

Resilient Behaviour Among Student Teachers in Colleges of Education in Relation to Mental Health

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Abstract: *The psychological characteristics of student this study are Resilient Behaviour Scale and Mental Health Scale. The analysis of the data generated reveals that the psychological characteristics Resilience and Mental health has a positive teachers in colleges of education and the variables resilient behaviour with respect to their dimensions, and mental health are taken for this study. All the student teachers doing B.Ed. degree programme in Colleges of education in Chennai and its sub-urban in the year 2013-14 forms the population of the study. 10% of the population chosen randomly will constitute the sample of the study. The tools used for significant correlation.*

Index terms: *Colleges of Education, Mental Health, Resilience, Student Teachers*

I. INTRODUCTION

To be resilient is to 'spring back' into shape after being deformed. Resilience when treated with emotion of an individual, it becomes emotional resilience, but when studied with different psychological aspects, it comes to be regarded as psychological resilience. Schools are natural environments for helping all children cultivate the resilience that resides within them. Research shows that schools are differently filled with conditions that promote resilience [1]. These include caring, encouraging relationships, role models and mentors [2] clear and far boundaries and structure [3] exploration of other worlds and possibilities [4] and basic human respect and dignity that too many kids do not find in the troubled homes [5]. The students gain more resilience when their internal and environmental protective factors are strengthened [6]. These protective factors can buffer, ameliorate, and mitigate the effects of risks and stress, propelling the students to academic and life success.

II. MENTAL HEALTH AND RESILIENCE

Mental health and the well-being of individuals in respect of mental, emotional, social, and psychological domains are found to be interrelated. Moreover, the loss of mental health seem to have developed in individuals certain negative outcomes such as tobacco use, addict to alcohol, dependence, and depression symptoms. have established the relationship among internal resilience,

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Dr. V. GIRIJA, Assistant Professor, School of Education, Vels Institute of Science, Technology & Advanced Studies (VISTAS), Pallavaram, Chennai 117 girisumi30@gmail.com M.No.-9677104598 smoking, alcohol, and depression symptoms in emerging adults [7]. Abid, Momina and Sultan have studied the

important sign of mental health as dispositional forgiveness to predict the psychological resilience among women [8]. The study revealed that marital status was the significant determinant of forgiveness and resilience among women. It implies that by enhancing mental health, there is a possibility of improving the forgiveness skills. Because universal forgiveness exercises can help to find best strategies to deal with feeling of stress, hurt, pain, revenge, etc so as to manifest better resilience.

The outcomes of the studies relating resilience and mental health characteristics, the noted findings of the study stated [9] may be cited here. According to them intrapersonal resilience and interpersonal resilience are the significant correlates of persistence and negatively they are associated with number of difficulties faced by individuals. Intrapersonal resilience stands to explain general satisfaction and self-satisfaction, whereas interpersonal resilience explains social satisfaction. In a way, it may be interpreted that life satisfaction of human beings which is a product of mental health seem to rest on the strength of the resilience one may possess.

According to the World Health Organization, mental health includes subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential among others [10]. Further, the WHO states that the well-being of individuals include the realization of their abilities, coping with normal stresses of life, productive work, and contribution to their community. A widely accepted definition of health by mental health specialist is psychoanalyst Sigmund Freud's definition as the capacity to work, and to love [11]

Have presented a mental wellness model which includes five life tasks – spirituality, work and leisure, friendship, love, and self-direction. It also involves twelve sub tasks – sense of worth; sense of control; realistic believes; emotional awareness and coping; problem-solving; creativity; sense of humour; nutrition; exercise; self-care; stress management; and gender identity and cultural identity. These are stated to be the characteristics of healthy functioning and a major component of wellness. From the inference drawn, the researcher being a Teacher Educator has planned to choose Resilience and Mental Health as a psychological variable for the present study, among Student teachers in Colleges of Education as they are in the entry level of profession.

III. METHODOLOGY

The researcher has adopted **survey method** and the sample of the study consists of 700 (10%) student teachers of the target population taken by **random sampling**. **Resilient Behaviour:** By this the researcher means the score obtained on the 'Resilient Behaviour Scale' developed and validated by the Researcher. **Student Teachers:** By this the researcher means the teacher trainees undergoing the B.Ed degree programme in Colleges of Education. **Colleges of Education:** By this the researcher means the colleges offering B.Ed and M.Ed degree programme, affiliated to Tamil Nadu Teachers Education University, Chennai, India. **Mental Health:** By this the researcher means the score obtained on the 'Mental Health Scale' standardized by P.S.Chandrakumar and S. Parthiban, (2013).

IV. OBJECTIVES OF THE STUDY

The following objectives have been formulated by the researcher pertaining to the present study.

1. To find the level of Overall Resilient behaviour of student teachers and in terms of its dimensions namely Fixing attainable goals, Problem-solving, Persistent, Thoughtful, People skills, Learning from the past, Empathetic, Social conscience, and Optimistic.
2. To find the level of mental health of student teachers.
3. To find the relationship between Resilient behaviour and its dimension, and the Mental health of student teachers.

IV. HYPOTHESIS 1

To find the level of Resilient behaviour (RB) among student teachers.

Table 1

Level of resilient behaviour among student teachers in colleges of education

Dimensions of Resilient Behaviour	Low		Moderate		High	
	N	%	N	%	N	%
Fixing Attainable Goals (FAG)	179	25.6	242	34.6	279	39.9*
Problem-Solving(PS)	176	25.1	317	45.3*	207	29.6
Persistent (PT)	175	25.0	324	46.3*	201	28.7
Thoughtful (TL)	279	39.9*	246	35.1	175	25.0
People Skills(PLS)	232	33.1	250	35.7*	218	31.1
Learning from the past(LFP)	221	31.6	288	41.1*	191	27.3
Empathetic(ETC)	324	46.3*	175	25.0	201	28.7
Social Conscience(SC)	183	26.1	330	47.1*	187	26.7
Optimistic(OPC)	185	26.4	277	39.6*	238	34.0
Overall Resilient Behaviour	199	28.4	278	39.7*	223	31.9

* indicates level of resilient behaviour.

From the above it has been found that the level of Overall resilient behaviour is moderate and hence the hypothesis is **accepted**.

The dimensions problem-solving, Persistent, People Skills, Learning from the Past, Social Conscience and Optimistic is **moderate**, Fixing attainable goals is found to be **high** and the dimensions Thoughtful and Empathetic is **low**.

V. HYPOTHESIS 2

To find the level of mental health (MH) among student teachers.

Table 2

Level of mental health among student teachers in colleges of education

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Mental Health	196	28.0	328	46.9*	176	25.1

* indicates level of mental health.

From the above it has been found that the level of mental health is found to be moderate and hence the hypothesis is **accepted**.

VI. HYPOTHESIS 3

There is no significant relationship between Overall resilient behaviour and mental health

Correlation between resilient behaviour and mental health

Dimensions of Resilient Behaviour	Variable	N	Calculated 'r' Value	'p' Value
Fixing Attainable Goals	Mental Health	700	0.13	0.00**
Problem-Solving	Mental Health	700	0.17	0.00**
Persistent	Mental Health	700	0.12	0.00**
Thoughtful	Mental Health	700	0.03	0.45
Learning from the Past	Mental Health	700	0.15	0.00**
Empathetic	Mental Health	700	0.02	0.64
Social Conscience	Mental Health	700	0.02	0.73
Optimistic	Mental Health	700	0.02	0.57
Overall Resilient Behaviour	Mental Health	700	0.21	0.00**

** significant at 0.01 level.

* significant at 0.05 level.

From the above table it has been found that there is significant correlation between overall resilient behaviour and mental health and hence the formulated hypothesis is **rejected**.

In dimension wise analysis it is found that Fixing attainable goals (FAG), Problem-solving (PS), Persistent (PT), and Learning from the past (LFP), are found to be significantly correlated with Mental health. However, Thoughtful (TL), Empathetic (ETC), Optimistic and Social conscience (SC) were not found to be significantly correlated with Mental health..

VII.FINDINGS

The findings of the present investigation are presented hereunder:

1.The level of Resilient behaviour among prospective teachers in colleges of education in Chennai and its suburb is found to be **moderate**, as 39.7% of the sample falls under moderate category. In the case of the dimension fixing Attainable goals, the prospective teachers have recorded **high** with 39.9% of them falling under this category. In the dimensions Problem-solving (45.3%), Persistent (46.3%), People skills (35.7%), Learning from the past (41.1%), Social conscience (47.1%), and Optimistic (39.6%) the target population is found to be moderate. However, in the case of the dimensions Thoughtful, and Empathetic they are found to be **low** as 39.9% and 46.3% of the sample falls under this category respectively.

2.The level of Mental health (MH) among prospective teachers in colleges of education in Chennai and its suburb is found to be moderate, as 46.9% of them falls under **moderate** category.

3.On computing correlation between Resilient behaviour and the psychological variable Mental health, it is found that Mental health significantly correlates with the dependent variable Resilient behaviour. On computing Resilient behaviour dimension wise correlation, Fixing attainable goals (FAG), Problem-solving (PS), Persistent (PT), and Learning from the past (LFP), are found to be significantly correlated with Mental health. However, Thoughtful (TL), Empathetic (ETC), Optimistic and Social conscience (SC) are not found to be significantly correlated with Mental health..

VIII.DISCUSSION

The present study has thrown light on the status of Resilient behaviour of student teachers in Colleges of Education in Chennai and its suburb. On the whole, it is recorded that **39.7%** of the sample has fallen under the moderate level of resilient behaviour, convincingly showing the student teachers' level of resilient behaviour as moderate. Since the population runs to thousands in the chosen region, the recorded moderate level seems to be a justifiable one. However, taking into account of the general functioning of Colleges of Education including their day to day activities, one may feel a little bit upset over the present finding. In the case of mental health, the resilient behaviour as well as its dimensions fixing attainable goals, Problem-solving, persistent, and learning from the past are also reported to be its significant correlates. However, when the status of mental health was studied, the target population is found to be only **moderate** with **46.9%** of them falling under this level. It reveals that mental health is not so strong among the student teachers as majority of them have turned out to be only moderate.

IX.CONCLUSION

It is unfortunate that the psycho-socio variable mental health, having so much of interactive effect with resilient behaviour of student teachers, is reported to be just moderate. The teacher education programme in Colleges of Education, that is the B.Ed degree programme, is the one intended for preparing teachers for institutions at secondary and higher secondary levels with a normal psychological behaviour; so to say a teacher personality wholesome in all possible aspects and to instil similar ones in the younger generation being placed under their care.

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