# EMOTIONAL RESILIENCE OF THE HIGH SCHOOL TEACHERS

*M. Marie Aree Sankar   **Dr. S.Usha Parvathi

## Abstract

Emotionally resilient people understand what they are feeling and why. People persevere and believe that they are in control of their lives, and they are optimistic and believe in their own strength. They don't see themselves as victims and see obstacles as challenges and adversity as something that will make them stronger. In addition, emotionally resilient people tend to surround themselves with supportive friends and family, have a sense of humor, and are connected to their spiritual side. The population for the present study was identified as the high school teachers. Among the population, 300 high school teachers were selected. Simple random sampling technique was adopted by the investigator. The investigator used standardized tool namely Emotional Resilience Scale developed by M. Anisha Devi (2013).The statistical techniques used were 't'test, F-test and chi square analysis. The educational implications and suggestions for further study are also given based on the findings of the study.

**Keywords :** Emotional Resilience, Coping Skills

## Introduction

Education is the process by which an individual is encouraged and enabled to develop fully his or her innate potential. It may also serve the purpose of equipping the individual with what is necessary to be a productive member of the society. Through teaching and learning the individual acquires and develops knowledge, belief and skills.It is widely accepted that the process of education begins at birth and continues throughout the life of an individual. Some believe that education begins even earlier than this, as evidenced by some parent's playing music or reading to the baby in the hope that it will influence the child's development.

Education is the manifestation of the perfection already existing in man. No knowledge comes from outside and is all inside stuff that gets discovered with the help of education. All good teachers are intellectually curious and naturally driven by their interests in keeping changes in their abilities to sense where students are the teachers should possess some important qualities like patience, problem solving skills, punctuality, moral judgment or values, social competency and time management. Teaching is a task which, if sincerely undertaken, will challenge the best efforts of the best teacher.

## Emotional Resilience

Emotionally resilient people understand what they are feeling and why. People persevere and believe that they are in control of their lives, and they are optimistic and believe in their own strength. They do not see themselves as victims and see obstacles as challenges and adversity as something that will make them stronger. In addition, emotionally resilient people tend to surround themselves with supportive friends and family, have a sense of humor, and are connected to their spiritual side.

## Rationale for the Study

Teaching is a life time profession and also due to the rapid explosion of knowledge and attitude of teachers towards profession is changing rapidly. Teachers face a verity of stress in the workplace. Given the stress that they face and the relatively little support that they receive to address these challenges, it is not surprising that many teachers respond in maladaptive ways by exhibiting, common physiological emotional, and behavioral manifestation of stress, by creating climate of stress in their classrooms that in turn negative effect their students, or by leaving the profession altogether.

Likewise, students also experience stress in their educational environmental and may respond in maladaptive ways. Some teachers and students may be more likely than other to respond negatively

* M.Phil., Scholar,  V.O.C.College of Education, Thoothukudi.
** Assistant Professor, V.O.C.College of Education, Thoothukudi.

to the stress they experience due to temperamental tendencies that put them at risk for maladaptive coping while others may be more "stress hardy" or resilient. Researches suggest that the stress management or coping skills used by more resilience people can be taught at risk allowing them to learn to manage stress effectively. The transformational professional development program for teacher is designed to improve the stress management skills of both teacher and their students there by increasing their resilience to ongoing stressors. Teachers should increase student's autonomy in the classroom, decrease student's frustration and impound overall weakness for students who were identified as at risk to react maladaptive to stressful situation. As far as the studies reviewed by the researcher is concerned, emotional resilience is hardly touched. The present study "emotional resilience of the high school teachers" therefore, is undertaken.

## Objectives of the study

1. To find out the significant difference, if any, between male and female high school teachers in their emotional resilience.

2. To find out the significant difference, if any, between arts and science high school teachers in their emotional resilience.

3. To find out the significant difference, if any, between married and unmarried high school teachers in their emotional resilience.

4. To find out the significant difference, if any, between rural and urban high school teachers in their emotional resilience.

5. To find out the significant difference, if any, between government and government aided high school teachers in their emotional resilience.

6. To find out the significant difference, if any, among the high school teachers in their emotional resilience with reference to age.

7. To find out the significant difference, if any, among the high school teachers in their emotional resilience with respect to experience.

8. To find out the significant association, if any, between monthly income of the high school teachers and their emotional resilience.

## Methodology

The investigator adopted the survey method to find out the emotional resilience of the high school teachers.

## Sample

The population for the present study was identified as the high school teachers. Among the population, 300 high school teachers were selected as sample. Simple random sampling technique was adopted by the investigator.

## Tool selected for the study

In the present study, the investigator used standardized tool namely Emotional Resilience Scale developed by M. Anisha Devi (2013). This tool consists of 20 Statements. The theoretical range of score is from 20 to 100. Content Validity was applied for validity. Test –Retest Method was applied for reliability.

## Statistical Techniques Used

The statistical techniques t – test, F- test, Chi-square analysis were used for the analysis of the data to draw meaningful generalization.

## Analysis of Data

**Null Hypothesis.1** There is no significant difference between male and female high school teachers in their emotional resilience.

**Table.1:t-test showing the difference between male and female high school teachers in their emotional resilience.**

| Variable | Gender N = 300 | Mean | SD | t Value | p value | Remark |
|---|---|---|---|---|---|---|
| Emotional Resilience | Male | 81.73 | 12.842 | 1.114 | 0.268 | Not significant |
| | Female | 83.54 | 9.643 | | | |

Since p value is greater than 0.05, the null hypothesis is accepted. Hence it is concluded that there is no significant difference between male and female high school teachers in their emotional resilience.

**Null hypothesis. 2** There is no significant difference between arts and science high school teachers in their emotional resilience.

**Table.2:t-test showing the difference between arts and science high school teachers in their emotional resilience**

| Variable | Subject (N = 300) | Mean | SD | 't' Value | 'p' Value | Remark |
|---|---|---|---|---|---|---|
| Emotional Resilience | Arts | 82.61 | 11.545 | 0.644 | 0.520 | Not significant |
| | Science | 83.43 | 9.769 | | | |

Since p value is greater than 0.05, the null hypothesis is accepted. Hence it is concluded that there is no significant difference between arts and science high school teachers in their Emotional resilience.

**Null hypothesis. 3** There is no significant difference between married and unmarried high school teachers in their emotional resilience.

**Table.3:t-test showing the difference between married and unmarried high school teachers in their emotional resilience.**

| Variable | Marital Status (N = 300) | Mean | SD | 't' Value | 'p' Value | Remark |
|---|---|---|---|---|---|---|
| Emotional Resilience | Married | 82.61 | 11.545 | 0.644 | 0.520 | Not significant |
| | Unmarried | 83.43 | 9.769 | | | |

Since p value is greater than 0.05, the null hypothesis is accepted. Hence it is concluded that there is no significant difference between married and unmarried high school teachers in their emotional resilience.

**Null hypothesis. 4** There is no significant difference between rural and urban high school teachers in their Emotional resilience.

**Table .4 : t-test showing the difference between rural and urban high school teachers in their Emotional resilience.**

| Variable | Locality of the School (N = 300) | Mean | SD | 't' Value | 'p' Value | Remark |
|---|---|---|---|---|---|---|
| Emotional Resilience | Rural | 84.58 | 9.568 | 3.471 | .001 | significant |
| | Urban | 79.73 | 11.808 | | | |

Since p value is less than 0.01, the null hypothesis is rejected at 1 % level of significance . Hence it is concluded that there is significant difference between rural high school teachers and urban high school teachers. The mean scores show that the rural high school teachers are better than urban high school teachers in their Emotional resilience.

**Null hypothesis.5**

There is no significant difference between Government and Government Aided high school teachers in their Emotional resilience.

**Table.5:t-test showing the difference between Government and Govt. Aided high school teachers in their Emotional resilience.**

| Variable | Type of the school N = 300 | Mean | SD | 't' Value | p value | Remark |
|---|---|---|---|---|---|---|
| Emotional Resilience | Government | 85.46 | 10.212 | 3.824 | .002 | significant |
| | Govt. Aided | 81.63 | 10.488 | | | |

Since p value is less than 0.01, the null hypothesis is rejected at 1 % level of significance. Hence it is concluded that there is significant difference between government high school teachers and government aided high school teachers. The mean scores show that the government high school teachers are better than government aided high school teachers in their Emotional resilience.

**Null hypothesis. 6** There is no significant difference among high school teachers in their Emotional resilience with respect to age.

**Table. 6 : F-test showing the difference among high school teachers in their Emotional resilience with respect to age**

| variable | Sources of variation | Sum of squares | df | Mean Square Value | F value | p value | Remark |
|---|---|---|---|---|---|---|---|
| Emotional resilience | Between Groups | 485.487 | 2 | 242.743 | 2.208 | .112 | Not Significant |
| | With in groups | 32655.900 | 297 | 109.953 | | | |

Since p value is greater than the 0.05, the null hypothesis is accepted. Hence it is concluded that there is no significant difference among high school teachers in their Emotional resilience with respect to age.

**Null hypothesis.7** There is no significant difference among high school teachers in their Emotional resilience with respect to experience.

**Table.7 : F-test showing the difference among high school teachers in their Emotional resilience with respect to experience**

| variable | Sources of Variation | Sum of squares | df | Mean Square Value | F value | p value | Remark |
|---|---|---|---|---|---|---|---|
| Emotional resilience | Between Groups | 1565.661 | 2 | 782.830 | 7.363 | .001 | Significant |
| | With in groups | 31575.726 | 297 | 106.316 | | | |

Since p value is less than 0.01,the null hypothesis is rejected at 1% level of significance. Hence concluded that there is significant difference among high school teachers in their Emotional resilience with respect to experience.

**Post Anova Test (Duncan)**

| Age | No | Subset Alpha=0.05 |
|---|---|---|
| 10 years | 86 | 81.31 |
| 5years | 132 | 81.95 |
| Above 10years | 82 | 86.79 |

While comparing the mean scores of 10 years (81.31), 5 years (81.95),and above 10 years (86.79), high school teachers with above ten years of experience are better than others in their emotional resilience.

**Null hypothesis No. 8** There is no significant association between monthly income of high school teachers and their Emotional resilience.

**Table. 8 : Chi – square test showing the association between monthly income of high school teachers and their Emotional resilience**

| Variable | df | Calculated Chi – square value | Table value | Remark |
|---|---|---|---|---|
| Emotional resilience | 4 | 18.815 | 0.000 | Significant |

Since p value is less than 0.01, the null hypothesis is rejected at 1 % level of significance. Hence it is concluded that there is significant association between monthly income of high school teachers and their Emotional resilience.

**Discussion on Findings**

1. Regarding locality of the school, t-test result reveals that high school teachers from rural schools are better than the urban school in their emotional resilience .This may be due to the family set up. Mostly in the rural areas we have joint family systems. In the joint family system, there is a possibility of sharing and commitment.

2. Regarding type of the school, t-test result reveals that high school teachers of government schools are better than the government-aided schools in their emotional resilience. This may be due to their environmental factor. Normally the govt. school teachers struggle a lot in their life. Always they are challenging to the situations. They are able to adapt or adjusts with any situation.

3. Regarding experience, F -test result reveals that high school teachers with above 10 years of experience are better than others in their emotional resilience. This may be due to their experience. Experiences make the man perfect. So the experience may enable them to excel in their emotional resilience.

**Education Implications**

1. Yoga and meditation could be conducted for the school teachers.

2. Once in a month recreational activities could be conducted to balance the temperament of the teachers.

3. The teachers should be allowed to attend seminars, workshops, and in-service programmes.

4. At least once in a year a tour could be arranged.

5. Proper freedom and respect could be given to the teachers by the management.

6. Teachers are to be encouraged for book reading.

7. Teachers are to be trained to cultivate self-control.

8. Proper salary should be given to the teachers.

9. Teachers should exhibit their commitment and devotion to their management.

**References**

Aggarwal, J.C. (1996*). Theories and principle of education,* New Delhi: Vikas publishing house pvt.Ltd.

Aggarwal,Y.P.(1998). *Statistical methods concept, Application and computations*. New Delhi : Sterling publishers private limited.

Best John. W and Khan james. V. (2006). *Research in Education*. New Delhi : PHI private Limited.

Chandarshivendra (et.al.) (1989).*Research in Education*. New Delhi : Atlantic publisher and distributers.

Gupta, S.P.(1989). *Statistical methods* , New Delhi: Sultan chand and sons publishers.

Kulbirsinghsidhu (2006). *Research in Education*

New Delhi : Sterling publisher private Limited .

Misra, B.K.(2009). *Fundamentals of Education Research* , Merut: R.Lall book depot.

http://www.tandfonline.com/(retrieved on 1st march 2015)

http://resilienceresearch.org/(retrieved on1st march 2015)

http://www.rebtnetwork.org/(retrieved on 31th march 2015)

http://scholar.google.com/(retrieved on 30th march 2015)

https://globaljournals.org/ (retrieved on 28th march 2015)

http://www.hindawi.com/(retrieved on27th march 2015)

http://www.mentalhealth.org / (retrieved on 20 th march 2015)

http://onlinelibrary.wiley.com/(retrieved on 17th march 2015)

http://psycnet.apa.org/(retrieved on 10h march 2015)

http://www.innerresilience-tidescenter.org/ (retrieved on 29th February 2015)

http://psycnet.apa.org/(retrieved on 20th February 2015

http://scholar.google.com/(retrieved on 18th February 2015