

## Resilience Attitude of High School Teachers

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### Abstract:

*Attitude is the strongest weapon to achieve goals and adjust the environment. Resilience teachers are one, who works well, loves well, adjusts well, and plays well. This paper reveals that resilience attitude of teachers. The sample for this study consists of 49 male 104 female teachers from government, government aided and private schools in Salem district. Resilience attitude scale (RAI) was used for data collection. The study concludes that there was a positive correlation between dimensions the resilience attitude of teachers. The high school teachers from different types of school differ in their resilience attitude.*

### I. INTRODUCTION

Resilience (or resiliency) is our ability to adapt and bounce back when things don't go as planned. Teachers can be highly significant people in the life of a child, providing positive role modelling, caring and support for their students. The teacher resilience attitude helps the students to reach high academic standards and mental well-being. Totally resilience teacher deal genuine concern for the welfare and progress of every child in their care. Attitude is one of the most important aspects of an individual's personality. Teacher resilience attitude towards assessing the academic characteristics is a key intended outcome of academic learning. The teacher resilience attitude is helpful in rising up mental level of the students and plays a significant role in the development of different mental abilities. Many studies have shown the importance of teachers' resilience attitude. It leads to success in professional life and personal life. Teacher resilience can be defined as the extent to which a teacher is able to maintain a set of positive attributes regarding their work as a teacher in the face of dealing with a range of challenges, pressures and demands inherent in their work as a teacher.

### II. NEED FOR THE STUDY

The development of character has been as important in teaching of rigorous academic skills. Teacher resilience attitude is essential to the success of our students in academic life. Resilience is necessary to remain in the teaching profession as a happy, productive teacher that creates a rapport with students. Hence the present study focuses to assess the resilience attitude of the high school teachers.

### III. REVIEW OF RELATED LITERATURE

**Stanley et al (2015)** studied Storytelling, Values and Perceived Resilience among Chinese, Vietnamese, American and German Prospective Teachers. The research aimed the role of storytelling and values in promoting resilience of American, German, Chinese, and Vietnamese prospective teachers. The study, using path analysis, investigated how cultural differences influenced perceptions about storytelling, resilience and values. Open to change values of

stimulation, self-direction, hedonism and universalism had the largest associations in the Final Model. The results of the multiple group analyses showed that the Final Model path estimates were invariant across cultural groups, but the error variances of the mean values were not invariant. Individual differences accounted for the variance more than cultural differences.

**Stride et al (2015)** explored Manifesting Resilience in the Secondary School: An Investigation of the Relationship Dynamic in Visual Arts Classrooms. The result investigated caring relationships as they manifest as protective processes in the Visual Arts classroom. The study examined protective processes surrounding teacher/student relationships in the Visual Arts classroom, through a balance of both intuitive and rational inquiry. Tensions between opposites can be seen throughout the conceptual layers of the research, from the epistemology of integral consciousness and methodology of narrative inquiry through to the subject of resilience. Integral thinking was utilized as a sustained navigational tool throughout the study and such thinking was also found to be a core skill in generating caring relationships in Visual Art classrooms.

**Miller (2008)** studied teachers' perspectives on resilience: theory and practice in secondary schools. The purpose of this study was to explore the perceptions and origin of the attitudes and beliefs of a group of teachers on fostering resilience in their secondary students. Ten teachers from the schools were selected as the sample. The study found that family members, mentors/colleagues, childhood teachers and students have an influence on teachers' attitudes. There also seemed to be an association between the source of the influence and the lessons teachers learned from the influences. Teachers in the study stated that they learned specific strategies for working with at-risk students, which were acquired from particular influences, either prior to, during or after their educational training. The study suggested that teachers had a positive influence on their students' affective development; teachers in the study believed that protective factors were crucial and recognized the significant

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role they played in developing resiliency in students. In the study, teachers believed that parents played a major role in students' character development and that a concerted effort with school, home and community must be established to foster resiliency in students.

Meister et al (2011) had done a study on resisting plateauing: four veteran teachers' stories. This paper describes and interprets the career experiences of teachers in three areas career stages, plateauing, and resiliency. The sample included four veteran secondary teachers; phenomenological interviews were conducted. The results concluded several factors emerged for each participant's resiliency. First, building leaders influenced their enthusiasm and professional growth. Second, positive effects on students' lives affirmed their work. Third, interactions with colleagues promoted growth, and individual support systems helped them bounce back from career frustrations.

**IV. STATEMENT OF THE PROBLEM**

The statement of the present study is **“Resilience Attitude of High School Teachers**

**V. OPERATIONAL DEFINITION**

**Resilience Attitude** -In the current study, resilience attitude of teachers includes Adaptability, Self-control, Self-sufficiency, Optimism and Persistence attitudes.

**VI. OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:

- To assess the level of resilience attitude of high school teachers
- To study the differences in resilience attitude of high school teachers
- To find the relationship between the dimensions of resilience attitude of high school teachers

**VII. HYPOTHESES OF THE STUDY**

The hypotheses of the present study are as follows

- Male and Female high school teachers do not differ in their resilience attitude.
- Joint family and Nuclear family high school teachers do not differ in their resilience attitude.
- Rural and Urban high school teachers do not differ in their resilience attitude.
- There is no significant interaction between high schoolteachers from different type of schools in their resilience attitude.
- There is no relationship between the dimensions of resilience attitude of high school teachers.

**VIII. METHODOLOGY**

**Sample:**

For the present study a sample of 153 Teachers were randomly selected from Salem Educational district for the present study.

**Tool Used:**

The tool used for the present study was an adopted tool titled Resilience Attitude Scale, and was standardized by using split half method. The Resilience attitude scale consists of 50 items. Out of 50 items, 16 items were positive and 14 items were negative. The minimum score was 50 and the maximum possible score was 250.

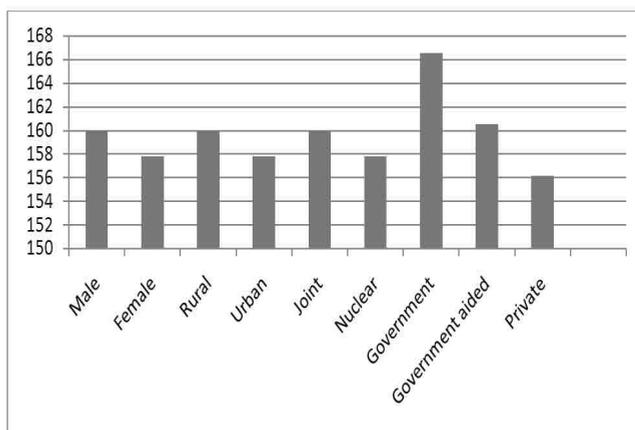
**IX. ANALYSIS AND INTERPRETATION**

**Table-1:** Showing The Overall Mean Scores of High School Teachers Resilience Attitude

Variable	Sub Sample	N	Mean	SD
Gender	Male	49	159.9808	18.8695
	Female	104	157.8367	12.76608
Locality	Rural	55	159.8182	17.0371
	Urban	98	159	18.22794
Types of family	Joint	81	159.2099	16.979
	Nuclear	72	159.3889	18.35377
Types of school	Government	46	166.5455	11.2535
	Govt.aided	24	160.5455	20.4748
	Private	83	156.1728	17.87018

From the table it is evident that the mean scores of high school teachers who belong to the sub sample categories of male, rural, nuclear family, government school were high. The mean scores of high school teachers who belong to the sub sample categories of female, urban, joint family and government aided and private school teachers were low.

**Graph-1:** Showing overall Mean Of High School Teachers Resilience Attitude

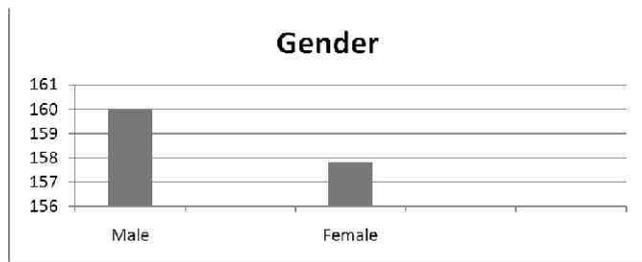


**Table-2:** Showing The Mean Differences Of Male And Female High School Teachers Resilience Attitude

Variable	Sub sample	N	Mean	SD	t value
Gender	Male	49	159.98	18.86	<b>0.8252</b>
	Female	104	157.83	12.76	

The above table reveals that the calculated value is lesser than the table value; hence the formulated hypothesis is accepted. The mean score of male is higher than the female.

**Graph-2:** Showing Mean Differences of Male and Female High School Teachers Resilience attitude

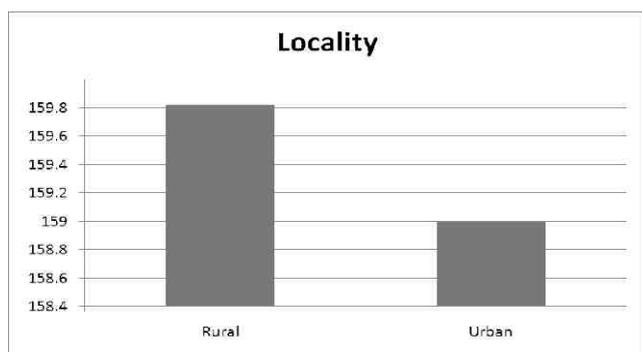


**Table-3:** Showing The Mean Differences of Rural and Urban High School Teachers Resilience Attitude

Variable	Sub sample	N	Mean	SD	t value
Locality	Rural	55	159.8182	17.0371	0.2836
	Urban	98	159	18.22794	

The above table reveals that the calculated value is lesser than the table value; hence the formulated hypothesis is accepted. The mean score of Rural is high.

**Graph-3:** Showing The Mean Differences of Rural and Urban High School Teachers Resilience Attitude

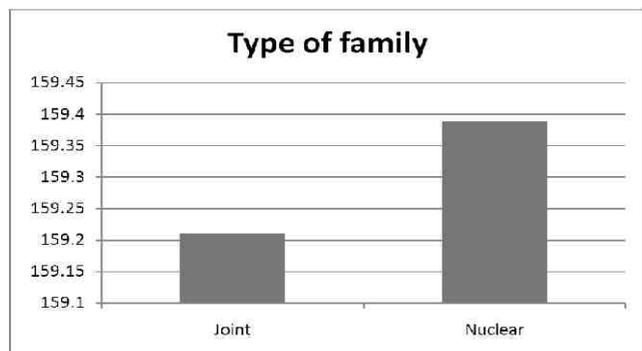


**Table-4:** Showing The Mean Differences of Nuclear and Joint High School Teachers Resilience Attitude

Variable	Sub sample	N	Mean	SD	t value
Type of family	Joint	81	159.2099	16.09792	0.06378
	Nuclear	72	159.3889	18.35377	

The above table reveals that the calculated value is lesser than the table value; hence the formulated hypothesis is accepted. The mean score of joint family is high.

**Graph-4:** Showing The Mean Differences Of Nuclear And Joint High School Teachers Resilience Attitude

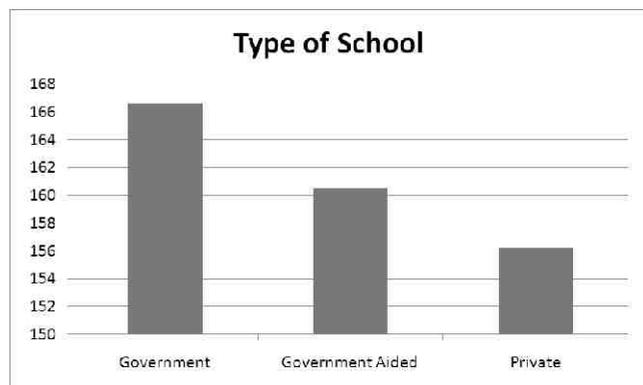


**Table-5:** Showing The Mean Differences Of Government, government Aided And Private High School Teachers Resilience Attitude

Variable	Sub sample	N	Mean	SD	t value
Type of school	Government	44	166.5455	11.25351	5.762585
	Government aided	22	160.5455	20.4748	
	Private	81	156.1728	17.87018	

The above table reveals that the calculated value is greater than the table value; hence the formulated hypothesis is rejected. The mean score of government is high.

**Graph-5:** Showing The Mean Differences Of Government, Government Aided And Private High School Teachers Resilience Attitude



**Table-6:** Showing The Relationship Between The Dimensions of Resilience Attitude of High School Teachers

	Adaptability	Self-control	Self-sufficiency	Persistent	optimism
Adaptability	1				
Self-control	0.310844	1			
Self-sufficiency	0.275977	0.144363	1		
Persistent	0.385771	0.274589	0.211978	1	
optimism	0.323379	0.280032	0.126173	0.285173	1

Correlation matrix between the dimensions of resilience attitude of the present study reveals positive relationship between the dimensions.

**X. FINDINGS**

- Male and Female high school teachers do not differ in their resilience attitude.
- Joint family and Nuclear family high school teachers do not differ in their resilience attitude.
- Rural and Urban high school teachers do not differ in their resilience attitude.
- There is significant interaction between high school teachers from different type of schools in their resilience attitude.
- There is relationship between adaptability, self-control, self-sufficiency, persistent and optimism of resilience attitude of high school teachers.

## XI. CONCLUSION

It is concluded that Nuclear family and rural school mean scores was high. It shows that nuclear family develops resilience attitude. Teachers acquired adaptability, self-control, and self-sufficiency persistence and optimism skills from their family members. Rural school teachers acquire more adjustment and decision making skill from the environment and rural People. This shows that they get more chances and meet various situations.

## XII. REFERENCES

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