

# Resilience Levels of Prospective Teachers

Sureka N and P. Nithila Devakarunyam  
*St. Christopher's College of Education, India*

**Keywords:** Resilience, Prospective Teachers, Cope, Challenges.

**Abstract:** Resilience is the ability to run risk and cope adaptively to face challenges. The purpose of the study was to find out the other significant association between the resilience levels of prospective teachers. Survey method was employed for this study. Data were collected from 350 prospective teachers in Chennai district. Findings revealed that resilience levels of prospective teachers are not moderate in nature and there is a significant difference in resilience levels of prospective teachers with respect to educational qualification, year of study and type of institutions.

## 1 INTRODUCTION

Resilient teachers are dynamic and socially approachable to their environmental context. As teachers are second parents to their students, they need to be resilient and they can face challenges of tomorrow as well as be better to fulfill their students' needs. As resilience is one of the required traits of 21st century, especially in times like pandemic that we are currently facing, it is crucial to know how resilient our women prospective teachers are so that they will be good role models of resilience to their students. Goleman (1995) explains resilience in relation to "emotional intelligence" which is an essential life skill. Bonanno (2004) defined resilience as the capacity of individuals exposed to a negative event to remain healthy. The study was limited to teachers in Chennai city and among seven dimensions coping skill scores only analyzed.

## 2 LITERATURE REVIEW

Baratz, L. (2015). Studied on "Israeli teacher trainees' perceptions of the term moral resilience". The aim of this study was to present an approach for creating an educational process that can affect teacher trainees' moral resilience, while investigating the manner in which they – as teachers – perceive the concept of moral resilience.

Findings: Two major themes conceptualized.

The role of the organization in which the teaching takes place, and Mechanisms that contribute to the development of moral values, which creates resilience.

Parihar, P. B., & Tiwari, T. (2019). Studied on resilience of Prospective teachers in Mehsana city. The aim of the study was to find any significant difference in prospective teacher's resilience with respect to Gender, Caste, Types of College and Discipline. Sample size: 244. Sampling technique: Incidental sampling technique. Instrument: Self-constructed Resilience Scale. Findings: Prospective Teachers of Commerce were found to be significantly higher than that of Arts and Science prospective teachers.

## 3 METHODOLOGY

Methods: A Descriptive Survey method. Population: prospective teachers in Chennai. Sample size: 350. Instrument used to measure resilience: CD-RISC-25 (Connor and Davidson, 2003). Dimensions of this scale are: Hardiness, Coping, Adaptability/flexibility, Meaningfulness, Optimism, Regulation of emotion and cognition, and Self-efficacy.

### 3.1 Objectives

The study aims to assess the resilience levels and coping skills among potential teachers in Chennai

Table 1: Levels of resilience of prospective teachers.

S. No	Levels	Levels of resilience	Percentage
1	Low	012	03.42
2	Moderate	155	44.29
3	High	183	52.29
	TOTAL	350	100.00

district, examining variations based on educational qualifications, year of study, marital status, and the type of institutions they belong to. It seeks to identify any notable differences in resilience among these groups, aiming to understand how these factors potentially influence or correlate with the resilience and coping skill levels of prospective teachers.

Table 2: levels of resilience as per qualifications.

Educational Qualification	N	Mean	S.D	t - value	p - value
Undergraduate	222	88.19	20.094	4.459	0.000
Post Graduate	128	78.09	20.993		

Table 3: t-test to find out significant difference in resilience levels of prospective teachers with respect to year of study.

Year of Study	N	Mean	S.D	t - value	p - value
First Year	167	81.56	20.712	2.525	0.012
Second Year	183	87.18	20.904		

Table 4: t-test to find out significant difference in resilience levels of prospective teachers with respect to marital status.

Marital status	N	Mean	S.D	t - value	p - value
Single	261	83.92	20.762	0.871	0.385
Married	89	86.20	21.607		

### 3.2 Hypothesis

The resilience levels among potential teachers in Chennai district appear moderate overall. When examining various factors like educational qualifications, year of study, marital status, and type of institutions, there were no discernible differences in resilience levels observed. Similarly, the resilience coping skill levels across these factors did not show any significant variations among the prospective teachers under study.

Table 5: t-test to find out significant difference in resilience levels of prospective teachers with respect to type of institution

Type of Institution	N	Mean	S.D	t - value	p - value
Government Aided	192	88.80	18.978	4.335	0.000
Private	158	79.27	22.124		

Table 6: t-test to find out significant difference in resilience coping skill level of prospective teachers with respect to educational qualification.

Educational Qualification	N	Mean	S.D	t - value	p - value
Undergraduate	222	16.77	4.262	3.549	0.000
Post Graduate	128	15.05	4.597		

Table 7: t-test to find out significant difference in resilience coping skill level of prospective teachers with respect to year of study.

Year of Study	N	Mean	S.D	t - value	p - value
First Year	167	16.80	4.165	0.620	0.536
Second Year	183	16.47	4.434		

Table 8: t-test to find out significant difference in resilience coping skill level of prospective teachers with respect to marital status.

Type of Institution	N	Mean	S.D	t - value	p - value
Single	261	16.03	4.471	0.809	0.420
Married	89	16.47	4.434		

Table 9: t-test to find out significant difference in resilience coping skill level of prospective teachers with respect to type of institution.

Type of Institution	N	Mean	S.D	t - value	p - value
Government Aided	192	17.08	4.120	4.440	0.000
Private	158	15.01	4.603		

### 3.3 Data Analysis and Interpretation

Hypothesis: Table 1 shows resilience levels of prospective teachers are moderate in nature  
 Interpretation: From the Table 1, moderate scores are (012 < 155 < 183) greater than low and less than high scores. So, null hypothesis is rejected.

Hence, resilience levels of prospective teachers are not moderate in nature.

Hypothesis: The table 2 shows, there is no significant difference in the resilience levels of prospective teachers with respect to educational qualification.

Interpretation: Since the p – value (0.000) is less than 0.05, the null hypothesis is rejected. Hence, it is concluded that there is significant difference in resilience levels of prospective teachers with respect to educational qualification.

Hypothesis: Table 3 shows there is no significant difference in resilience levels of prospective teachers with respect to year of study.

Interpretation: Since the p – value (0.012) is less than 0.05, null hypothesis is rejected. Hence, it is concluded that there is significant difference in the resilience levels of prospective teachers with respect to year of study.

Hypothesis: Table 4 shows there is no significant difference in resilience levels of prospective teachers with respect to marital status.

Interpretation: Since the p – value (0.385) is greater than 0.05, null hypothesis is accepted. Hence, it is concluded that there is no significant difference in resilience levels of prospective teachers with respect to marital status.

Hypothesis: Table 5 shows there is no significant difference in resilience levels of prospective teachers with respect to type of institution.

Interpretation: Since the p – value (0.000) is less than 0.05, null hypothesis is rejected. Hence, it is concluded that there is significant difference in resilience levels of prospective teachers with respect to type of institution.

Hypothesis: Table 6 shows there is no significant difference in resilience coping skill level of prospective teachers with respect to educational qualification.

Interpretation: Since the p – value (0.000) is less than 0.05, null hypothesis is rejected. Hence, it is concluded that there is significant difference in resilience coping skill level of prospective teachers with respect to educational qualification.

Hypothesis: Table 7 shows there is no significant difference in resilience coping skill level of prospective teachers with respect to year of study.

Interpretation: Since the p – value (0.536) is greater than 0.05, null hypothesis is accepted. Hence, it is concluded that there is no significant difference in resilience coping skill level of prospective teachers with respect to year of study.

Hypothesis: Table 8 shows tThere is no significant difference in resilience coping skill level of prospective teachers with respect to marital status.

Interpretation: Since the p – value (0.420) is greater than 0.05, the null hypothesis is accepted. Hence, it is concluded that there is no significant difference in resilience coping skill level of prospective teachers with respect to marital status.

Hypothesis: The Table 9 shoes there is no significant difference in resilience coping skill level of prospective teachers with respect to type of institution.

Interpretation: Since the p – value (0.000) is less than 0.05, null hypothesis is rejected. Hence, it is concluded that there is significant difference in the resilience coping skill level of prospective teachers with respect to type of institution.

## 4 DISCUSSIONS

The present study reveals that the resilience levels of women prospective teachers are not moderate in nature. This result is inconsistent with previous study (Ee, J., & Chang, A. S. C. 2010). Findings of this study also revealed that there is significant difference in the resilience levels and resilient coping skill level of prospective teachers with respect to educational qualifications, year of study and type of institutions. Prospective teachers may need to be known the uniqueness of resilience and how they can be highly resilient in life. Institutions should Conduct Alumni program for fostering personal and professional relationships, and encourage continuing contact through social media after graduation. Field service camps organized in institutions can also build the resilience of prospective teachers highly.

## REFERENCES

- Baratz, L. (2015). Israeli teacher trainees' perceptions of the term moral resilience. *Journal for Multicultural Education*.
- Bonanno, G.A., 2004. Loss, trauma and human resilience: have we underestimated the human capacity to thrive after extremely aversive events? *The American Psychologist* 59 (1), 20–28.
- Ee, J., & Chang, A. S. C. (2010). How resilient are our graduate trainee teachers in Singapore?.
- Goleman, D. (1995). *Emotional intelligence*. London: Bloomsbury.
- Parihar, P. B., & Tiwari, T. (2019). A study of prospective teacher's resilience of b. Ed. Colleges of Mehsana city. *Researchers' Guild*, 2(1), 31-42.
- Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back.

International journal of behavioral medicine, 15(3), 194-200.

Waterhouse, A. (2019). Circles for Learning: A small group and whole class project for schools to support the development of positive strategies for Mental Health and Wellbeing (Doctoral dissertation, University of York).

