

# RESILIENT BEHAVIOUR OF PROSPECTIVE TEACHERS IN COLLEGES OF EDUCATION

\* V. Girija, \*\* Dr. S. Mani

\* *Ph.D(P/T)Research Scholar, Meston College of Education, Royapettah, Chennai – 600 014.*

\*\* *Professor and Head, Department of Educational Planning and Administration, Tamilnadu Teachers Education University, Chennai – 600 097.*

## INTRODUCTION

Life is full of ups and downs, and the individual who feels emotionally not being much changed, while staying at the crest of waves or being pulled down to the trough, alone can be happy internally, and achieve what he intends for. A matured person may be capable of behaving undisturbed in trialing situations, whereas the adolescents in the process of maturing physically, emotionally, and socially will have hell of problems due to uncontrollable emotional outburst causing unwanted negative manifestations. This kind of behaviour is very much seen in higher secondary students who are either in the mid or just crossing the mid adolescent stage. Some of their emotional reactions at the instance of touching their closely guarded likes, wishes, intentions, desires, expectations, etc. or undermining their privacy, prestige, sincerity, integrity, honesty, etc. will be volcanic enough to crumble the life of all those bonded with them. The tragic news items flashed now and then in social media about the suicides, substance abuse, suicidal attempts, murderous attempts, murders, etc of the adolescents, stand witness of their immaturity in handling their emotion and emotional reactions.

In such cases, the sensitivity to feelings seems to overrun their tendency to comeback to normal behaviour. When the tendency to bounce back takes upper hand, the affected feeling cannot induce negative reactions in individuals, rather they will stand well composed and cool in such occasions. This is what psychologists termed as 'Resilience'. The researcher, being a teacher educator has noted the nature of resilient behaviour being adopted by prospective teachers in colleges of education as well as school students in the practicing schools. Since the researcher felt that her observations could not give her a valid estimate of the resilient behaviour prevalent among higher secondary students as well as prospective teachers in her college of education, she designed the present study stated above to analyze the psychological characteristic – Resilience systematically in Prospective Teachers.

## BACKGROUND

Resilience simply refers to one's ability to adapt to stressful situations. It is not a quality that one may either possess or may not possess; there are varying degrees of resilience showing how well a person is able to handle stress. Elizabeth Scott (2016) has stated that emotional resilience is, to a degree, something a person is born with. Some people, by nature, or less upset by changes and surprises – this can be observed in infancy and tends to be stable throughout one's life time. Emotional resilience is also related to some factors that are not under one's control, such as age, gender, and exposure to trauma. However, resilience can be developed with a little effort. If one knows what to do, he can become more resilient (<sup>1</sup>Retrieved).

Resilience is a trait associated with less stress because people with an internal locus of control and a realistic view of the world can be more proactive in dealing with stressors in their life, more solution-oriented, and feel a greater sense of control, which brings less stress.

According to Harry Mills and Mark Dombeck (2005), to be resilient means to be able to 'spring back' into shape after being deformed. To be emotionally resilient means to be able to spring back emotionally after suffering through difficult and stressful times in one's life. Stressed people experience a flood of powerful negative emotions which may include anger, anxiety, and depression. Some people trapped in these

negative emotions long after the stressful events that have caused them have passed. Emotionally resilient people, on the other hand, are quickly able to bounce back to the normal emotional life (<sup>2</sup>Retrieved).

From these the researcher has understood that the prospective teachers doing the B.Ed. degree programme in Colleges of Education can perform well in teaching and cherish the qualities of an ideal teacher only when they are capable of exhibiting resilient behaviour while dealing with students, parents, and administrators.

## REVIEW

Tamera Schneider et al (2013) examined the relationship between emotional intelligence and the stress process. The participants numbering 126 completed an ability-based measure of emotional intelligence and then engaged with two stressors. They assessed stressor appraisals, emotions and psychological stress responses over time. They expected that higher emotional intelligence would facilitate stress responses in the direction of challenge, rather than threat. As expected, emotional intelligence facets were related to lower threat appraisals, more modest declines in positive affect, less negative affect and challenge physiological responses to stress. The study provides the predictive validity that emotional intelligence facilitate stress Resilience.

Nolan Andrea et al (2014) in the study entitled "Supporting Resilience in early years classrooms: the role of the teacher", report some of the findings of an Australian research council funded longitudinal study which investigated Resilience in the context of significant transitions in the lives of children and young adults. This study explored the conditions and the characteristics of resilience, looking at the educational, health, work – related or leisure interventions that support and foster resilience. It upholds the significance of involving teachers' pedagogy involving the practical approaches and strategies to promote and protect Resilience in young children.

In the study entitled "A longitudinal study of family socio-economic status variables as predictors of Socio-emotional Resilience among mentored youth", Thompson, R Bruce et al (2013) explored socio-economic status and family structure as predictors of Resilience among 'at risk' youth before and after participating in school based mentoring programmes. Twenty four youths participated in the programmes. They completed pre and post-test 'Developmental Assets Profile' questionnaires, which assessed internal (social competence) and external (support) assets. Partial correlations (age, number of siblings controlled) indicated gains in internal and external assets and they were associated with lower family socio-economic status. These associations were predominantly due to links between maternal occupational status and child outcomes. Maternal education was not a unique predictor of risk Resilience among youth.

Steward Julia (2014) in her study "Sustaining emotional Resilience for school leadership", focused on the relentless educational changes imposed on schools by the government. School leaders face the challenge of managing the impact of externally driven change and supporting others' resilience while frequently paying scant attention to their own. Six semi-structured interviews with head teachers and a review of literature provide an insight into complex relationships which underpin school leaders' emotional Resilience. A model is proposed which suggests where attention should be focused to strengthen Resilience. Recommendations are given highlighting the importance of head teachers, school governors, authors of leadership development materials, and government policy makers for promoting Resilience among students.

The theoretical input obtained from the concerned literature, and on reviewing the research studies, the researcher picked up the following relevant information about Resilience:

- Resilience is present in varying degrees in all individuals.
- Resilience can be improved.
- Nature of Resilience changes according to age, gender, job environment, and family environment, etc.
- Pedagogy adopted by teachers will impact Resilient behaviour.
- Suitably designed intervention programmes promote Resilience .

Therefore, considering the uniqueness of prospective teachers and the importance of Resilience in their teacher formation stage to fight against academic, institutional, and family oriented stressors to put up a good teacher behaviour, the present study has been structured with the following objectives:

## OBJECTIVES

- To find the nature of Resilient behaviour of Prospective teachers in Colleges of Education in Kanchipuram District.
- To find the nature of Resilient behaviour of Prospective teachers in respect of Gender, Academic qualification, and Father's occupation.
- To find the significance of difference in Resilient behaviour of Prospective teachers with regard to Gender, Academic qualification, and Father's occupation.

## HYPOTHESES

- The nature of Resilient behaviour of Prospective teachers in Colleges of Education in Kanchipuram District is *moderate*.
- The nature of Resilient behaviour of Prospective teachers in respect of Gender, Academic qualification, and Father's occupation is *moderate*.
- There is no significant difference in Resilient behaviour of Prospective teachers with regard to Gender, Academic qualification, and Father's occupation.

## METHOD

The stated problem generates quantitative data by adopting Survey method of research, suitable for percentage and differential analysis.

## POPULATION AND SAMPLE

Population of the present study comprises all the Prospective teachers doing the B.Ed degree programme in Colleges of Education, located in Kanchipuram District.

The sample of the study consists of 3 - 5% of the target population taken by random sampling.

## RESEARCH TOOL

- *Resilient Behaviour Scale* prepared and validated by the Researcher.

## ANALYSIS OF DATA

### Hypothesis 1

*The nature of Resilient behaviour of Prospective teachers in Colleges of Education in total and in terms of Gender, Academic Qualification, and Father's occupation is moderate.*

**Table 1**

*Nature of resilient behaviour of prospective teachers in colleges of education*

Variable	Category	N	Low		Moderate		High	
			N	%	N	%	N	%
Gender	Male	120	36	30.0	54	45.0*	30	25.0
	Female	180	41	22.77	89	49.44*	50	27.77
Qualification	U.G	205	49	23.90	95	46.34*	61	29.75
	P.G	95	25	26.32	28	29.47	42	44.21*
Father's Occupation	Technical	76	21	27.63	23	30.26	32	42.10*
	Clerical	65	16	24.62	28	43.07*	21	32.31
	Business	58	18	31.03	23	39.65*	17	29.31
	Professional	50	14	28.0	16	32.0	20	40.0*
	Daily wages	51	13	25.49	22	43.13*	16	31.37
<b>Overall</b>		300	89	29.6	126	42.0*	85	28.3

\* indicates the level of resilient behaviour

### Hypothesis 2

There is no significant difference in Resilient behaviour of Prospective teachers with regard to Gender.

**Table 2**

**Difference in resilient behaviour of prospective teachers with regard to gender**

Variable	Gender	N	Mean	S.D	't' value	'p' value
Resilient Behaviour	Male	120	135.00	15.83	4.43	0.00**
	Female	180	127.08	12.32		

\*\* significant at 1% level

**Hypothesis 3**

There is no significant difference in Resilient behaviour of Prospective teachers with regard to Educational qualification.

**Table 3**

**Difference in resilient behaviour of prospective teachers with regard to educational qualification**

Variable	Qualification	N	Mean	S.D	't' value	'p' value
Resilient Behaviour	U.G	205	129.84	13.76	2.86	0.00**
	P.G	95	134.96	15.65		

\* significant at 1% level

**Hypothesis 4**

There is no significant difference in Resilient behaviour of Prospective teachers with regard to Father's occupation.

**Table 4**

**Difference in resilient behaviour of prospective teachers with regard to father's occupation**

Variable	Fathers occupation	N	Mean	'F' value	'p' value
Resilient Behaviour	Technical	76	131.92*	2.41	0.04*
	Clerical	65	130.27		
	Business	58	129.52		
	Professional	50	131.55*		
	Daily wages	51	130.14		

\* significant at 5% level (confirmed by Scheffe test)

**FINDINGS**

The followings are the findings deduced from statistical analysis of the data:

- Prospective teachers in Colleges of Education in Kanchipuram District are found to be **moderate** in their Resilient behaviour.
- Male and Female Prospective teachers are found to be the same with **moderate** level of Resilient behaviour.
- Prospective teachers having P.G qualification are found to be **high** in their Resilient behaviour; whereas, the U.G qualified prospective teachers are just **moderate** in their Resilient behaviour.
- On studying the level of Resilient behaviour in terms of Father's occupation, it is found that Prospective teachers having fathers working at Clerical cadre, as Daily wage earners and in Business are just **moderate**. However, Prospective teachers having fathers serving as Technical

- personnel and Professional are found to be **high** in their Resilient behaviour.
- The differential analysis revealed that Male Prospective teachers are **significantly higher** than their Female counterparts in Resilient behaviour.
  - Similarly, Prospective teachers with P.G qualification are found to be **significantly higher** than those with U.G qualification in their Resilient behaviour.
  - On computing ANOVA to establish the significance of difference, it is found that Prospective teachers having fathers serving as Technical personnel and Professionals are **at the top** and then those fathers with Clerical jobs, in Business and as Daily wage earners scoring statistically the same.

## DISCUSSION AND CONCLUSION

The present study reveals that the Prospective teachers with P.G qualification and those having parents with Technical and Professional jobs are somewhat strong in their Resilient behaviour. They are **high** in this aspect as far as the level is concerned, and also statistically show they are significantly better than the other counterparts. The gender wise analysis doesn't bring out any difference in the levels of Resilient behaviour of male and female prospective teachers. However, on testing the significance of difference in their means, it is found that male prospective teachers are significantly higher than their female prospective teachers.

It may be inferred from this findings that the impact of gender is significant as far as the Resilient behaviour is concerned with Male Prospective teachers aided by the genetic difference has accomplished a more advantageous resilience. It implies that special provisions are to be made in Colleges of Education to guide and direct female prospective teachers to get their resilience strengthened and made useful in circumstances requiring an emotional strength to accept and survive the negative happenings. Moreover, somewhat similar trend is observed in terms of academic qualification also. The more qualified prospective teachers by virtue of the subject competence, strength of knowledge, and a vast exposure comparatively higher than that of the U.G qualified ones, stand to reveal a stronger Resilience. As in the case of female prospective teachers, the U.G qualified Prospective teachers should also have a special consideration in all areas of activities to feel and practice for strengthening their Resilience. The teacher educators should be mindful of these categories of prospective teachers and treat them accordingly.

The findings related to occupation of fathers and the strength of Resilience of Prospective teachers, as assumed Prospective teachers with fathers having Technical jobs and Professional jobs stand superior to others. It is found to be possible by virtue of being blessed with a better environment at home due to a better economical condition and educational atmosphere established by the family. The other category of prospective teachers may not have this advantage much at home, and in the social circles causing a comparatively a significant reduction in their Resilient behaviour. As pointed out earlier, the Prospective teachers of this category with fathers occupying Clerical job, in Business and in Daily wages may be grouped and provided with experiences in the institution itself suitable for promoting their Resilient behaviour. As theoretically established, the teacher educators, the administrators, and the management as such could join hands and uplift these categories of Prospective teachers, a little unfortunate ones in this aspect, to get strengthened in their Resilience and thereby proving themselves as ideal teachers.

## REFERENCES

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