



**ORIGINAL RESEARCH PAPER**

**Education**

**ANALYSIS OF RELATIONSHIP BETWEEN RESILIENCE AND PSYCHOLOGICAL WELL BEING OF HIGHER SECONDARY TEACHERS**

**KEY WORDS:** Teacher Resilience, Well being, Higher secondary teachers.

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**ABSTRACT**

This paper set out to analyse the relationship between Resilience and Well being of Higher Secondary teachers. And this paper also reveals the comparison of Resilience and psychologically well being of teachers. A survey study method was employed in this research. For selecting the teachers the investigator used random sampling method. Data was gathered from 150 Higher Secondary teachers Pudukkottai District from various schools. Any increase in the Resilience mean score obtained from the scale can be interpreted as an increase in the Resilience level of the Higher Secondary teachers. Research findings reveal that teachers indicated a positive and somewhat strong relationship between the Resilience level and well being of Higher Secondary teachers.

**Introduction:**

In recent decades research on resilience has expanded from children to adults, especially to teachers (Le Cornu, 2009). Moreover, the purpose of the research has expanded to the level of school units and classes, taking special conceptual dimensions. Strengthening of classes and their function as protective factors for learning and developing skills is a particular dimension of educational resilience (Cefai, 2007; Doll et al., 2014). Teachers' resilience is linked with the effectiveness of education (Gu & Day, 2013), job satisfaction and with the quality of the educational process. Resilience constitutes a dynamically developing field of investigation in social sciences, where significant scientific developments are observed, aiming to "promote health and well-being" of certain social groups (Kolar, 2011). It is in this context that this study was undertaken, thereby seeking to analyse the relationship between Resilience and Well being of Higher Secondary teachers.

**Review of Literature:**

Within education, many factors have a cumulative effect on teacher stress, which can then be exacerbated by stressful experiences within the context of a teacher's personal life (Schroeder, 2006; Steinhardt, Jaggars, Faulk, & Gloria, 2011; Torres, Lawver, & Lambert, 2009; Wattoo et al., 2009; Yoon, 2002). Resilience, or the ability to bounce back when faced with adversity, is found to be developed and strengthened as a function of surviving past adverse experiences (Masten, 2001). Through these experiences, one develops and strengthens the tools and coping mechanisms to work through difficult situations (Brunetti, 2006; Masten, 2001).

Schools and teachers should take an active role in promoting the wellbeing of young people, because this will help with behaviour management and academic outcomes, as well as contributing to a healthier and happier school community. This is not just an issue for those with a role in student welfare or in teaching health subjects. (Commonwealth of Australia, 2005). Teachers need assistance in developing their self-regulatory resources for coping and being resilience (Roeser et al., 2013). Teachers those who were able to manage their work life balance and display resilience to maintain their wellbeing, were more effective teachers based on measuring SAT scores. (Bajorek, 2014).

**Need and Significance of the study:**

Being resilient – being able to overcome challenges and setbacks – helps to promote social and emotional wellbeing. A person who is resilient and has positive emotional wellbeing is likely to show the following:

The capacity for positive personal development in several domains, including emotionally, intellectually and creatively;

The capacity to form and maintain positive and respectful relationships with others;

The ability to identify and manage one's own emotions and to understand the feelings of others;

Skills in communication, including assertiveness, empathy and negotiation;

The ability to solve problems, make informed decisions and accept responsibility for one's actions;

The capacity to set realistic but rewarding goals and to actively work towards;

**Objectives of the study:**

The following are the objectives of the present study.

To find out the Mean value of the Resilience level of Higher Secondary Teachers.

To find out the Mean value of the Well Being of Higher Secondary Teachers.

To find out whether the Higher Secondary Teachers differ in their Resilience level on the basis of Gender. **[Female / Male]**

To find out whether the Higher Secondary Teachers differ in their Resilience level on the basis of Subject Specialization. **[Arts (Accountancy, Vocational, etc.) / Science]**

To find out whether the Higher Secondary Teachers differ in their Psychologically Well Being on the basis of Gender. **[Female / Male]**

To find out whether the Higher Secondary Teachers differ in their Psychologically Well Being on the basis of Subject Specialization. **[Arts / Science]**

To find out the significant relationship between Resilience level and Psychologically Well Being among Higher Secondary Teachers in College level.

**Hypotheses of the study:**

The following are the hypotheses of the present study.

- The Higher Secondary Teachers do not differ in their Resilience level on the basis of Gender.
- The Higher Secondary Teachers do not differ in their Resilience level on the basis of Subject Specialization.
- The Higher Secondary Teachers do not differ in their Psychologically Well Being on the basis of Gender.
- The Higher Secondary Teachers do not differ in their Psychologically Well Being on the basis of Subject Specialization.
- There is no significant relationship between Resilience level and Psychologically Well Being among Higher Secondary Teachers.

**Research Methodology:**

The questionnaire method was quite useful in soliciting information from the Higher Secondary Teachers. The survey was undertaken with the help of questionnaires designed for the purpose. For selecting the teachers the investigator used random sampling method. The minimum score that can be obtained from

the Resilience scale and Well being scale was determined as 30 while the maximum score is 90 respectively. Data was gathered from 150 Higher Secondary teachers Pudukkottai District from various schools. For interpretation descriptive analysis and differential analysis were used.

**Analysis and Interpretation of data:**

**The level of Resilience and Psychologically Well Being was examined of Higher Secondary Teachers and the findings have been shown below:**

Table 1:	N	Mean	S.D.
Level of Resilience	150	78.06	6.66
Level of Psychologically Well Being	150	71.34	8.42

From the Table-1 value Higher Secondary Teachers levels of resilience who participated in the study was found to (= 78.06). The scores ranged between 30 and 90 on the scale of resilience and means to increase score is increase of the level of resilience. According to the result of this research showed that was a high level of resilience of Assistance Professors. And also the Psychologically Well Being of the Assistant professor who participated in the study was found (= 71.34). And so the result of this research showed that there was a high level of Psychologically Well Being.

**Hypothesis : 1**

There is no significant difference in their Resilience level on the basis of Gender among Higher Secondary Teachers.

**Table 2: Difference between Male and Female Higher Secondary Teachers in their Resilience level.**

Subject	N	M	SD	't' value	Level of significance
Male	50	76.5	12.7	1.07	Not Significant
Female	100	71.82	10.67		

The calculated 't' value 1.07 is lesser than the table value 1.96 at 0.05 level of significance. It is inferred that, there is no significant difference in their Resilience level on the basis of Gender among Higher Secondary Teachers. Hence the null hypothesis is accepted.

**Hypothesis : 2**

There is no significant difference in their Resilience level on the basis of Subject Specialization among Higher Secondary Teachers.

**Table 3: Difference between Arts and Science Higher Secondary Teachers in their Resilience level.**

Subject	N	M	SD	't' value	Level of significance
Arts	55	60.2	10.03	1.87	Not Significant
Science	95	65.5	9.75		

The calculated 't' value 1.87 is lesser than the table value 1.96 at 0.05 level of significance. It is inferred that, there is no significant difference in their Resilience level on the basis of Subject specialization among Higher Secondary Teachers. Hence the null hypothesis is accepted.

**Hypothesis : 3**

There is no significant difference in their Psychologically Well Being on the basis of Gender among Higher Secondary Teachers.

**Table 4: Difference between Male and Female major Higher Secondary Teachers in their Psychologically Well Being.**

Subject	N	M	SD	't' value	Level of significance
Male	50	67.55	5.27	6.42	Significant
Female	100	73.25	5.76		

The calculated 't' value 6.42 is greater than the table value 1.96 at 0.05 level of significance. It is inferred that, there is a significant difference in their Psychologically Well Being on the basis of Gender among Higher Secondary Teachers. Hence the null

hypothesis is rejected.

**Hypothesis : 4**

There is no significant difference in their Psychologically Well Being on the basis of Subject Specialization among Higher Secondary Teachers.

**Table 5: Difference between Arts and Science Higher Secondary Teachers in their Psychologically Well Being.**

Subject	N	M	SD	't' value	Level of significance
Arts	55	71.62	13.82	1.76	Not Significant
Science	95	80.6	12.42		

The calculated 't' value 1.76 is greater than the table value 1.96 at 0.01 level of significance. It is inferred that, there is no significant difference in their Psychologically Well Being on the basis of Subject specialization among Higher Secondary Teachers. Hence the null hypothesis is accepted.

**Hypothesis : 5**

There is no significant relationship between Resilience level and Psychologically Well Being among Higher Secondary Teachers.

**Table:6 Relationship between Resilience level and Psychologically Well Being among Higher Secondary Teachers.**

No.s	x	y	x <sup>2</sup>	y <sup>2</sup>	xy	Correlation co-efficient	Level of Significance
150	11359	10321	866861	885621	809919	0.82	Significant

(At 5% level of significance, P-value is less than 0.05 (0.00001<0.05)). The result is significant.From the Correlational value it is inferred that there is a strong relationship between Psychologically Well Being and Resilience level among Higher Secondary Teachers. Hence the null hypothesis is rejected.

**Major Findings:**

The Higher Secondary Teachers do not differ in their Resilience level on the basis of Gender, Subject and Specialization. **They differ in their Psychologically Well Being on the basis of Gender but do not differ in their Psychologically Well Being on the basis of Subject Specialization. There is a significant strong relationship between Resilience level and Psychologically Well Being among Higher Secondary Teachers. They are having positive Resilience level have a good Psychologically Well Being also.**

**Conclusion:**

From the findings of the present study that the Resilience level and Psychologically Well Being of the Higher Secondary Teachers capacity to manage such interactions is a sophisticated process which contributes strongly to the relative strength of their resilience.This present study concluded that the Higher Secondary Teachers have high level of Resilience level and Psychologically Well Being and both these variables having strong relationship between them.

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