

A STUDY OF THE RESILIENCE CHARACTERISTICS OF SECONDARY SCHOOL TEACHERS OF BADVEL MANDAL OF KADAPA DISTRICT

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Abstract

Teacher is a living personality competent force, forward movement transcending the educational setup in every corner of the world. Man is in search of a substitute, but no substitute has yet been found for a teacher. With the birth of this new millennium the development of the new portrait of the teacher depends upon the multifaceted roles the teacher has to play in the society. A teacher is the predominant strength of the whole educational setup and what strength a teacher requires for her profession to progress and for her to become successful is a question to be answered honestly. Commitment, abilities, potentialities, capacities, proficiency, aptness, adroitness are the characteristics traits inborn as talents in every individual which may later develop through education and experience also. This inborn strength will give fruitful results in determined. Resiliency is a potent force, which serves as a protective factor in the resilient individual. IN the resilient individual multi-dimensional growth occurs despite challenging life events. The resilience characteristics serve as protective factors to facilitate coping, promote, social competence and help ensure success in all walks of life. Resilience characteristics in teacher ensure success in teaching. Successful teaching is effective teaching.

Introduction

Resilience has been shown to be more than just the capacity of individuals to cope well under adversity. Resilience is better understood as both the capacity of individuals to navigate their way to the psychological, social, cultural and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways.

The application of resilience to the educational setting is relatively new. This concern has its origin in medicine where it provides the explanation for why some individuals but not others adopt and react positively to stress (Rutter, 1957). Theory about and research into resilience is based on the study of individuals who have experienced risk or trauma typically, when risk or trauma has been present, individuals have exhibited behavioral, emotional, intellectual, academic or social problems. Despite the experience of risk some individuals have not exhibited difficulties but have been able to thrive in their environment. The ability to thrive or bounce back from adverse experiences is described as resilience. Personality characteristics associated with resiliency in adults include those which may buffer the effect of stress such as self / efficacy, learner resourcefulness, (Lazarus, 1993). Resiliency is a potent force, which serves as a protective factor in the resilient individual. In the resilient individual multi-dimensional growth occurs despite challenging life events. The resilience characteristics serve as protective factors to facilitate coping, promote social competence and help ensure success in all walks of life.

Resilience characteristics in teachers ensure success in teaching successful teaching is effective teaching.

Characteristics of Resilience

Kendra Cherry Says that while people vary dramatically in the coping skills they use when confronting crisis, there are some key characteristics of resilience that have been identified. Many of these skills can be developed and strengthened, which can improve your ability to deal with life's setbacks.

Awareness

Resilient people are aware of the situation, their own emotional reactions and the behaviour of those around them. In order to manage feelings, it is essential to understand what is causing them and why. By remaining aware, resilient people can maintain their control of the situation and think of new ways to tackle problems.

Internal Locus of Control

Do you perceive yourself as having control over your own life? or do you blame outside sources for failures and problems? Generally, resilient people tend to have what psychologists call an internal locus of control. They believe that the action they take will affect the outcome of an event. Of course, some factors are simply outside of our personal control, such as natural disasters. While we may be able to put some blame on external causes, it is important to feel as if we have the power to make choices that will affect our situation our ability to cope and our future.

Definition of Resilience

Resilience is a dynamic process that individuals exhibit positive behavioural adaptation when they encounter significant adversity, trauma, tragedy, threats or even significant sources of stress (biology). It is different from strengths or developmental assets which are a characteristics of an entire population, regardless of the level of adversity they face. Under adversity, assets function differently a good school or parental monitoring for example have a great deal more influence in the life of a child from a poorly resourced background than one from a wealthy home with other options for support, recreation and self esteem.

Definition of Secondary School

Secondary School is a term used to describe an educational institution where the final stage of schooling, known as secondary education and usually compulsory up to a specified age, takes place. It follows elementary or primary education, and maybe followed by university (tertiary) education.

There are many different types of secondary school, and the terminology used varies around the world. Children usually transfer to secondary school between the ages of 10 and 16 years and finish between the ages of 16 and 18 though there is considerable variation from country to country. In the present study, secondary means, educating children between 11 to 16 years. The following descriptions and definitions pertain to state-funded education unless otherwise stated. Private educational institutions may differ from the parameters herein described.

Objectives

The following were the objectives of the study

- To develop a tool to determine resilience characteristics of Secondary School Teachers of Badwel of Kadapa Dist.
- To examine whether the secondary school teachers Gender (Male/ Female) shows any significant difference in their resilience characteristics.
- To examine whether the secondary school teachers belonging to Age (Upto 35 years; 35-45 years and 45 years and above) shows any significant difference in their resilience characteristics.
- To examine whether the secondary school teachers belonging to Locality (Rural and Urban) shows any significant difference in their resilience characteristics.
- To examine whether the secondary school teachers belonging to Management (Government; Private Aided and Private Unaided) shows any significant difference in their resilience characteristics.
- To examine whether the secondary school teachers belonging to Marital Status (Married and Unmarried) shows any significant difference in their resilience characteristics.
- To examine whether the secondary school teachers belonging to Educational Qualifications (Graduation and Post-graduation) shows any significant difference in their resilience characteristics.
- To examine whether the secondary school teachers belonging to Professional Qualifications (TTC; B.Ed. and M.Ed. and above) shows any significant difference in their resilience characteristics.
- To examine whether the secondary school teachers belonging to Teaching Subject (Language; Social; Science and Mathematics) shows any significant difference in their resilience characteristics.
- To examine whether the secondary school teachers belonging to Teaching Experience (Upto 10 years; 10-20 years and 20 years and above) shows any significant difference in their resilience characteristics.

Need and Importance of the Study

The innate and inborn qualities are conditioned and result in a definite and unique personality of an individual due to interaction with himself and with his classroom

environment. Resilience is a natural part of our human adaptability and resilience is teachable. Daily survival and success are not easy in our fast information age and strengthening our own resilience helps in teaching resilience to the students. Resilience unlocks common sense, emotional health and survival strategies. Educators can teach and students can learn common sense necessary for social acceptance, rule compliance, survival resiliency, self-motivation and academic success.

Resilience is a concept that can emerge from the field of psychopathology, child development and health education to explain how individuals maintain mental, physical, multidimensional growth. In the resilient individual multi-dimensional growth occurs despite challenging life events. The resilience characteristics serve as protective factors to facilitate coping, promote social competence and help ensure success in all works of life.

Resilience may well be a latent characteristic, created by numerous factors, which change with experience. There is evidence that managing stressful situations, increase resiliency in the future, 'Guided' and ability to overcome adversity may be more valuable than teaching skills in isolations. These opportunities can be created in schools, workplace, recreational settings and communities.

A teacher is like a mirror and their characteristics are like their reflection. In these days of falling standards of educational institutions, teacher must show an effective performance by critically studying the curriculum, planning their year's work, making the use of new teaching aids and techniques keeping their content knowledge up to date and thoughtfully, employing evaluation techniques. The purpose of their research is to advance the understanding of the nature of the secondary school teachers' experience.

Methodology

The present study is essentially a survey with descriptive and explorative objectives. It is undertaken to describe the present status and therefore it is exploratory since it is also proposed to improve the situation by exploring the possible means and ways.

Moulay (1964) observed no category of education research is more widely used than the survey type. Educational surveys are particularly versatile and practice in that they identify the present conditions and point to the present needs. Descriptive surveys are oriented towards the description of the present status of a given phenomenon.

Development of Research Tool

For any research one needs valid data and this can be obtained from certain instruments which are called research tools. Some major tools of education are inquiry forms, questionnaires, checklists, rating scales, score cards, attitude scales, observational, interviews, sociometry, psychological tests, teacher resilience inventory scale and so on. Generally, these data gathering devices may differ in the complexity, design, administration and interpretation. Further, a research tool involves a systematic procedure in obtaining reliability and valid facts and each tool has both merits and

limitations as well. Depending upon the nature of the study one has to select a particular tool which suits the requirements of the study.

One of the major objects of study is to assess the resilience characteristics of secondary school teachers. So when selecting a tool, one must ensure that whether the test is appropriate to the teachers keeping this in mind, the investigator adopted and modified teacher resilience inventory scale to study the resilience characteristics of secondary school teachers towards resilience characteristics.

As the above tool was developed for the purpose of studying the resilience characteristics of teachers working in Kadapa District to test its reliability and validity to the teachers working in rural area like Badvel mandal, pilot study has been conducted by the investigator.

The pilot forms of teacher resiliency inventory scale has been administrated to 50 teachers selected at random in a way to examine whether the statements were easily understood by them or not. The responses are scored by giving appropriate weight age as described below.

The resilience inventory uses 5 point rating scale with responses ranging for positive strongly agree (5) to agree (4), for undecided (3), for disagree (2), for strongly disagree (1). Based on the scores obtained, the reliability and validity co-efficient were established as 0.890 and 0.940 respectively.

Positive Questions	Response	Negative Questions
5	Strongly Agree (SA)	1
4	Agree (A)	2
3	Undecided (UD)	3
2	Disagree (D)	4
1	Strongly Disagree (SD)	5

Table showing the Teacher Resiliency Characteristics of Secondary School Teachers as a whole

		N	Mean	SD	t-value	Level of Significance
Gender	Male	490	78.39	5.05	1.92	@
	Female	410	77.76	4.65		
Age	Upto 35	296	77.32	4.25	7.05	**
	35 to 45	324	78.20	5.00		
	Above 45	280	78.82	5.24		
Locality	Rural	450	78.92	5.54	5.07	**
	Urban	450	77.29	3.96		
Management	Govt.	470	78.92	5.54	14.95	**
	Private	70	78.36	4.82		
	Private Unaided	380	77.09	3.75		

Marital Status	Married	676	78.20	5.10	1.15	@
	Unmarried	224	77.81	4.15		
Academic Qualifications	Graduation	406	77.91	4.62	1.09	@
	Post-graduation	494	78.27	5.08		
Professional Qualification	TTC	146	77.69	4.76	0.77	@
	B.Ed.	601	78.14	4.91		
	M.Ed. and above	153	78.37	4.87		
Teaching Subject	Language	323	77.78	4.63	0.88	@
	Social	130	78.13	4.17		
	Science	292	78.25	5.35		
	Mathematics	155	78.49	5.00		
Teaching Experience	Upto 10 years	407	77.39	4.36	12.76	**
	10-20 years	287	78.14	5.24		
	Above 20 years	206	79.47	5.05		

Note: @ - Not Significant; *-Significant at 0.05 level; **-Significant at 0.01 level

Findings

The two sections namely descriptive analysis of the characteristics of teachers towards resilience and differential analysis of the influence of personal and demographic variables on the resilience characteristics. They are as follows:

- There is no significant difference in resilience characteristics of Gender (Male and Female) secondary school teachers of Badvel Mandal of Kadapa District.
- There is no significant difference in resilience characteristics of different Age groups of secondary school teachers of Badvel Mandal of Kadapa District.
- There is no significant difference in resilience characteristics of Locality (Rural and Urban) of secondary school teachers of Badvel Mandal of Kadapa District.
- There is no significant difference in resilience characteristics of Management (Government, Private Aided and Private Unaided) secondary school teachers of Badvel Mandal of Kadapa District.
- There is no significant difference in resilience characteristics of Marital Status (Married and Unmarried) secondary school teachers of Badvel Mandal of Kadapa District.

- There is no significant difference in resilience characteristics of Educational Qualifications (Graduation and Post-graduation) of secondary school teachers of Badvel Mandal of Kadapa District.
- There is no significant difference in resilience characteristics of Professional Qualifications (TTC, B.Ed. and M.Ed. and above) secondary school teachers of Badvel Mandal of Kadapa District.
- There is no significant difference in resilience characteristics of Teaching Subject (Language, Social, Science and Mathematics) secondary school teachers of Badvel Mandal of Kadapa District.
- There is no significant difference in resilience characteristics of Teaching Experience (Upto 10 years, 10-20 years and above 20 years) secondary school teachers of Badvel Mandal of Kadapa District.

The personal and demographic variables included in the discussion it may be concluded that the null hypotheses stating that the personal and demographic variables could not significantly influence resilience characteristics of teachers is accepted in all the nine variables namely Gender, Age, Locality, Management, Marital Status, Educational and Professional Qualifications, Teaching Subject and Teaching Experience. The major findings of this study clearly points that there is imperative need of plugging the loopholes in the areas discussed relating to resilience characteristics of teachers at secondary level.

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