From table 1, it is clear that the calculated 't' values are greater than that of table 't' values in the case of Boys and Girls of Science group from XII std., in Private School. Hence the hypothesis is rejected and proved that there is significant difference between boys and girls on their Resilience scores in Science group from XII standard in Private School.

The Hypothesis is accepted in the case of Boys and Girls of Arts and Science group from XI Std. and Arts group from XII Std. in Private School. It is proved that there is no significant difference with Resilience scores in these cases.

Prior studies indicate that gender has a notable effect on a child's coping strategies (2, 3). Coping strategies can be categorised into two basic types; maladaptive and adaptive strategies (P. Hampel & Petermann, 2005). Younger boys and girls, and boys from all age groups tend to make more use of adaptive coping strategies that focus on the immediate problem. Strategies are externalised and commonly include direct action, distraction and positive self-instruction (P. Hampel & Petermann, 2005; P. Hampel & Petermann, 2006).

There is also evidence that girls cope with daily stressors by seeking social support and utilising social resources (Frydenberg & Lewis, 1993). In contrast, boys use physical recreation such as sport to cope with adversity (Frydenberg & Lewis, 1993).

Despite being under stress, girls have been found to use resilience factors such as seeking and getting support more than boys, with Grotberg finding that girls used these resilience factors more than boys (P. Hampel & Petermann, 2005).

Table 2 showing the multiple comparison of compassionate love for close others and humanity within various sub group classified on the basis of Gender

School	Class	Group	Gender	No.	Mean	S.D	'p'
Govt.	XI	Arts	Boys	40	114.04	18.46	0.92
			Girls	48	117.8	19.75	
		Science	Boys	31	110.93	21.5	0.599
			Girls	24	113.79	13.75	
	XII	Arts	Boys	43	116.25	21.34	2.18
			Girls	24	124.92	11.14	
		Science	Boys	35	114.54	18.22	1.70
			Girls	30	123.13	21.86	
Govt. Aided	XI	Arts	Boys	48	114.56	12.23	1.126
			Girls	44	111.46	14.01	
		Science	Boys	23	115.03	15.99	0.076
			Girls	20	115.35	11.56	
	XII	Arts	Boys	45	115.72	21.42	1.244
			Girls	37	109.35	24.34	

		Science	Boys	20	108.75	17.13	0.804
			Girls	23	113.04	17.78	
Private	XI	Arts	Boys	25	120.71	22.91	0.526
			Girls	25	123.66	16.14	
		Science	Boys	27	116.61	17.07	0.586
			Girls	26	113.84	17.36	
	XII	Arts	Boys	40	104.13	24.56	0.566
			Girls	23	107.38	20.28	
		Science	Boys	28	124.9	13.19	2.709
			Girls	47	112.43	26.52	

From table, it is clear that the calculated 't' values are greater than that of table 't' values in the case of Boys and Girls of Arts group from XII std., in Government School. Hence the hypothesis is rejected and proved that there is significant difference between boys and girls on their Compassion scores in Arts group from XII standard in Private School. The Hypothesis is accepted in the case of Boys and Girls of Arts and Science group from XI Std. and Science group from XII Std. in Government School. It is proved that there is no significant difference with Compassion scores in these cases.From table, it is clear that the calculated 't' values are lower than that of table 't' values in the case of Boys and Girls of Arts and Science group from XI and XII std., in Government Aided School. Hence the Hypothesis is accepted in the case of Boys and Girls of Arts and Science group from XI and XII std., in Government Aided School. It is proved that there is no significant difference with Compassion scores.From table, it is clear that the calculated 't' values are greater than that of table 't' values in the case of Boys and Girls of Science group from XII std., in Private School. Hence the hypothesis is rejected and proved that there is significant difference between boys and girls on their Compassion scores in Science group from XII standard in Private School. The Hypothesis is accepted in the case of Boys and Girls of Arts and Science group from XI Std. and Arts group from XII Std. in Private School. It is proved that there is no significant difference with Compassion scores in these cases.

Table 3 showing the multiple comparison of positive affect within various sub group classified on the basis of Gender

School	Class	Group	Gender	No.	Mean	S.D	'C.R'
Govt.	XI	Arts	Boys	40	**39.24**	**5.76**	0.427
			Girls	48	**38.69**	**6.29**	
		Science	Boys	31	**38.64**	**6.79**	0.97
			Girls	24	**38.36**	**6.29**	
	XII	Arts	Boys	43	**38.72**	**6.8**	0.2688
			Girls	24	**38.33**	**4.97**	
		Science	Boys	35	**37.23**	5.52	3.61
			Girls	30	**41.38**	3.66	
Govt. Aided	XI	Arts	Boys	48	**41.44**	5.5	4.428
			Girls	44	**35.65**	6.89	
		Science	Boys	23	**41.07**	5.61	1.33
			Girls	20	**39.06**	4.26	
	XII	Arts	Boys	45	**36.14**	5.46	2.48
			Girls	37	**39.0**	4.93	
		Science	Boys	20	**37.75**	6.94	0.38
			Girls	23	**37.0**	5.75	
Private	XI	Arts	Boys	25	**39.65**	5.41	0.438
			Girls	25	**40.36**	6.03	
		Science	Boys	27	**39.91**	5.19	1.87
			Girls	26	**37.3**	4.96	
	XII	Arts	Boys	40	**37.09**	6.17	0.9
			Girls	23	**38.57**	6.33	
		Science	Boys	28	**37.86**	4.65	0.405
			Girls	47	38.39	5.94	

from table 3 it is clear that calculated C.R values are more than that of table C.R values.hence hypothsis has been rejected and proved that there are significant differences in the levels of positive affect between boys and girls in the case of science of XII standard from government schools and arts of XI and XII standard

students of government aided schools. Since the calculated C.R values are less than that of table C.R values.hence hypothesis has been accepted and proved that there are no significant differences in the levels of positive affect between boys and girls in the case of arts and science of XI and art students of XII standard from government schools and science of XI and XII standard students of government aided schools and arts and science students of XI and XII standards from private schools

Table 4 showing the multiple comparison of negative affect within various sub group classified on the basis of Gender

School	Class	Group	Gender	No.	Mean	S.D	'p'
Govt.	XI	Arts	Boys	40	**35.3**	**4.78**	**0.872**
			Girls	48	**34.31**	**5.86**	
		Science	Boys	31	**36.87**	**6.62**	**1.58**
			Girls	24	**39.86**	**7.2**	
	XII	Arts	Boys	43	**21.19**	**8.03**	**9.08**
			Girls	24	**37.04**	**6.09**	
		Science	Boys	35	**37.37**	**6.91**	**1.73**
			Girls	30	**34.32**	**7.19**	
Govt. Aided	XI	Arts	Boys	48	**39.96**	**4.74**	**3.35**
			Girls	44	**35.89**	**6.65**	
		Science	Boys	23	**41.92**	**4.0**	**2.56**
			Girls	20	**44.81**	**3.39**	
	XII	Arts	Boys	45	**41.27**	**4.88**	**7.39**
			Girls	37	**33.22**	**4.93**	
		Science	Boys	20	**36.03**	**6.2**	**0.55**
			Girls	23	**37.14**	**7.04**	
Private	XI	Arts	Boys	25	**36.15**	**6.23**	**0.17**
			Girls	25	**36.47**	**6.89**	
		Science	Boys	27	**36.96**	**5.27**	**0.39**
			Girls	26	**37.55**	**5.48**	
	XII	Arts	Boys	40	**36.58**	**6.34**	**0.405**
			Girls	23	**36.0**	**4.91**	
		Science	Boys	28	**39.39**	**5.06**	**0.683**
			Girls	47	38.48	6.36	

from table 4 it is clear that calculated C.R values are more than that of table C.R values.hence hypothsis has been rejected and proved that there are significant differences in the levels of negative affect between boys and girls in the case of arts and science of XI and also from arts of XII standard students of government aided schools.The Hypothesis is accepted in the case of Boys and Girls of Arts and Science group from XI Std, and Boys and Girls of Arts and group from XII Std. in Government School. It is proved that there is no significant difference with Positive Affect scores in these cases.

Affect intensity (AI) may reconcile 2 seemingly paradoxical findings: Women report more negative affect than men but equal happiness as men. AI describes people's varying response intensity to identical emotional stimuli. A college sample of 66 women and 34 men was assessed on both positive and negative affect using 4 measurement methods: self-report, peer report, daily report, and memory performance. A principal-components analysis revealed an affect balance component and an AI component. Multimeasure affect balance and AI scores were created, and t tests were computed that showed women to be as happy as and more intense than men. Gender accounted for less than 1% of the variance in happiness but over 13% in AI. Thus, depression findings of more negative affect in women do not conflict with well-being findings of equal happiness across gender. Generally, women's more intense positive emotions balance their higher negative affect.

MAJOR FINDINGS OF THE STUDY

1.there are significant differences in the levels of resilience between boys and girls in the case of arts and science XI standard students from government aided and arts XII students of government aided schools and science students of private school XII standard students

2 there are no significant differences in the levels of resilience between boys and girls in the case of arts and science XI and XII standard students from government schools and aided and XII standard science students of government aided schools and arts and science students of XI and arts students of XII from private school

3. there are significant differences in the levels of compassionate love for others and humanity between boys and girls in the case of arts XII standard students from government schools and science students of XII from private school
4. there are no significant differences in the levels of compassionate love for others and humanity between boys and girls in the case of arts and science XI and XII standard students from government schools and arts and science XI and XII standard students of government aided schools and arts and science students of XI and arts students of XII from private school

5.there are significant differences in the levels of positive affect between boys and girls in the case of science of XII standard from government schools and arts of XI and XII standard students of government aided schools

6.there are no significant differences in the levels of positive affect between boys and girls in the case of arts and science of XI and art students of XII standard from government schools and science of XI and XII standard students of government aided schools and arts and science students of XI and XII standards from private schools

7.there are significant differences in the levels of negative affect between boys and girls in the case of arts and science of XI and also from arts of XII standard students of government aided schools

8.there are no significant differences in the levels of negative affect between boys and girls in the case of arts and science of XI and XII standard from government schools and private schools and also from science of XII standard students of government aided schools

DISCUSSION

gender has a greater influence on individuals‟ resilience levels that age. Male have a higher level of resilience than female in the same way, older individuals record a higher resilience scale than the younger age groups. Compassion for others, and for yourself, means you can put yourself in their shoes, and understand how they feel. It doesn't mean that students have to accept their values or approve of their actions, just to understand. This understanding and the love of our fellow humans can help smooth over our differences. The research results showed that participants with high academic qualifications, medical majors and health literacy had higher PA scores; this group of people had a certain amount of knowledge, a comprehensive understanding of the pandemic situation and had taken in place preventive measures, and medical students have rich medical knowledge, so this group is more active when facing the pandemic situation (Sun 2019). In addition, the undergraduates had higher NA scores than the two- and three-year students, which also reflects the independence between positive and negative affects, that is, when an individual has a positive emotional experience, it does not mean that there is no negative emotional experience (Huang et al. 2003). As an important force in social development, undergraduates are willing to accept new things and are highly active on social media, but their experience is still shallow and they are prone to generate intense emotions faced with major events.

Compassion and love do not always extend to others, but may be just as important when inwardly directed. We must also forgive ourselves and have sympathy for our faults. We need to be aware of our own feelings to be in touch with our thoughts and moods. Compassion gives students an opportunity to trust your choices and have faith in the requests you make of them. Classroom management procedures and explicit instruction are important, but students who know you're invested in them are more inclined to respect you and follow your lead. Compassion for learning increases students' sense of well-being and improves the learning environment. By teaching with kindness, empathy, and compassion, educators prepare their students for long-term success in all aspects of life.Great teachers care about their students. They want them to succeed and are committed to helping them achieve their goals. Moreover, teachers care about their students' happiness, well-being and life beyond the classroom.

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