

# BUILDING RESILIENCE AMONG STUDENT TEACHERS - A BEST PRACTICE

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**ABSTRACT:** Building resilience is important for any type of leader, manager, teacher, etc., it is essential that one has to be able to handle their role effectively and still feel good. Resilience is a quality that helps to turn adversity into advantage and threat into opportunity. It is a package of skills and behaviours to learn or develop any circumstance or experience. The investigators of this research article are intended to see how resilient their student teachers are. The student teachers of B.Ed. second year were taken for investigation. 90 students who belong to second year were chosen and they were administered with a tool of How resilient are you? Then they were given intervention programme to develop resilience using fourteen steps by the investigators. It is evident from this research that when resilience has been worked on the benefits are visible and therefore it is planned to adopt this every year among students before they are sent for teaching practice.

**Key Words:** Intervention Programme, Resilience, Student Teachers.

**INTRODUCTION:** The ability, in the face of difficulty, to retain flexible cognitive, behavioural and emotional responses (Neenan and Dryden 2002). Resilient people will have lower levels of depression, develop personally in spite of adversity, harness inner strength that helps to rebound. If one has to be resilient they should be good in core competency for stress management. "Adverse reaction people have to exercise pressure or other types of demand placed on them". The challenges one faces in reality are time constraints, complex problems, unrealistic expectations, competing demands, limited resources and limited control over the situations. The human mind functions differently in case of pressure and stress. Stress either arises at work place or at home. Stress is not all about the mind. It can happen to anyone. It cannot be stopped but can be minimised. Coping is not resilience and it is not nature too. Packed with practical advice to helps to turn adversity into advantage and threat to learn or develop any circumstances or experience. Resilience is the ability to bounce back when things don't go as planned. According to psychologist, Susan Kobasa, the three main elements that resilient people possess are challenge, commitment, and control. It is a package of skills and behaviours. Resilience is a powerful quality that can be learnt with proper tools.

## Sample

Ninety Student teachers of School of Education VISTAS of the year 2017-19 are taken for the study.

## Tools Used

Nicholson McBride Resilience Questionnaire (NMRQ) is used in the present study.

## Methodology

Normative survey method is used.

## DATA ANALYSIS

The investigators of this research article are intended to see how resilient their student teachers are there in second year of their training. Since they have to undergo internship in schools for sixteen weeks where they have to take lessons using varied techniques, to keep up classroom environment, evaluate, and test the students with other regular activities that are carried out as a normal teacher in their practising school under the supervision of guide teacher, headmaster / mistress, co-ordinators and teacher educators. Student teachers need to be more resilient to become effective teachers. To find the how resilient the student teachers are the investigators adopted **Nicholson McBride Resilience Questionnaire** to see how resilient they are before they are sent to teaching practice from school of education of Vels University . A total number of 90 students were chosen for the study and they are given the questionnaire.

Table :1

Score	Level	No. of Students
0-37	Developing level of resilience	27
38-43	Established level of resilience	21
44-48	Strong level of resilience	33
49-60	Exceptional level of resilience	9

It has been found that 27 students have scored below 37 and their level of resilience is only developing 21 students were found to be having established level of resilience, 33 students were found to be strong level of resilience and 9 students are found to be having exceptional level of resilience.

### INTERVENTION PROGRAMME:

Despite increasing interest worldwide in the development and evaluation of resilience interventions for different groups, there is little consensus about when to consider a programme as ‘re-silience training’ or what components are needed for effective pro-programmes (Leppin 2014). The diversity across resilience-training programmes in their theoretical assumptions, the operationalisation of their construct, and inclusion of core components re-reflect the current state of knowledge (Leppin 2014;Macedo 2014;Robertson 2015). Leading guidelines on definition, conceptualisation, intervention design and assessment of resilience are still under discussion (compareKalisch 2015;Robertson 2015).Most training programmes, whether individual- or group-based, are implemented face-to-face.

The investigators, on seeing the results that one third of the population is only at the developing stage, hence decided to suggest the booster plan of 10 steps to help to become more resilient.

1. Visualise success
2. Boost your self esteem
3. Enhance your efficacy, take control
4. Become more optimistic
5. Manage stress
6. I prove decision making
7. Ask for help
8. Deal with conflict
9. Learn
10. Be yourself

### 1. Visualise success

Students are asked to create their own vision of success. This helps them to achieve their goals by providing a clear sense of where they are headed. Vision also needs to be rounded and vibrant and based on what is currently possible; resilient people don't waste time on impossible dreams and hankering after things they'll never have. They recognise the fine line between stretching goals and unrealistic goals.

### 2. Boost your self-esteem

Some people are naturally blessed with high self esteem. Others need to work on self-esteem, which involves understanding where it comes from and what makes them feel good about themselves. The check list below is distributed to the students for self assessment.

- Identify what you're good at. What can you feel positive about?
- Remind yourself of these things regularly.
- Recognise what other people appreciate about you?
- Allow others to praise you, and resist the temptation to brush compliments aside.
- When something goes wrong try to avoid beating yourself up unnecessarily; others will undoubtedly do it first!
- Don't compare yourself with other people.
- When things go well for others feel genuinely pleased for them.
- Enjoy it when something goes better than you thought it would.
- Praise yourself.

The students are made to practice this in their day to day life and the investigators being teacher educators ensured this when ever they get opportunity to interact in various settings, say not only classrooms.

### 3. Take control

Resilient people always believe they can make a difference and be successful. Others suffer from unhelpful beliefs, or 'drag anchors'. Students are asked to slip the drag anchors by reframing. They are asked to recognise when their thinking is negative and immediately turn it around so that it becomes positive.

- **I am victim of my personal history-** Your past must have an impact, but os no excuse for not improving yourself now.
- **There's so much to do it's not even worth trying** – Life is complex, and you now have to do more with less. As a result, you may come to believe there are simply so many imperatives that you can't see where to start. Psychologists call this 'agglomeration' – feeling overwhelmed by the volume and complexity of the issues. Break the problem down, establish priorities and take first things first.
- **You only get one shot** – Occasionally this may be the case, but not often – especially in circumstances where even the experts can't predict the right way to go. It then becomes a question of trial a error, always being alert to the worst-case scenario and unintended consequences.
- **There's a right answer to everything** – analysts dream that by scrutinising data hard enough, the 'correct' answer will emerge. This rarely happens in real life. The danger is that analysis becomes a substitute for, rather than a prelude to, action.
- **I'm on my own** – It's easy to believe that you are the only one suffering and that you have to weather the storm alone. The old adage 'a problem shared is problem halved' works well in these circumstances; talking things through is a source of strength, not a sign of weakness.

- **This isn't fair** – Doctors claim that perpetrators of crimes heal more quickly than their victims. More generally, if you believe you have in some way contributed to a problem, you may feel more motivated to resolve it. If you are not to blame you tend to dwell on the unfairness of the situation rather than on what can be done.

**4. Become more optimistic-** Optimism is one of the most important characteristics of resilient people; it is vitally important to look on the bright side, have confidence in your own abilities, and salvage what you can from problematic situations. Even those who lean towards the glass-half-empty mindset can learn.

**5. Manage stress** – Psychologists see stress as an energising force- up to a point, beyond which it becomes debilitating. Highly resilient people have a higher tipping point and, when things threaten to get them down, they know how to deal with it. Sources of stress are unique to you: to boost your resilience, you need to identify what your stressors are and how to counteract them. There are also personality traits that make some individuals more stress-prone. Students are given a list and asked to discipline themselves to reduce or eliminate them in case they tend towards this.

- Displaying Hostility
- Hiding feelings
- Being unable to listen properly
- Being over-perfectionist
- Having difficulty relaxing
- Being generally critical

Students are made to realise that stress falls into two categories-ie., distraction and resolution. They are also made given training to distress themselves by using distraction techniques such as exercising, breathing deeply, walking or extracting themselves from the situation. Resolution is focussed on solving the problem.

**6. Improve decision making-** Resilience requires to take decision rather than avoid decisions. Resilient people trust their own judgement, but aren't afraid of challenge their minds. They know that decisions are rarely judgement, but aren't afraid to challenge their minds. They know that decisions are rarely irreversible and that procrastination is the enemy of resilience. Understanding your preferred decision-making approach is a critical step towards building resilience. Tips for shifting the style below are given to student teachers.

- Becoming more intuitive-Build experience- understand your decision –making shortcuts- trust your guts – establish the –case scenario – take a risk- learn
- Becoming more rational – Stand back/don't rush to judgement – gather data – talk to the relevant parties – establish criteria – use a rational process – 'sense check' the answer

**7. Ask for help** – Resilient people know when to reach out to others – and who is best to turn to. Do you have this strength of network? If not, map it out. Draw a circle on a sheet of paper – this is you. Draw your network, with others depicted as circles too: the more important they are to you. Draw lines linking you to others and others to one another, dotted lines for indirect relationships. Consider what you want from them and what you can offer and add this to the map. What actions do you need to take to get and give support? Student teachers are made to do this as exercise and also to work out in times of need.

**8. Deal with conflict** – Conflict occurs when our views differ from those of another person – so we have to deal with conflict every day. The ability to handle it constructively is an important part of resilience – ensuring that the style of resolution is appropriate, given the nature of the conflict and the other party. The “Conflict Resolution” panel below gives examples and suggested tactics.

Nature of problem	Possible approach
Although I'm annoyed, it's a trivial matter	This is one to let drop – get over it.
My solution is better than the other person's but their approach could work.	It's not worth fighting over. Win credit for your flexibility.
This is important, something that requires a well-through-through solution. I have strong views but so does the other person.	Honest, constructive talking and listening. Collaborate to find a solution acceptable to both parties.
I'm convinced I'm right and the other person is wrong.	Use your powers of influence and persuasion. Sell the benefits of your idea or say it's the way it has to be - but in a way that preserves your relationship.

9. **Learn** – Thinking regularly about what lessons can draw from your experience strengthens your 'learning muscle' and helps you build resilience. Figure out how you learn best and take the most from the experiences life throws at you.

10. **Be yourself** – You may be determined to enhance your resilience but you won't succeed if your plan for doing this offends your core identity and values. The most resilient leaders are as self-aware as they are self-confident.

## CONCLUSION

The investigators as teacher educators took three hour sessions as a team to build resilience as intervention programme before they are sent for teaching practice. The same questionnaire (NMRQ) is administered to the sets of same students after five months when they have finished their teaching practice.

The score were found to be high say 86 students scored exceptional level of resilience. Hence the programme has been agreed to be adopted as one of the Best Practices to be practised in the B.Ed programme for future years to come.

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