

A STUDY OF PROSPECTIVE TEACHER'S RESILIENCE OF B.ED. COLLEGES OF MEHSANA CITY

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ABSTRACT

Prospective Teacher's resilience has been conceptualized in terms of prospective teacher's ability to handle change, difficult situations, chaos in life, or manage the stress of his or her environment while thriving in the face of adversity. The present research study focuses to examine the significance of difference between the mean scores of independent variables on prospective teacher's resilience. The objectives of the study were; (i) to study the significance of difference of mean scores of following independent variables on prospective teacher's resilience: (a) Gender; (b) Caste (c) Types of College and (d) Discipline. Null hypotheses were framed. Data were collected from 244 prospective teachers by incidental sampling technique from four teacher education colleges i.e. B.Ed. colleges of Mehsana district using self-constructed Resilience Scale. Mean, S.D. and t-value were employed for data calculation and analysis. The findings of the present research study indicated no statistically significant difference between the mean scores of subsets of Gender, Caste, and Types of College. But, the Prospective Teachers of Commerce were found to be significantly higher at .01 level of significance than Prospective Teachers of Arts and Prospective Teachers of Science on mean scores ($3.116 \geq 2.58$) of Resilience Scale. Practical implications of the study are discussed in relation to increasing resilience among students of different disciplines.

Keywords: Prospective Teachers, Resilience

INTRODUCTION

All people are subject to negative situations and often the causes cannot be controlled. Learning how to cope with such situations may reduce the damage they cause and increase

one's ability to address daily challenges. So, one way to improve the ability to cope with undesirable situations is to increase individual resilience.

Research on teacher resilience is particularly significant at this time given the current economic, social and political context which surrounds the teaching profession. Teachers' work today is arguably more complex, challenging and difficult than at any other time (Johnson et al, 2012). This is in part due to what Clandinin (2009) has described as the 'shifting social landscape' and notes the influences of globalization, refugee populations, immigration, demographics, economic disparities and environmental changes on teachers and teachers' work. She, together with other writers (Reid, 2005; Bloomfield, 2009; Smyth, Down & McInerney, 2010), has also highlighted the impact of government policy decisions and directives, in particular those related to an increased focus on standardized accountability and performance management on teachers' wellbeing and competence.

From a purely economic perspective, the training and employment of teachers represent a large financial investment. The wellbeing, engagement, motivation and resilience of teachers are, therefore, all important issues if this investment is to be recouped with interest. Teachers' resilience in the face of professional difficulties cannot be taken for granted and the consequences for children of poor teaching cannot be ignored.

There is a range of reasons why people wish to become teachers (Chevalier, Dolton, & McIntosh, 2007; Hayes, 2004; Hoy, 2008; Scheopner, 2010) and significant variations in their career trajectories (Day, 2008). However, despite the initial motivation to become teachers, there is significant attrition during training and the first years as qualified teachers. Evidence from both the UK and USA suggests that about half of all those who train and qualify as teachers either do not take up a post or leave the profession within 5 years (Dolton & Klaauw, 1999; Hayes, 2004; Ingersoll & Smith, 2003).

Further, recent data (DfE, 2010) has indicated that in England over half of the teaching work force (308,800; 56%) took some sickness leave in 2009, with an average 4.9 days absence per teacher per year. Moreover, it might be reasonable to suppose that, as in business, 'passive' attendance by workers who are not wholly committed to what they do is a further cause of loss of effectiveness (Lockett, 2007). Cumulatively, this suggests that alongside other factors, teachers' resilience and well-being cannot be taken for granted. There is, therefore, a need to consider how to enhance teachers' resilience in order to both capitalise on the financial investment in their initial training as well as ensuring well-motivated, consistent and effective teaching for children.

While there is clearly not a simple relationship, there is good evidence that resilient teachers are more likely to be effective teachers (Gu & Day, 2007; Stuart et al., 2012). Resilience is probably one of the most important human capacities of novice teachers as they face, confront, and overcome the stresses of teaching. It is the ability to "bounce back" after a setback. It is also the capacity to see things realistically and to recognize what is possible and what is not.

Resilient adults are able to maintain positive relationships, solve problems skillfully, set limits, stay motivated, and derive some sense of meaning from difficulties and challenges. They confront failure with optimism and persist in the face of difficulty. Hence, it is important that teachers are models of resilience that their students can role model after.

In light of this, the present research study proposes to study resilience of prospective teachers of B.Ed. colleges to measure and understand the resilience with reference to various variables.

REVIEW OF RELATED LITERATURE

The main objective of the study conducted by Abukari and Laser (2013) was to study resilience of Ghanaian youth in terms of gender differences; Cerezo Lydia, Beistianos Enriguez and Connor (2013) studied Mexican American male's resilience with educational and family systems; Gucciardi, Hanton, Gordon, Mallet and Temby (2014) studied school student's resilience tormented toughness, goal progress, thriving and psychological health; the main objective of the study conducted by Llamas and Cosoli (2012) was to study resilience among college in relation to intra-group marginalization by family members, college adjustment, resilience, and thriving among; Morales(2000) studied resilience among the students of higher school to identify the prospective factors within the sample and how these factors have operated together to produce high academic achievement; Morales(2008) studied the resilience of male and female students of colour in relation to academic resilience process of socioeconomic status. Morales(2010) studied the resilience and explore the factors to produce high academic achievement; Rahat and Ilhan (2015) investigated among university student's resilience in relation to coping styles, social support, relational self-construal; Reyes(2012) studied resilience in first-generation Latinas in relation to find out the factors that develop academic resilience; Taylor and Reyes(2012) investigated correlation between self-efficacy and resilience among nursing.

From reviewing the above studies, it is evident that none of the study has been carried out on prospective teacher's resilience of B.Ed. colleges and therefore the researchers have undertaken the present research study to investigate resilience of prospective teacher's of B.Ed.

colleges of Mehsana city. The present study attempted to identify the resilient traits present or lacking in prospective teachers and its implications on the pre-service teacher education and schools today.

TITLE AND STATEMENT OF THE PROBLEM

The title of the present research study is entitled as under:

A Study of Prospective Teacher's Resilience of B.Ed. Colleges of Mehsana City

The research is dealt with construction and standardization of Resilience Scale. In the present research study, the researcher has attempted to study resilience among prospective teachers with reference to independent variables like gender, caste, types of college, and discipline by conducting the survey.

OBJECTIVES OF THE STUDY

The objectives of the present research study were framed as under:

1. To construct the Resilience Scale.
2. To measure level of the resilience of prospective teachers in relation to gender.
3. To study the resilience of prospective teachers in relation to their caste.
4. To study resilience of prospective teachers in relation to types of college.
5. To study the resilience of prospective teachers in relation to discipline.

VARIABLES OF THE STUDY

The demographic variables in the study were considered as under:

Table: 1
Classification of Variables According to Categories

Sr. No	Type of Variable	Variables	Level	Category
1.	Dependent	Resilience	-	-
2.	Independent	Gender	2	<input type="radio"/> Male Prospective Teachers <input type="radio"/> Female Prospective Teachers
3.	Independent	Caste	2	<input type="radio"/> Prospective Teachers of Reserved Category <input type="radio"/> Prospective Teachers of Unreserved Category
4.	Independent	College Type	2	<input type="radio"/> Prospective Teachers of Grant-in-aid College <input type="radio"/> Prospective Teachers of Private Colleges
5.	Independent	Discipline	3	<input type="radio"/> Prospective Teachers of Arts <input type="radio"/> Prospective Teachers of Commerce <input type="radio"/> Prospective Teachers of Science

HYPOTHESES OF THE STUDY

Hypotheses in the present study were framed as follows:

- Ho.1** There will be no significant difference between the mean scores of resilience of Prospective Male Teachers and Prospective Female Teachers on Resilience Scale.
- Ho.2** There will be no significant difference between the mean scores of resilience of Prospective Teachers of Reserved Category and Prospective Teachers of Unreserved Category on Resilience Scale.
- Ho.3** There will be no significant difference between the mean scores of Procrastination of Prospective Teachers of Grant-in-aid College and Prospective Teachers of Private College on Resilience Scale.
- Ho.4** There will be no significant difference between the mean scores of Procrastination of Prospective Teachers of Arts, Prospective Teachers of Commerce and Prospective Teachers of Science on Resilience Scale.

DELIMITATIONS OF THE STUDY

Delimitations of the present research study are mentioned as follows:

1. The study was delimited to teachers of grant-in-aid and private B.Ed. colleges of Mehsana city.
2. The study is delimited to the variables selected for the study.

3. The findings of the study were limited to the accuracy of the participants who completed the instruments.

RESEARCH AREA

The present research problem falls under the category of Education Psychology since it was intended to measure the perception of prospective teachers of how much they feel resilient in their everyday work.

RESEARCH DESIGN

The present research study falls under the category of Description Survey Design since the purpose of the present research study was to study and describe the prospective teachers' perceptions of resilience in their everyday work.

RESEARCH APPROACH

The present research study falls under the category of inferential approach of research which is one of the sub-classified groups of quantitative research since the purpose of the present research was to study and describe prospective teachers' perceptions of resilience in their everyday work on the Resilience Scale from the representative sample of the population.

TYPE OF RESEARCH

The nature of present research study is of applied type of research since the objective of the research study was to find out and describe the prospective teachers' perception of resilience in their everyday work and on the basis of obtained findings steps could be implemented during teacher education programme to orient them regarding the habit formation to be resilient in everyday work and during executing professional roles and responsibilities during in-service training.

RESEARCH METHOD

In the present research study, survey method was used since the objective of the present research study was to measure and describe the prospective teachers' perceptions of resilience in their everyday work through surveying the prospective teachers of B.Ed. colleges of Mehsana city by administrating self-constructed Resilience Scale.

LOCALE OF THE STUDY

In the present research study, prospective teachers of B.Ed. Colleges of Mehsana city (India) formed the population and sample of the study.

POPULATION AND SAMPLE OF THE STUDY

The prospective teachers who were students of B.Ed. colleges of Mehsana district during the academic year 2017-2019 formed the population of the present study. There was one Grant-in –aid colleges and three self-finance colleges i.e. three colleges having 400 students forms the population of the study.

For the present research, to select adequate and representative sample the researcher collected the data for the present study from 244 Prospective Teachers using the incidental sampling technique for observation who are representative of the population about which the researcher wished to generalize.

SAMPLING TECHNIQUE

In the present research study, random sampling technique was used to select the representative sample of B.Ed colleges from the population and incidental sampling technique was used to collect the data from prospective teachers of selected B.Ed. colleges. Sample survey on prospective teachers was conducted during January and February, 2019. To undertake a survey of prospective teachers, the researcher visited of the B.Ed. Colleges and contacted the participants personally. The sample of 244 prospective teachers was retained for final data calculation and interpretation.

INSTRUMENT OF THE STUDY

For the present research study, to measure prospective teachers' resilience, a self-rating scale i.e. Resilience Scale of thirty items was prepared by the researcher, as no standardized tool was available to meet the objectives of the research study. Reliability and validity of the scale were established. Test-retest Reliability was found to be .925; the unequal-length Spearman Brown Prophecy formula estimated the reliability to be .834; the split-half estimate was .767 and Cronbach alpha coefficient was calculated to be .845. The content and face validity of the Resilience Scale were measured.

DATA ANALYSIS

The data consisted of sample of 244 prospective teachers from 4 teacher education college of Mehsana District of North Gujarat was analyzed on Resilience Scale. In the present research, analysis and interpretation of data have been presented under the following heads:

(i) Difference of Mean Scores of gender, caste and types of college on prospective teacher's resilience.

In the present research study, the total sample of 244 prospective teachers was categorized on the basis of gender, caste and types of college:

Table No. 1
Mean, S.D. and t-value of Gender, Caste and Types of College

Variable	Subsets	Mean	S.D.	t-value	Sig. Level
Gender	Male Prospective Teachers (N=47)	115.192	12.690	1.414	Not Significant
	Female Prospective Teachers (N=197)	112.208	14.227		
Caste	Prospective Teachers of Reserved Category (N=162)	113.235	15.102	0.775	Not Significant
	Prospective Teachers of Unreserved Category (N=82)	111.890	11.441		
Types of College	Prospective Teachers of Grant-in- Aid College (N=77)	111.013	12.816	1.407	Not Significant
	Prospective Teachers of Private College (N=167)	113.598	14.424		

From the above Table No.1, it is evident that the mean scores of Male Prospective Teachers (115.192) and Female Prospective Teachers (112.208); mean scores of Prospective Teachers of Reserved Category (113.235) and Prospective Teachers of Unreserved Category

(111.890) and mean scores of Prospective Teachers of Grant-in-Aid College (111.013) and Prospective Teachers of Private College (113.598) do not significantly differ at 0.01 level of significance on mean scores of Resilience Scale. Therefore, H0.1, H0.2 and H0.3 have been accepted.

Table No. 2
Mean, S.D. and F-value of Discipline opted by Prospective Teachers

Variable	Subsets	Mean	S.D.	F-value	Sig. Level
DISCIPLINE	Prospective Teachers of Arts (N=139)	110.871	14.805	3.117*	Significant
	Prospective Teachers of Commerce (N= 19)	115.368	11.553		
	Prospective Teachers of Science (N=86)	115.302	12.643		
ANOVA TABLE					
	SS	Df	MS		
Between	1181.258	2	11711.7		
Within	46236.230	242	240.7		
Total	47417.488	244			

* Significant at .01 level

From the above Table No.2, it is evident that the mean scores of Prospective Teachers of Commerce (115.368) is found to be significantly higher than Prospective Teachers of Arts

(110.871), and Prospective Teachers of Science (115.302) at .01 level of significance with t-value of 3.184 on mean scores of Resilience Scale. Hence, H_{0.4} has been rejected.

FINDINGS

- No significant difference was found between mean scores of total sample of Prospective Male Teachers and total sample of Prospective Female Teachers on Total Mean Scores of Resilience Scale.
- No significant difference was found between mean scores of total sample of Prospective Teachers of Reserved Category and total sample of Prospective Teachers of Unreserved Category on Total Mean Scores of Resilience Scale.
- No significant difference was found between mean scores of total sample of the Prospective Teachers of Grant-in-Aid College and Prospective Teachers of Private Colleges on Total Mean Scores of Resilience Scale.
- The Prospective Teachers of Commerce were found to be significantly higher at .01 level of significance than Prospective Teachers of Arts and Prospective Teachers of Science on mean scores ($3.116 \geq 2.58$) of Resilience Scale.

DISCUSSION AND CONCLUSION

The study primarily investigated the level of general resilience of prospective teachers who were pursuing the bachelor of education (B.Ed) course. General Resilience has been defined in terms of prospective teacher's ability to handle change, difficult situations, chaos in life, or manage the stress of one's environment while thriving in the face of adversity

The findings of the present study showed that Prospective Male Teachers and Prospective Female Teachers do not significantly differ on mean scores. This finding implies that gender does not contribute in resilience among prospective teachers of B.Ed. Colleges.

The results of research studies conducted by Abukari and Laser (2013) and Morales (2008) revealed gender as one of the important predictor variable of resilience which is not supported by the findings of the present research study.

Besides gender, two variables i.e. category of the prospective teachers and type of college were not found to be predictor variables of the resilience among the prospective teachers in the present research study.

Discipline was found to be significant predictor variable of resilience among prospective teachers. The prospective teachers of commerce were found to be significantly resilient than the prospective teachers of arts and prospective teachers of science. The prospective teachers of commerce possess more self-regulation and self-efficacy to plan and execute and manage their tasks on time than the prospective teachers of commerce and science.

EDUCATIONAL IMPLICATIONS

Important implication of the present study based on the findings is as follows:

1. The prospective teachers of commerce were found to be resilient significantly than the prospective teachers of arts and prospective teachers of science. The grant-in-aid colleges and the private colleges offering bachelor teacher education programmes must engage the prospective teachers in such activities and programmes at the induction level of B.Ed. course that they could develop higher level of motivation, self-regulation, self-efficacy and self-esteem so that they could cultivate the habit of completing their own everyday work and everyday tasks without failure.

SUGGESTIONS FOR THE FURTHER RESEARCH

The present research study was conducted with some delimitation related to sample size, variables etc. In view of the delimitations and findings of the present research work, following suggestions have been listed below for further research:

1. The study was delimited to the prospective teachers (N=244) of three B.Ed. Colleges of Mehsana city. The study can be conducted on large sample of teachers Gujarat state so that a deeper understanding of prospective teachers' resilience can be cultivated.
2. The present research study was conducted in B.Ed. Colleges of Mehsana city, it may be worthwhile to investigate elementary education colleges and postgraduate departments to determine whether the results presented here reflect the general situation of prospective teachers on all levels.
3. In the present research study, prospective teachers' general resilience was measured. Further study could be conducted to measure the academic resilience of prospective teachers.

4. It would be important to investigate Prospective Teacher's Resilience in relation to motivation and self-regulation.
5. The same study can be conducted by taking up sample of prospective teachers of the same B.Ed. colleges so as to compare the findings of the present research work and proposed future research suggestions of this study.
6. In the present research study the quantitative approach was employed. The same study can be conducted by employing qualitative approach.

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