

A STUDY OF FAMILY FACTORS IN ASSOCIATION WITH  
RESILIENCE OF SECONDARY TEACHER EDUCATION  
STUDENTS



ABSTRACT

*This study has taken effort to find the association of a few familial factors with the resilience of prospective teachers. Resilience is the ability of individuals, community or organization to effectively deal with challenges, stress, or pressure ultimately leading to overall success in the personal, social and academic environment. In this study, the Pandemic Covid 19 is considered as an unusual and unexpected situation that cause stress, pressure and challenges which demand the physical, psychological, emotional, mental, moral and academic resilience of the individual or the community. The objectives of the study were a) To find the level of resilience of secondary teacher education students and b) To find whether there is any significant association between a few familial factors of secondary teacher education students and their resilience. The investigators have used survey method through stratified random sampling technique for selecting the sample of 688 secondary teacher education students from 13 colleges of education in TamilNadu. Resilience of Teacher Education Students Inventory (RTESI) constructed and validated by Michael J Leo and Antony Raj (2021) has 57 questions under six dimensions namely physical, psychological, emotional, mental, moral and academic resilience. The major findings were a) the teacher education students who showed high resilience are from the category of orthodox religious faith, b) the teacher education students who showed low resilience were from the category of single child in the family, among the other categories of birth order such first, middle and last, and c) the post Chi-square test result reveals that the teacher education students who have chosen TV as their hobby showed low physical resilience and the teacher education students who have chosen sports as their hobby show high physical resilience. To conclude, such measures of resilience need to be undertaken and incorporated along with the curriculum.*

**Key Words :** resilience, family factors, and prospective teachers.

Significance of the Study

The teacher training program is focusing on the development of teaching skills and competencies through different performance-oriented tasks that require accompaniment of the peers, teacher educators, and mentors at schools. After the conception of a two-year teacher training program, the teaching practice/internship at schools has been expanded from 4 weeks to 16 weeks in view of providing better field experience to the trainee teachers which demands alternative solutions during this pandemic. In this pandemic, inaccessibility of resources

from the library, face-to-face unavailability of guidance of the teacher educators and mentors, remoteness of peers, and isolation of thoughts ripen emptiness among the teacher

**Dr. A. Michael J Leo**  
Assistant Professor of Education  
St. Xavier's College of Education (Autonomous),  
Palayamkottai, Tirunelveli, Tamil Nadu  
**Dr. M. Antony Raj**  
Associate Professor of History Education  
St. Xavier's College of Education (Autonomous),  
Palayamkottai, Tirunelveli, Tamil Nadu.

trainees. Since the lack of proper understanding of the pandemic, they may face anxiety, insecurity, and hopelessness while staying at home. As a result, there could be psychological and emotional damage.

Here an urgent need is felt that the secondary teacher education students have to recover from this situation in order to fit into the post-Covid setup. Assessing the students' resilience by considering a few factors from their family background is the need of this hour. The ability to bounce back after the pandemic complications need to be assessed; so that post-Covid coping skills would be realized. Hence, a study on the family factors in association with the resilience of prospective teachers has been taken up for investigation.

**Operational Definition of Terms: Resilience of Teacher Education Students**

By the term ‘resilience of teacher education students’, the investigators mean that it is an ability of the secondary teacher education students doing Bachelor of Education in the autonomous, government-aided, and self-financed colleges of education, affiliated to the TamilNadu Teachers Education University, Chennai, in TamilNadu, as individual, community or organization to effectively deal with challenges, stress, or pressure ultimately leading to overall success in the personal, social and academic environment. In this study, the Pandemic Covid 19 is considered an unusual, unexpected situation, that causes stress, pressure, and challenges which demands physical, psychological, emotional, mental, moral, and academic resilience of the individual or the community.

**Objectives of Study**

- i) To find the level of resilience of secondary teacher education students
- ii. To find whether there is any significant association between a few familial factors of secondary teacher education students and their resilience.

**Hypotheses**

- i) To find whether there is any significant association between religious faith and the resilience of secondary teacher education students.
- ii) To find whether there is any significant association between order of birth and resilience of secondary teacher education students.
- iii) To find whether there is any significant association between resilience of secondary teacher education students and their different hobbies.

**Methodology**

The investigators have used a survey method and the population for the study includes the secondary teacher education students doing Bachelor of Education in autonomous, government-aided and self-financed colleges of education, affiliated to the TamilNadu Teachers Education University, Chennai, Tamil Nadu. The investigators used a stratified random sampling technique for selecting the sample of 688 secondary teacher education students on the basis of sex, and type of college from the randomly picked 13 colleges of education in Tamil Nadu. The Resilience of Teacher Education Students Inventory (RTESI) constructed and validated by Michael J Leo and Antony Raj (2021) that has 57 questions under six dimensions namely physical, psychological, emotional, mental, moral and academic resilience with five choices such as Always, Often, Sometimes, Seldom and Never was used. The reliability co-efficient of RTESI was 0.89 respectively.

**Delimitations of Study**

- 1. The study was conducted by keeping Covid 19 pandemic as a background for resilience.
- 2. Resilience has been measured in terms of physical, psychological, social, emotional, moral, and academic perspectives.

**Analysis and Findings**

**Hypothesis 1 :** There is no significant association between religious faith and the resilience of secondary teacher education students.

Table 1

Association between the religious faith and resilience of secondary teacher education students

Resilience and its Dimensions	Degrees of freedom	Calculated value	Calculated 'p' value	Remark at 5% level
Physical	6	69.455	0.000*	S
Psychological		17.922	0.006*	S
Social		22.101	0.001*	S
Emotional		13.667	0.034*	S
Moral		31.053	0.000*	S
Academic		14.833	0.022*	S
Resilience in Total		14.323	0.029*	S

S-Significant NS - Not Significant \*Significant at 5% level

A significant association is found between religious faith and the physical, psychological, social, emotional, moral academic resilience and resilience in total of secondary teacher education students.

Table 1 (a)

Post Chi-square test for resilience in total and religious faith

Demographic Variable	Categories	Adjusted Residuals of Resilience		
		Low	Moderate	High
Religion	Secular	-3.4	1.6	1.6
	Traditional	1.5	-4.4	-2.5
	Religious	-0.8	1.2	-0.7
	Orthodox	-4.9	1.6	2.1*

\*Significant at 5% level

In specific, the teacher education students who show high resilience are from the category of orthodox among the religious faith categories such as secular, traditional, religious and orthodox.

**Hypothesis 2 :** There is no significant association between order of birth and resilience of secondary teacher education students.

Table 2

Association between order of birth and resilience of secondary teacher education students

Resilience and its Dimensions	Degrees of freedom	Calculated value	Calculated 'p' value	Remark at 5% level
Physical	6	58.244	0.000*	S
Psychological		28.778	0.000*	S
Social		18.969	0.004*	S
Emotional		27.705	0.000*	S
Moral		19.477	0.003*	S
Academic		14.761	0.022*	S
Resilience in Total		18.467	0.005*	S

S - Significant \*Significant at 5% level

A significant association is found between order of birth of secondary teacher education students and their resilience.

Table 2 (a)

Post Chi-square test for resilience in total and order of birth

Demographic Variable	Categories	Adjusted Residuals of Resilience		
		Low	Moderate	High
Order of Birth	First	-1.5	0.43	0.95
	Middle	-0.76	0.08	0.63
	Last	-0.56	-0.7	1.43
	Single Child	3.16*	0.23	-3.37

\*Significant at 5% level

In specific, the teacher education students who show low resilience are from category of the single child in the family, among the other categories of birth order such first, middle and last.

**Hypothesis 3 :** There is no significant association between resilience of secondary teacher education students and their different hobbies.

**Table 3**  
**Association between resilience of secondary teacher education students and their different hobbies.**

Resilience and its Dimensions	Degrees of freedom	Calculated value	Calculated 'p' value	Remark at 5% level
Physical	8	36.971	0.000*	S
Psychological		12.051	0.149	NS
Social		15.273	0.054	NS
Emotional		11.495	0.175	NS
Moral		12.272	0.139	NS
Academic		12.593	0.127	NS
Resilience in Total		4.493	0.81	NS

NS - Not Significant S-Significant \*Significant at 5% level

It is inferred from the above table that there is no significant association between the resilience of secondary teacher education students and their different hobbies. But there is significant association between the physical resilience of secondary teacher education students and their different hobbies.

**Table 3 (a)**  
**Post Chi-square test for physical resilience and hobbies**

Demographic Variable	Categories	Adjusted Residuals of Physical Resilience		
		Low	Moderate	High
Hobbies	Reading	0.22	0.55	-0.52
	Music	1.77	0.77	-0.21
	TV	1.99*	1.89	-0.11
	Sports	-2.21	1.11	2.25*
	Social Media	1.12	1.48	1.15

\*Significant at 5% level

In specific the teacher education students who have chosen TV as their hobby show low physical resilience and the teacher education students who have chosen sports as their hobby show high physical resilience.

### Interpretations

The post-Chi-square test result reveals that the secondary teacher education students who show high resilience are from the category of orthodox among the religious faith categories such as secular, traditional, religious, and conventional. This may be due to the fact that their belief in the superpower and the deep-rooted cultured behavior might have helped them to show better resilience.

The post-Chi-square test result reveals that the secondary teacher education students who show low resilience are from the category of a single child in the family, among the other categories of birth order such as first, middle, and last. This may be due to the fact that the single child in the family is pampered by the parents most of the time. So it is obvious that their resilience is low compared with others.

The post Chi-square test result reveals that the secondary teacher education students who have chosen TV as their hobby show low physical resilience and those who chose sports as their hobby show high physical resilience. This may be due to the fact that the physical immobility of these teacher-education students would have given them a lot of trouble to be physically resilient; hence it is a challenging task for them to maintain physical fitness.

### Recommendations

Based on the findings in the above paragraphs, the following recommendations are given as post-Covid 19 initiatives with reference to resilience which can be implemented in the near future.

- Physical resilience may be built through co-curricular activities such as sports and games, infotainment strategies, interaction activities for shuffling, healthy eating, disciplined daily routine and physical competence. While making these possible via Health and Eat Right clubs and other sports and games departments, the Covid 19 situation could be conquered easily by means of a high range of immunity and spirit.
- The familial values, life skill training, mutual support and respect, the right information, availability of counseling, techniques of managing negative emotions, brainstorming sessions, and organizational culture and climate would enhance the psychological resilience of the individuals.

## Conclusion

This Pandemic Covid 19 affected the lives of people in all spears of their life, especially the younger generation. This younger generation going to school or college became vulnerable to this pandemic and struggled to overcome the new situation. Further the secondary teacher education students still find it difficult to cope with the new normal. The impact of Covid 19 is still realized in the classrooms in terms of disinterest in the subjects, frequent distraction, mental fatigue, and confusion about the future. This clearly indicates the deficiency of resilient measures and practices which were not undertaken during and after the Covid 19 pandemic. To conclude, such measures of resilience need to be undertaken and incorporated along with the curriculum.

## References

1. Motoi, g., & Popescu, a. M. (2020). *About Resilience and the Well-being of Students in a Pandemic Context. Psychology-Pedagogy*, 135.
2. Schorr A, Carter C, Ladiges W. *The potential use of physical resilience to predict healthy aging. Pathobiol Aging Age Relat Dis.* 2017 Nov 21;8(1):1403844. doi: 10.1080/20010001.2017.1403844. PMID: 29291035; PMCID: PMC5700501.
3. *Types of Resilience* (2022). Community IndustryGroup Resilience and Self-Care-Micro-Course, <https://communityindustrygroup.org>.
4. Pereirinha, J. A. C., & Pereira, E. (2021). *Social resilience and welfare systems under OVID-19: A European comparative perspective. Global Social Policy*, 21(3), 569–594. <https://doi.org/10.1177/14680181211012946>.
5. Cynda Hylton Rushton, RN. (2016). *Moral Resilience: A Capacity for Navigating Moral Distress in Critical Care. AACN Advanced Critical Care Volume 27, Number 1, pp.111-119.*
6. Shengli Yang\* & Weirong Wang (2022). *Curriculum, Instruction, and Pedagogy Article. Front. Psychol.*, 26 January 2022, Volume 12 – 2021, <https://doi.org/10.3389/fpsyg.2021.823537>.
7. Dr. Monika, Shikha, "A Study of Academic Resilience among Students of Secondary and Higher Secondary Schools", *International Journal of Science and Research (IJSR)*.



You are the architect of your own destiny; you are the master of your own fate; You are behind the steering wheel of your life. There are no limitations to what you can do, have or be. Accept limitations you place on yourself by your own thinking.

-Brain Tracy

The greatest successful men of the world have used their imagination. They Think ahead and create their mental picture in all its details and steadily building upon it.

-Robert J Collier