



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Developing Student- Teachers' Resilience Through Positive Education

Dr. Megha D'souza,

Associate Professor,

Smt. Kapila Khandvala College of Education (Autonomous).

Abstract:

Teachers are perhaps the most significant members of our society. They inspire, nurture dreams, shape personalities, spread knowledge and enhance human potential. In the 21st century, teacher's role has gone much beyond teaching. They play multifarious role which often leads emotional exhaustion, reduced personal accomplishment, and stress among teachers, which negatively impact their academic performance and personal lives (Tripathi, P. 2024). Teachers being the pillars of the nation have to continue to shoulder the responsibilities but also need to cope with the adversities in the educational setting at the same time. Resilience is commonly considered a desirable quality, a core strength to positively influence one's performance, academic achievement, well-being and health (Bartley, et. Al, 2010. Martin & Marsh, 2009). The aim of this paper was to study the impact of positive education program on academic resilience of pre- service teachers. The quasi experimental design of the one group pre-test post-test type is used. The tool used to collect data was Academic Resilience Scale (D'souza and Pandya, 2017). Data was collected from 30 student teachers. T-test was used to compare the pre- test and post- test scores of the experimental group. The findings of the study reveal that the post- test scores on Academic Resilience of pre-service teachers from the experimental group is higher than the pre-test scores. This positive effect on Academic Resilience scores of pre- service teachers can be attributed to the positive education programme which led to the development of academic resilience in pre-service teachers.

Key- words: Academic Resilience, Positive Education Programme, Student- teachers

Introduction: Teachers are perhaps the most significant members of our society. They inspire, nurture dreams, shape personalities, spread knowledge and enhance human potential. In the 21st century, teacher's role has gone much beyond teaching. A teacher not only teaches but also develops curriculum, counsels and guides students, plans events, researches, manages relationships, and mentors students. Because of the multifarious role that they play, they end up giving so much from their reservoir that they experience burnout. These factors result in emotional exhaustion, reduced personal accomplishment, and stress among teachers, which negatively impact their academic performance and personal lives (Tripathi, P. 2024). Teachers being the pillars of the nation have to continue to shoulder the responsibilities but also need to cope with the adversities in the educational setting at the same time. This brings us to the area of positive psychology that shifts attention from correcting what is wrong to building up on what is good in people. This calls for a proactive approach to building teachers' repertoire with skills that will help them flourish and care for their well-being.

Indian education system's focus on academic achievement is paramount to the extent that it almost overlooks other aspects of the learner's personality. Good academic score can help one to secure place in a university while still be unsuccessful in life. This highlights the inadequacy of the education system. Even teacher education in India concentrates on laying strong pedagogical foundations with little consideration for the well-being skills of future teachers. It is important to focus on developing emotional regulation abilities among educators through continuous professional development which in turn can positively affect students' abilities (NCERT, 2024). Thus, teacher education in India must take up an approach to education that goes beyond academics and caters to development of well-being skills in future teachers. One of the important constructs of well-being is resilience. Resilience is 'an ability to recover from or adjust easily to misfortune or change' (Merriam-webster.com, 2015). When we see resilience through the perspective of positive psychology it is not only to bounce back from obstacles but to bounce forward. Identifying characteristics that enable academic achievement and that distinguish individuals who are successful from those who are not, setting intellectual capacity aside, remains a worthy pursuit for educational research and practice. One such characteristic is resilience (Casidy, 2016). Resilience is commonly considered a desirable quality, a core strength to positively influence one's performance, academic achievement, well-being and health (Bartley, et. Al, 2010. Martin & Marsh, 2009).

Resilience shows a positive correlation with psychological well-being (Picardi et al., 2012; Sagone & De Caroli, 2013). Resilience is also found to be a positive and significant predictor for psychological well-being and this relationship is mediated by optimism. Greater resilience also proves to have greater perception of well-being even at retirement (Nalin, C. P. & Franca. L, 2015).

Institution that demonstrates an ongoing commitment to fostering resilience will end up further facilitating the success of all of its students, not just those from marginalized and disadvantaged backgrounds (Morales, E. 2014). Thus, it is a valuable goal to foster resilience in teachers as resilient teachers will make resilient students.

Aim of the Study:

To study the impact of positive education program on academic resilience of pre- service teachers.

Objective of the study:

To compare the pre- test and post test scores on academic resilience of pre- service teachers.

Null Hypothesis of the Study:

There is no significant difference in the pre- test and post test scores on academic resilience of pre- service teachers.

Methodology of the Present Study

In the present research, quasi experimental design of the one group pre-test post-test type is used. It can be described as follows:

The one group pre-test-post-test design

$O_1 \times O_2$

Where,

O_1 = Pre-test Scores

O_2 = Post- test Scores

X : Experimental Group

Sample of the Study

In the present study, the sample has been selected consisting of 30 student- teachers from the S. Y. B. Ed class. The study adopted convenience sampling technique to select sample for this study.

Tool of the Study

In the present study following tools were used by the researcher to collect the data:
Academic Resilience Scale (D'souza and Pandya, 2017).

Intervention Programme: The positive education intervention programme was conducted in the experimental group. The positive education intervention programme comprised of five modules, namely, resilience, positive emotions, positive relationships, character strengths and meaning in life. The duration of the programme was of 30 hours. Each module of the programme was divided into sessions. Every session was further divided into some activities.

Techniques of Data Analysis: The present research used statistical techniques of t-test to compare the pre- test and post- test scores of the experimental group.

Findings and Conclusions:

There is no significant difference in the pre- test and post test scores on academic resilience of pre-service teachers.

Table 1: Pre- test and Post- test scores of Academic Resilience of the Experimental Group

Exp. Group	N	Mean	t	P	L. o. s
Pre- test	30	131.9	2.54	0.017	0.01
Post- test	30	138.8			

The preceding table shows that the t- ratio for ARS is 2.54 with P= 0.017 which is significant at 0.01 level. Thus the null hypothesis is rejected. It indicates that there is a significant difference between the pre-test and post-test scores of Academic Resilience of pre-service teachers. The mean post- test ARS is higher than the mean pre-test ARS. Thus it can be stated that post-test scores on the academic resilience of the experimental group is significantly greater than the pre- test scores.

Discussion:

The findings of the study reveal that the post- test scores on Academic Resilience of pre-service teachers from the experimental group is higher than the pre-test scores. This positive effect on Academic Resilience scores of pre- service teachers can be attributed to the positive education programme which led to the development of academic resilience in pre-service teachers.

The positive education programme comprised of a module on resilience. The student- teachers learnt various skills of resilience in the programme. They were oriented to the theoretical underpinnings of resilience coupled with practical activities that provided them with enriched experiences. This is reflected in the post-test academic resilience scores which indicates development of resilience skills in pre- service teachers.

References:

Tripathi, P. (2024). Burnout among Teachers: A Qualitative Study. *Journal of Multidisciplinary Research*. Volume 10, Issue - 02, July – December 2024, ISSN: 2454- 8545

National Council of Educational Research and Training (2024). Teachers Mental Well- Being Survey. Department of Educational Psychology and Foundations of Education. (Report no. UN375) https://ncert.nic.in/depfe/pdf/Teachers_mental_well-being_survey_2024.pdf

<http://www.merriam-webster.com/dictionary/resilience> retrieved on 03.02.25

Casidy, S. (2016). The academic resilience scale (ARS-30): A multidimensional construct measure. *Frontiers in psychology*. 7, doi: [10.3389/fpsyg.2016.01787](https://doi.org/10.3389/fpsyg.2016.01787).

Bartley M., Schoon M. R., Blane M. (2010). “Resilience as an asset for healthy development,” in *Health Assets in a Global Context*, eds Morgan A., Davies M., Ziglio E., editors. (New York, NY: Springer;), 101–115. 10.1007/978-1-4419-5921-8_6

Martin A. J., Marsh H. W. (2009). Academic resilience and academic buoyancy: multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. *Oxf. Rev. Educ.* 35353–370. 10.1080/03054980902934639

Sagone, E. & De Caroli, M.E. (2013). Relationships between resilience, self-efficacy and thinking styles in Italian middle adolescents. *Procedia – Socil and Behavioral Sciences*, 92, 838-845

Nalin, C. P. & Franca. L. (2015). The importance for resilience for well-being in retirement. *Paideia*. 25(61), 191-199. doi:10.1590/1982-43272561201507

