

## Resilience Of Trainee Teachers – A Study

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### Abstract

A review of related studies has shown that substantial research has not been done on trainee teachers in Tamil Nadu on trainee teachers doing their B.Ed. Programme. This study investigates the level of resilience and aims to determine whether there exists any significant difference regarding selected demographics among the trainee teachers. A sample of 1200 B.Ed. students from 14 colleges of education from three districts were selected as samples. The academic Resilience Scale (ARS-30), developed and standardized by Simon Cassidy (2016), was used for collecting data. The SPSS package was used for statistical analysis. The study's descriptive results show that most of the trainee teachers doing B.Ed. are at moderate levels. There is a significant difference between male and female trainee teachers, first-year and second-year trainee teachers, trainee teachers who studied Tamil-medium and English- medium trainee teachers at school, and trainee teachers who study in rural and urban colleges of education.

Keywords: Resilience, Trainee Teachers.

### Introduction

Teachers play a key role in shaping the future, unlocking every learner's potential, and achieving the Sustainable Development Goal 4 — ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all (UNESCO, 2024). While interacting with and addressing the students, Prime Minister Narendra Modi (2024) says, "The role of a teacher goes beyond merely the syllabus and curriculum. Teachers should connect with their students and believe they can shape and augment their students' lives" (Modi, 2024). It is evident that the utmost important role played by teachers in the integral development of a child remains unparalleled with any other task, and this fact underlines the need to train and

produce quality teachers who take part and shoulder the nation's responsibility. Teaching and acquiring the skills of teaching by a novice is learnt, picked up and mastered through training and experience; hence, a teacher training course is significant in the life of a trainee teacher. A trainee teacher who excels in the internship is bound to shine in his/her profession, and the one who does not gain the teaching skills is bound to struggle. Resilience, the ability to withstand and succeed amidst these struggles, is one of the essential requisites for pre-service training teachers. The Government of India, Ministry of Human Resource Development, in its National Education Policy 2020, visions that teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. In this context of teacher education facing challenges and problems from different quarters, the investigator investigated the resilience among the trainee teachers, as its findings could help the trainee teachers, teacher educators, and management improve the overall teaching performance of trainee teachers.

#### **Need and Significance of the Study**

Resilience is widely conceptualised as the individual characteristic, capability, or process to positively adapt to challenges and overcome threatening events (Masten, 2016). Resilience, in the educational context, refers to the learner's ability to achieve his/her objectives while confronting unfavourable or distressing situations (Edwards et al., 2016). The cycle of learning cannot run smoothly towards its goals without teaching. An effective and appealing teaching that touches the minds and hearts of the learners is what is expected from all the learners, parents and educational authorities, and this great responsibility is obviously in the hands of the teachers. A teacher who has won the hearts of the learners is a blessing for the child; from that teacher, that learner's knowledge and skills will sprout and bloom, taking the child to the top in all aspects of life. Teaching is not an easy profession, but it demands much work and faces many challenges. Not all teachers are skilful in handling the issues, and often, many teachers become victims of stress and cannot endure and withstand these challenges. Not all teachers' resilience levels are the same or high. Resilient teachers can manage the issues faced in daily life and professional workplaces. However, others struggle, affecting their teaching, which differs from their personal lives. Hence, trainee teachers must be resilient and prosperous amidst the problems encountered in different quarters. In this context, resilience among trainee teachers is worth investigating. The study's findings would contribute to improving resilience among the

teachers on the whole. Research done on resilience among trainee teachers is in dearth. Although many studies have been carried out on both meaning in life and resilience, research evidence on how these two are related is lacking, especially among teachers (Platsidou & Daniilidou, 2021). This paper addresses their resilience level and its impacts on trainee teachers. Hence, this study gains significance and is essential.

### **Objectives of the Study**

Conceptualizing and fixing precise focused and well-constructed research questions is an important step in research. Research questions are the core questions that your study will answer or at least attempt to answer (Coach, 2023). Good research questions, whether quantitative or qualitative, sums up the objectives of the study. According to Alex (2023) attributes four features of a good research question: It is relevant to the chosen field of study; It is focused and concisely framed; and A feasible solution is possible within the given practical constraint and timeframe.

1. To find out the level of a resilience of trainee teachers
2. To find out whether there is any significant difference in resilience of trainee teachers with regard to their (a) Gender, (b) Year of study, (c) Academic qualification, (d) Medium of instruction at school, (e) Locality of college and (f) Marital status.

### **Hypotheses of the Study**

A hypothesis is a statement of the researcher's expectation or prediction about relationship among study variables (Dayanand, 2018). It is fundamental for doing the research. It aims at solving the research problems with a precise target that has the potential to solve the problem. The investigator constructed the following hypotheses, in harmony with the objectives.

- H<sub>0</sub> 1: There is no significant difference between male and female trainee teachers in their resilience.
- H<sub>0</sub> 2: There is no significant difference between first-year and second-year trainee teachers in their resilience..
- H<sub>0</sub> 3: There is no significant difference between undergraduate and postgraduate qualified trainee teachers in their resilience..
- H<sub>0</sub> 4: There is no significant difference between the trainee teachers who studied in Tamil-medium and English-medium at school in their resilience..
- H<sub>0</sub> 5: There is no significant difference between the trainee teachers studying in rural and urban colleges of

education in their resilience..

H<sub>0</sub> 6: There is no significant difference between unmarried and married trainee teachers in their resilience.

### Methodology of the Study

Survey research is a research method that involves collecting data from a sample of individuals by using standardized questionnaires (Jansen et al., 2023). Surveys can be an effective research method for a variety of topics, particularly those involving the measurement of attitudes, opinions, and behaviors by individuals or groups (Surveyplanet, 2020). Considering the study's objectives and the merits of the survey method, the investigator has opted for the survey method for doing this research. One thousand and two hundred samples were selected using stratified random sampling from Dharmapuri, Krishnagiri and Salem districts. The academic Resilience Scale (ARS-30), developed and standardized by Simon Cassidy (2016), was used for collecting data. The SPSS package was used for statistical analysis.

### Results of Descriptive Analysis

Objective 1: To find out the level of resilience of trainee teachers

**Table 1 Level of Resilience of Trainee Teachers**

Dimensions of Resilience	Low			Moderate		
	N	%	N	%	N	%
Perseverance	228	19.0	701	58.4	271	22.6
Reflecting and adaptive help	283	23.6	843	70.2	74	6.2
Negative affect and emotional	207	17.3	699	58.2	294	24.5
Resilience in total	291	24.2	628	52.3	281	23.5

seeking response

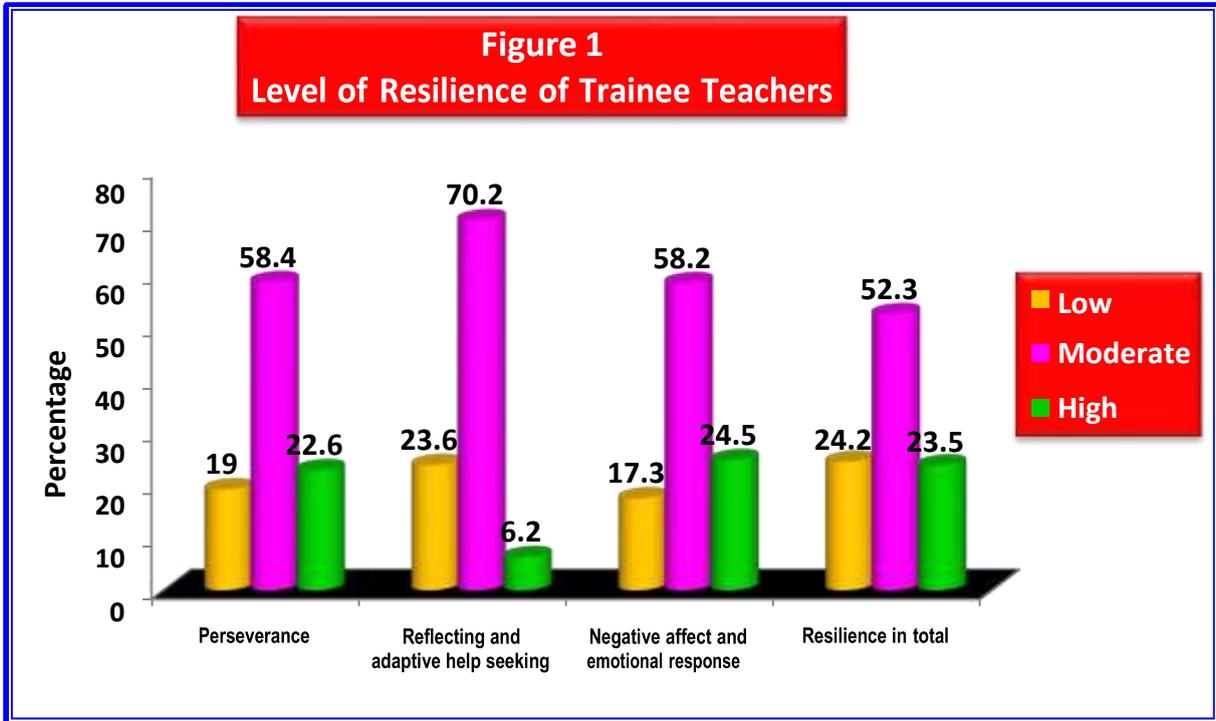
The descriptive analysis results shows that 19.0% of trainee teachers have low, 58.4% of them have moderate and 22.6% of them have high level of perseverance.

23.6% of trainee teachers have low, 70.2% of them have moderate and 6.2% of them have high level of reflecting and adaptive help seeking.

17.3% of trainee teachers have low, 58.2% of them have moderate and 24.5% of them have high level of negative

affect and emotional response.

24.2% of trainee teachers have low, 52.3% of them have moderate and 23.5% of them have high level of resilience in total.



**Results of Differential Analysis**

Ho 1: There is no significant difference between male and female trainee teachers in their resilience.

**Table 2 Difference between Male and Female Trainee Teachers in their Resilience**

Dimensions of Resilience	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Perseverance	Male	179	42.39	19.127	4.54	Sig.
	Female	1021	48.91	17.435		
Reflecting and adaptive help seeking	Male	179	27.85	11.075	0.75	Not Sig.
	Female	1021	28.52	10.998		
Negative affect and emotional response	Male	179	21.70	9.613	1.00	Not Sig.
	Female	1021	22.51	10.005		
Resilience in total	Male	179	91.94	24.523	3.90	Sig.
	Female	1021	100.14	26.148		

The 't' test results show that calculated 't' value (0.75, 1.00) is less than the Table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between male and female trainee teachers in the dimensions of

reflecting and adaptive help seeking, and negative affect and emotional response. But there is significant difference between male and female trainee teachers in the dimensions of perseverance and resilience in total. Hence the respective null hypothesis is rejected. While comparing the mean scores of male (Mean=42.39, 91.94) and female trainee teachers (Mean=48.91, 100.14), the female trainee teachers are better than the male trainee teachers in the dimension of perseverance and resilience in total.

Ho 2: There is no significant difference between first-year and second-year trainee teachers in their resilience.

Table 3 Difference between First-Year and Second-Year Trainee Teachers in their Resilience

Dimensions of Resilience	Year of Study	N	Mean	S.D	Calculated 't' value	Remarks
Perseverance	First-year	563	42.93	19.066	9.48	Sig.
	Second-year	637	52.37	15.393		
Reflecting and adaptive help seeking	First-year	563	27.84	10.005	1.71	Not Sig.
	Second year	637	28.93	11.807		
Negative affect and emotional response	First-year	563	21.94	10.690	1.46	Not Sig.
	Second-year	637	22.79	9.234		
Resilience in total	First-year	563	93.07	27.902	7.47	Sig.
	Second-year	637	104.09	23.149		

The 't' test results show that the calculated 't' value (1.71, 1.46) is less than the Table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between first-year and second-year studying trainee teachers in the dimensions of reflecting and adaptive help seeking and negative affect and emotional response. But there is significant difference between first-year and second-year studying trainee teachers in the dimensions of perseverance and resilience in total. Hence the respective null hypothesis is rejected. While comparing the mean scores of first-year (Mean=42.93, 93.07) and second-year trainee teachers (Mean=52.37, 104.09), the second-year trainee teachers are better than the first-year trainee teachers in the dimension of perseverance and resilience in total.

Ho 3: There is no significant difference between undergraduate and postgraduate qualified trainee teachers in their

resilience.

**Table 4 Difference between Undergraduate and Postgraduate Qualified Trainee Teachers in their Resilience**

Dimensions of Resilience	Educational Qualifications	N	Mean	S.D	Calculated 't' value	Remarks
Perseverance	Undergraduate	723	47.93	18.157	0.02	Not Sig.
	Postgraduate	477	47.96	17.370		
Reflecting and adaptive help seeking	Undergraduate	723	28.37	11.101	0.20	Not Sig.
	Postgraduate	477	28.50	10.874		
Negative affect and emotional response	Undergraduate	723	22.24	10.342	0.66	Not Sig.
	Postgraduate	477	22.63	9.325		
Resilience in total	Undergraduate	723	98.81	27.497	0.17	Not Sig.
	Postgraduate	477	99.08	23.761		

The 't' test results show that the calculated 't' value (0.02, 0.20, 0.66, 0.17) is less than the Table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the results show that there is no significant difference between undergraduate and postgraduate qualified trainee teachers in the dimensions of perseverance, reflecting and adaptive help seeking, negative affect and emotional response and resilience in total.

Ho 4: There is no significant difference between the trainee teachers who studied in Tamil- medium and English-medium at school in their resilience.

**Table 5 Difference between Tamil and English Medium**

Dimensions of Resilience	Medium of Study	N	Mean	S.D	Calculated 't' value	Remarks
Perseverance	Tamil	803	46.58	18.275	3.77	Sig.
	English	397	50.69	16.615		
Reflecting and adaptive help seeking	Tamil	803	27.93	11.213	2.20	Sig.
	English	397	29.41	10.522		
Negative affect and emotional response	Tamil	803	22.19	10.167	1.02	Not Sig.
	English	397	22.81	9.489		
Resilience in total	Tamil	803	96.94	27.253	3.75	Sig.
	English	397	102.91	23.002		

**Trainee Teachers in their Resilience**

The 't' test results show that the calculated 't' value (1.02) is less than the Table value(1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between Tamil and English medium traineeteachers in the dimension of negative affect and emotional response. But there is significant difference between Tamil and English medium trainee teachers in the dimensions of perseverance, reflecting and adaptive help seeking and resilience in total. Hence the respective null hypothesis is rejected. While comparing the mean scores of Tamil (Mean=46.58, 27.93, 96.94) and English medium trainee teachers(Mean=50.69, 29.41, 102.91), the English medium trainee teachers are better than the Tamil medium trainee teachers in the dimension ofperseverance, reflecting and adaptive help seeking, and resilience in total.

Ho 5: There is no significant difference between the trainee teachers studying in rural and urban colleges of education in their resilience.

**Table 6 Difference between Rural and Urban Area Trainee Teachers in their Resilience**

Dimensions of Resilience	Residence	N	Mean	S.D	Calculated 't' value	Remarks
Perseverance	Rural	947	46.46	18.170	5.63	Sig.
	Urban	253	53.48	15.365		
Reflecting and adaptive help seeking	Rural	947	28.31	11.058	0.68	Not Sig.
	Urban	253	28.84	10.827		
Negative affect and emotional response	Rural	947	22.18	10.018	1.40	Not Sig.
	Urban	253	23.17	9.660		
Resilience in total	Rural	947	97.16	26.527	4.55	Sig.
	Urban	253	105.49	23.155		

The 't' test results show that the calculated 't' value (0.68, 1.40) is less than the Table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the results show that there is no significant difference between rural and urban area trainee teachers in the dimensions of reflecting and adaptive help seeking and negative affect and emotional response. But there is significant difference between rural and urban area trainee teachers in the dimensions of

perseverance and resilience in total. Hence the respective null hypothesis is rejected. While comparing the mean scores of rural (Mean=46.46, 97.16) and urban area trainee teachers (Mean=53.48, 105.49), the urban area trainee teachers are better than the rural area trainee teachers in the dimension of perseverance and resilience in total.

Ho 6: There is no significant difference between unmarried and married trainee teachers in their resilience.

Table 7 Difference between Unmarried and Married Trainee Teachers in their Resilience

Dimensions of Resilience	Marital Status	N	Mean	S.D	Calculated 't' value	Remarks
Perseverance	Unmarried	559	47.50	18.216	0.80	Not Sig.
	Married	641	48.33	17.513		
Reflecting and adaptive help seeking	Unmarried	559	29.63	10.512	3.56	Sig.
	Married	641	27.37	11.325		
Negative affect and emotional response	Unmarried	559	22.08	9.342	1.01	Not Sig.
	Married	641	22.66	10.448		
Resilience in total	Unmarried	559	99.20	25.110	0.35	Not Sig.
	Married	641	98.67	26.889		

The 't' test results show that the calculated 't' value (0.80, 1.01, 0.35) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the results show that there is no significant difference between unmarried and married trainee teachers in the dimensions of perseverance, negative affect and emotional response and resilience in total. But there is significant difference between unmarried and married trainee teachers in the dimension of reflecting and adaptive help seeking. Hence the respective null hypothesis is rejected. While comparing the mean scores of unmarried (Mean=29.63) and married trainee teachers (Mean=27.37), the married trainee teachers are better than the unmarried trainee teachers in the dimension of reflecting and adaptive help seeking.

Ho 7: There is no significant difference among Tamil, English, Mathematics, Physical Science, Biological Science, History, Computer Science Commerce and others pedagogical subjects trainee teachers in their resilience.

Table 8 Difference among Tamil, English, Mathematics, Physical Science, Biological Science, History, Computer Science Commerce and others Pedagogical Subjects Trainee teachers in their Resilience

Dimensions of Resilience	Source of variation	Sum of squares	df	Mean square	Calculated 'F' value	Remarks
Perseverance	Between	5501.687	8	687.711	0.17	Not Sig.
	Within	376150.230	1191	315.827		
Reflecting and adaptive help seeking	Between	2344.721	8	293.090	1.44	Not Sig.
	Within	142923.275	1191	120.003		
Negative affect and emotional response	Between	509.098	8	63.637	0.64	Not Sig.
	Within	118150.819	1191	99.203		
Resilience in total	Between	13593.407	8	1699.176	1.52	Not Sig.
	Within	801052.589	1191	672.588		

The 'F' test results show that the calculated 'F' value (0.17, 1.44, 0.64, 1.52) is less than the

table value (1.94) for the df (8,1191) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference among Tamil, English, Mathematics, Physical Science, Biological Science, History, Computer Science Commerce and others pedagogical subjects trainee teachers in their resilience and its dimensions.

### Conclusion

The goal of the proposed study was to determine the level of resilience and whether any significant difference exists with regard to selected demographics. The descriptive results of the study showed that most of the trainee teachers who were doing B.Ed. were at a moderate level, and this finding appeals to the trainee teachers and the teacher educators to make efforts to increase their level of resilience. The investigators believe this effort would uplift their psychological morale and contribute to developing their teaching competence and academic achievement. The differential analysis results show a significant difference between male and female trainee teachers, first-year and second-year trainee teachers, trainee teachers who studied in Tamil-medium and English-medium trainee teachers at school, and trainee teachers who study in rural and urban education colleges. These findings suggest that trainee teachers who are found to be low in resilience need to take steps to develop resilience further so that they face academic and societal challenges with courage and come out successfully in their teaching profession in future.

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