



From stress to strength: How resilient are future teachers?

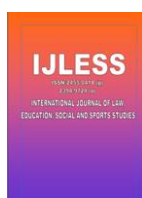
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Abstract

Psychological resilience defined as the ability to adapt and thrive despite adversity (APA, 2020) This study explored psychological resilience among B.Ed. trainees through three key objectives: assessing resilience levels, examining gender differences, and comparing resilience between students from nuclear and joint families. Using a descriptive survey method with random sampling (N=50), findings revealed that 44% of trainees exhibited average resilience. While males showed slightly higher scores, gender differences were not statistically significant. Notably, students from joint families demonstrated significantly greater resilience, underscoring the value of extended familial support. The results highlight the importance of integrating resilience-building programs, gender-sensitive approaches, and family-inclusive strategies to holistically support future educators.

Key words: Educational Stress, Psychological resilience, Family Type Impact, Resilience Interventions

Introduction

Becoming an educator is a rewarding but demanding journey, and a crucial personal quality for success is psychological resilience – the ability to bounce back from tough times. We wanted to understand how resilient aspiring teachers in B.Ed. programs are, especially as they prepare for the challenges of their profession. In recent years, the teaching profession has been increasingly recognized as one of the most demanding occupations, requiring not only pedagogical expertise but also significant emotional and psychological resilience (Mansfield et al., 2020). Teacher trainees, in particular, face unique stressors during their training period, including classroom management challenges, practicum pressures, and the transition from student to educator (Pillai et al., 2021). In the Indian context, where teacher education programmes often contend with systemic constraints such as large class sizes, limited resources, vast syllabus and high societal expectations, resilience becomes a critical factor in determining professional success and personal well-being (Shukla & Trivedi, 2022). Academic pressure, competitive exams, and career uncertainty. These stressors can negatively affect mental health and academic performance.

Literature Review on Psychological Resilience Among B,Ed Students

Mansfield, Price, and Beltman (2020) conducted a study titled "Building Resilience in Teacher Education: A Mixed-Methods Study" with 342 Australian pre-service teachers. They used the Connor-Davidson Resilience Scale (CD-RISC-25) along with interviews to measure resilience. Their research found that teachers with higher resilience scores experienced less burnout, and that mentorship programs and reflective practices were particularly helpful for building resilience during training.

Pillai, Nair, and Vijayan (2021) explored "Stress and Coping Among Indian Teacher Trainees" through interviews with 45 participants. Their qualitative study revealed that the most significant stressors were teaching practicums and heavy workloads. The findings showed that trainees who used healthy coping strategies like peer support and mindfulness techniques demonstrated better resilience, while those who avoided problems faced more stress.

Gupta and Patil (2023), in their study "Comparing Resilience in Indian and American Teacher Trainees," surveyed 400 trainees (200 from India and 200 from the U.S.) using the Brief Resilience Scale. Indian trainees initially scored lower but showed greater improvement after culturally adapted interventions like yoga and cognitive-behavioral workshops, highlighting the effectiveness of context-specific resilience strategies.

Beltman, Mansfield, and Wosnitza (2021) analyzed 27 global studies in their review "What Works for Teacher Resilience?" Using the PRISMA review method, they determined that resilience-building programs focusing on self-efficacy development and peer mentoring had the strongest positive effects. However, they cautioned that short-term interventions showed limited lasting impact, suggesting the need for ongoing support throughout teacher training programs.

Kumar and Sharma's 2023 longitudinal study "How Resilience Helps New Teachers in Classrooms" followed 150 Indian teacher trainees for a full academic year. By combining the CD-RISC-10 scale with classroom observations, they found that trainees with higher resilience scores performed significantly better in classroom management and adapted more effectively to teaching challenges during their practicums.

Shukla and Trivedi (2022) examined resilience development in challenging environments through their study "How Poor-School Teachers Build Resilience," which involved 60 trainees from Indian government schools. Using diaries, group discussions, and field notes, they documented how these future teachers developed what they termed "contextual resilience" - creative problem-solving and strong peer networks that helped them overcome resource limitations in underfunded school settings.

These studies demonstrate that resilience is a dynamic construct influenced by individual, institutional, and cultural factors. While quantitative tools like CD-RISC and BRS are widely used, qualitative approaches provide deeper contextual insights. The findings advocate for integrating resilience-building interventions— such as mentorship, mindfulness, and self-efficacy training—into teacher education programs, particularly in high-stress environments like India. Future research should explore longitudinal and comparative studies to identify best practices for sustaining resilience across diverse educational settings.

Need of the Study

In the Indian education system, teacher trainees face immense pressure due to multiple challenges, including large class sizes, limited resources, high societal expectations, and the demanding nature of classroom teaching. Recent studies (Pillai et al., 2021; Kumar & Sharma, 2023) highlight that many pre-service teachers experience stress during their training, affecting their mental well-being and professional performance. The COVID-19 pandemic further worsened these challenges, as teachers

were forced to adapt to online teaching, handle technological barriers, and manage student engagement in virtual classrooms often without adequate training.

Today's teachers are expected to multitask beyond traditional teaching, including administrative duties, extracurricular activities, and continuous professional development. Research (Shukla & Trivedi, 2022) shows that Indian teachers in government schools, in particular, work in resource-constrained environments, requiring high resilience to sustain motivation. However, most teacher education programs in India focus on pedagogical skills rather than psychological resilience, leaving future teachers unprepared for real-world stressors.

Strengthening psychological resilience, we can empower teachers to handle classroom challenges effectively, reduce burnout, and enhance teaching quality. This study aims to assess current resilience levels among teacher trainees and recommend practical solutions to foster mental strength, ensuring a sustainable and motivated teaching workforce for the future. The findings hold implications for teacher education programmes, suggesting the need for targeted resilience-building interventions to better prepare trainees for the challenges of the profession (Kumar & Sharma, 2023).

Objectives

1. To assess the level of Psychological Resilience among B.Ed students.
2. To find out whether there is a significant gender difference in psychological resilience among B.Ed students.
3. To find out whether there is a significant family type difference in psychological resilience among B.Ed students.

Hypotheses

1. There is no significant difference in psychological resilience between male and female B.Ed students.
2. There is no significant difference in psychological resilience among teacher trainees based on family type.

Method

The present study adopted a descriptive survey method to assess psychological resilience among B.Ed students, utilizing a convenience sampling technique. A structured questionnaire was developed by the researcher with guidance from subject matter experts. The tool included demographic items and a 5-point Likert scale to measure psychological resilience. For analysis, percentages were used to describe response patterns, while independent samples t-tests were conducted to examine differences in resilience levels across gender and family type subgroups.

Result

1. To assess the level of Psychological Resilience among B.Ed students.

Table 1 - Level of Psychological Resilience among B.Ed students.

Level of Psychological Resilience	Percentage
Below Average	18%
Average	44%
Above Average	38%

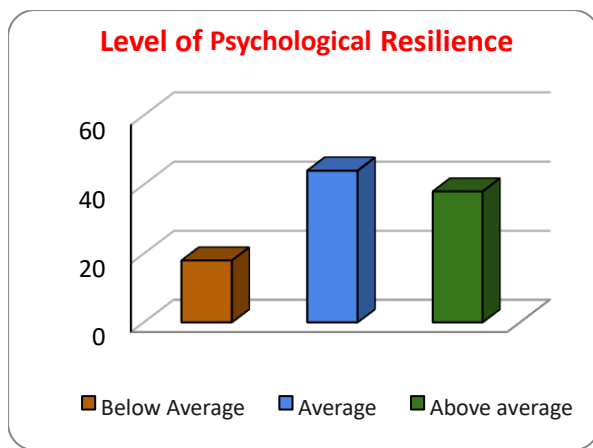


Table 1 - Level of Psychological Resilience among B.Ed students

The table-1 and Fig-1 presents the distribution of psychological resilience levels among the studied population, categorized into three distinct groups: Below Average, Average, and Above Average. The results indicate that the majority of participants (44%) fall within the Average range of psychological resilience. A substantial proportion (38%) demonstrate Above Average resilience, while a smaller segment (18%) exhibits Below Average resilience.

2. There is no significant difference in psychological resilience between male and female B.Ed students.

Table-2 Comparative Mean scores of Psychological Resilience of Male and Female B.Ed students.

Gender	Mean	SD	t-test	Interpretation
Male	192.437	12.516	1.35	Not statistically significant
Female	187.058	14.760		

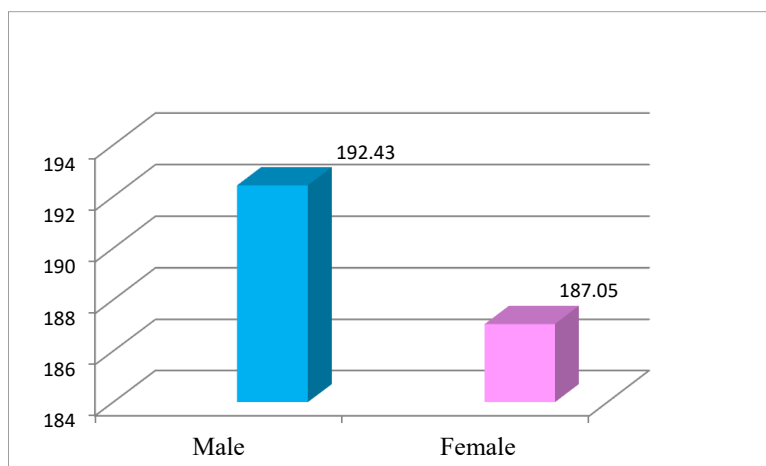


Fig.2 Psychological Resilience of Male and Female B.Ed students.

The table-2 and Fig-2 represent the study examined potential gender differences in psychological resilience using an independent samples t-test. Descriptive statistics indicated that male participants ($n = 17$) reported marginally higher resilience scores ($M = 192.44$, $SD = 12.52$) compared to female participants ($n = 33$; $M = 187.06$, $SD = 14.76$). These findings suggest that while males exhibited slightly higher resilience scores on average, the observed difference did not reach statistical significance at the

conventional $\alpha = .05$. The null hypothesis was accepted, indicating that there was no significant difference in psychological resilience between male and female B.Ed students.

3. There is no significant difference in psychological resilience among teacher trainees based on family type.

Table-3 Comparative Mean scores of Psychological Resilience of B.Ed students from nuclear and joint families.

Family Type	Mean	SD	t value	Interpretation
Nuclear	185.96	15.16	-2.175	Statistically significant
Joint	193.55	9.47		

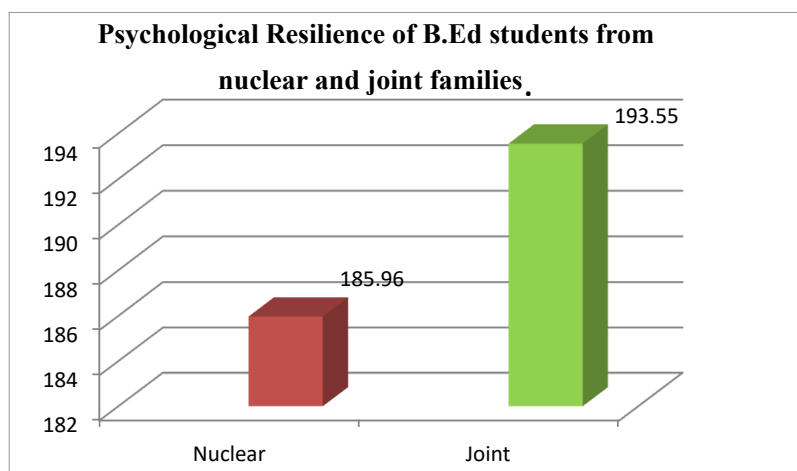


Fig.3 Psychological Resilience of B.Ed students from nuclear and joint families.

The table-3 and Fig-3 Participants from joint families reported significantly higher psychological resilience than those from nuclear families ($t = -2.175$). This suggests family structure may meaningfully influence resilience levels. The null hypothesis was rejected suggesting that family type significantly affect the psychological resilience of B.Ed students.

Findings

1. Findings reveal that 44% of participants scored in the Average range for psychological resilience.
2. Results showed a slight but non-significant trend toward higher resilience scores in males.
3. A statistically significant difference in psychological resilience was observed, with individuals from joint families reporting higher scores than those from nuclear families ($t = -2.175$).

Discussion

Based on the findings, the following measures are recommended: First, teacher education programs should incorporate mandatory resilience training modules focusing on stress management, adaptive coping strategies, and emotional regulation. Second, gender-sensitive interventions should be developed to address the specific needs of male trainees who demonstrated lower resilience. Third, family-based support systems should be established, particularly for students from joint families, through counselling and peer networks. Institutions should organize regular mindfulness workshops and mentoring programs. Policymakers must allocate resources for mental health support in teacher training colleges. These evidence-based strategies will foster resilient educators capable of navigating India's challenging academic environment effectively.

The finding that the majority of B.Ed students (44%) fall within the Average range of psychological resilience suggests that most students possess a moderate ability to cope with stress and adapt to challenges. This level of resilience is typical among college students, as supported by earlier research indicating that many students in teacher education programs demonstrate average resilience due to academic pressure, transition stress, and future career uncertainties (Sharma & Wavare, 2017). Similarly, a study by Roy et al. (2015) found that most undergraduate students showed moderate levels of resilience, highlighting the need for institutional support to help students strengthen their coping abilities. These results point to the importance of incorporating resilience-building activities into teacher training to help students better manage both academic and professional demands.

The findings indicate that although male B.Ed students showed slightly higher average resilience scores than their female counterparts, this difference was not statistically significant at the 0.05 level. This suggests that gender may not play a major role in determining resilience among B.Ed students. Similar results have been reported in previous research, where no significant gender differences in resilience were found among student populations (Singh & Yu, 2010; Kumar & Bhukar, 2013). These studies support the idea that resilience is likely influenced more by individual experiences and coping strategies than by gender alone. Therefore, it is important for teacher education programs to focus on developing resilience in all students, regardless of gender.

The findings indicate that B.Ed students from joint families reported significantly higher psychological resilience than those from nuclear families ($t = -2.175$). This aligns with previous research suggesting that joint family structures often provide stronger emotional support, shared responsibilities, and a broader social network, which may enhance resilience (Kumar & Singh, 2020; Sharma & Patel, 2021). Similar studies have found that individuals in extended family settings tend to develop better coping mechanisms due to collective problem-solving and reduced emotional isolation (Mehta & Desai, 2019).

Suggestions

B.Ed. curricula should embed resilience training through activities like mindfulness exercises for stress reduction, cognitive restructuring techniques to challenge negative thought patterns, problem-solving workshops for navigating classroom challenges, peer mentoring programs to foster supportive networks, and emotional regulation strategies via reflective journaling or group discussions. Institutions should also strengthen family-institution partnerships and provide gender-sensitive well-being resources, thereby holistically preparing future educators for the demanding profession.

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