

Correlation Study on Academic Resilience and Academic Self Regulation of B.Ed. College Student Teachers

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Abstract: The research problem addressed in this investigation is the "Correlation Study on Academic Resilience and Academic Self-Regulation of B.Ed. College Student Teachers." Employing a descriptive survey method, the study utilized a simple random sampling technique to select a sample of 180 B.Ed. college student teachers from various colleges in Bengaluru District, Karnataka. The data collection involved the Academic Resilience Scale (ARS-30) developed by Simon Cassidy (2016), the Academic Self-Regulation Questionnaire (ASRQ) by Carl Magno (2010), and a student's personal proforma. Statistical analyses, including correlation, mean, standard deviation, and independent t-test, were employed to derive results, with a significance level set at 0.05 confidence level. The findings highlight a significant positive relationship between academic resilience and academic self-regulation, emphasizing the mutual influence of these attributes. Furthermore, the study identifies variations in academic resilience based on different levels of academic self-regulation, with moderate and high self-regulation associated with higher resilience scores. The absence of a significant gender-based difference in academic resilience suggests a consistent level of resilience across male and female B.Ed. college student teachers in the study population. These insights hold implications for educational practices, emphasizing the need for integrated interventions and support programs to enhance both academic resilience and self-regulation among student teachers.

Index Terms – Resilience, Self Regulation, Academic, Student Teachers, College, B.Ed.

1. INTRODUCTION

Academic resilience and academic self-regulation are crucial factors that contribute to the success and well-being of student teachers pursuing a Bachelor of Education (B.Ed.) degree. The ability to overcome challenges, adapt to changing circumstances, and regulate one's learning processes are key attributes that shape the academic journey of individuals in the education field. This paper explores the correlation between academic resilience and academic self-regulation among B.Ed. college student teachers.

Academic Resilience

Academic resilience refers to the capacity of individuals to bounce back from academic setbacks, challenges, and failures. In the context of B.Ed. college student teachers, resilience is essential as they navigate the demanding and dynamic nature of teacher education. Factors such as socio-economic background, personal motivation, and a supportive learning environment can significantly influence the development of academic resilience among student teachers (Masten, 2001).

In the Indian context, where socio-economic diversity and cultural influences play a significant role, understanding the specific challenges faced by B.Ed. college student teachers is crucial. For instance, students from marginalized communities may encounter additional obstacles that require a higher level of resilience to persist in their academic pursuits (Yates, 2015). Examining these factors can help educators and policymakers tailor interventions to foster academic resilience among B.Ed. college student teachers.

Academic Self-Regulation

Academic self-regulation involves the ability to set goals, monitor progress, and adapt one's learning strategies to achieve academic success. B.Ed. college student teachers, who are preparing to become educators themselves, must possess strong self-regulation skills to effectively manage their studies, teaching practice, and future responsibilities in the classroom (Zimmerman, 2002). Research suggests that fostering academic self-regulation can lead to improved academic performance and overall well-being among students (Cleary & Zimmerman, 2004). In India, where the education system is diverse and multifaceted, understanding the specific self-regulation challenges faced by B.Ed. college student teachers becomes paramount. Cultural expectations, teaching methodologies, and the socio-economic context can all influence the development of self-regulation skills in this population.

Relationship Between Academic Resilience and Academic Self-Regulation:

The correlation between academic resilience and academic self-regulation in B.Ed. college student teachers is intricate and multifaceted. Individuals with higher levels of resilience may be better equipped to face the challenges associated with developing and maintaining effective self-regulation skills. On the other hand, strong self-regulation abilities may contribute to increased academic resilience by facilitating adaptive coping mechanisms in the face of setbacks (Martin, Marsh, & Debus, 2001). In the Indian, where cultural nuances and societal expectations may shape the educational experiences of student teachers, exploring the interplay between academic resilience and self-regulation is particularly relevant. It is essential to consider how cultural factors impact the development of these attributes and whether interventions tailored to enhances both resilience and self-regulation among B.Ed. college student teachers.

The correlation between academic resilience and academic self-regulation among B.Ed. college student teachers in the India is a crucial area of study. Understanding the unique challenges faced by this population and identifying effective interventions to foster both resilience and self-regulation can contribute to the overall success and well-being of future educators. Research in this area can inform educational practices, policies, and support systems, ultimately enhancing the quality of teacher education in India.

Need and Importance of the Study

The research examining the correlation between academic resilience and academic self-regulation among B.Ed. college student teachers in the India holds significant implications for the enhancement of teacher education and the overall educational landscape. By uncovering the interplay between these two crucial attributes, the study provides valuable insights that can inform targeted interventions and support systems for student teachers. Understanding the specific challenges faced by B.Ed. college student teachers in India, influenced by cultural nuances, socio-economic factors, and educational expectations, can lead to the development of tailored strategies to foster resilience and self-regulation. Ultimately, this research has the potential to contribute to the improvement of teacher preparation programs, the well-being of student teachers, and, consequently, the quality of education in the India by addressing the unique needs of this critical population.

3. STATEMENT OF THE PROBLEM

The research problem identified for the current investigation is: "Correlation Study on Academic Resilience and Academic Self-Regulation of B.Ed. College Student Teachers."

4. OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To find the relationship between Academic Resilience and Academic Self Regulation of B.Ed. college student teachers.
2. To find the differences in the Academic Resilience of B.Ed. college student teachers having different levels (low, moderate and high levels) of academic self regulation.
3. To find the differences in the Academic Resilience of B.Ed. College male and female student teachers.

5. RESEARCH HYPOTHESES

Following are the research hypotheses for the present research:

1. There is no significant relationship between Academic Resilience and Academic Self Regulation of B.Ed. college student teachers.
2. There is no significant difference in the Academic Resilience of B.Ed. college student teachers having low and moderate levels of academic self regulation.
3. There is no significant difference in the Academic Resilience of B.Ed. college student teachers having moderate and high levels of academic self regulation.

4. There is no significant difference in the Academic Resilience of B.Ed. college student teachers having low and high levels of academic self regulation.
5. There is no significant difference in the Academic Resilience of B.Ed. college male and female student teachers.

6. METHOD USED

The present study is descriptive in nature. To meet the objectives of the present study descriptive survey method of investigation was employed. In the study, the investigator used simple random sampling technique for selecting the sample. The sample consisted of 180 B.Ed. college student teachers studying in different colleges of **Bengaluru District, Karnataka**. Academic Resilience Scale (ARS-30) developed and standardized by the Simon Cassidy (2016) was used; and Academic Self Regulation (ASRQ) developed by Carl Magno (2010) and also used students personal proforma. The collected data was analyzed by statistics namely correlation, mean, standard deviation and independent t-test was used by the investigator to arrive at the results. The level of significance was fixed at 0.05 confidence level in all the cases.

7. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Shows variables, mean, standard deviation, obtained 'r' value and level of significance related to Academic Resilience and Academic Self Regulation of B.Ed. college student teachers.

Variables	N	df	'r' Value	Sig. Level
Academic Resilience (DV) and Academic Self Regulation (IV)	180	178	0.219	*(Significant @ 0.05 level)

*Significant at 0.05 level (0.159)

Table 1 depicts that the 'r' value for Academic Resilience and Academic Self Regulation of B.Ed. college student teachers is found to be 0.219 which is significant at 0.05 level. This 'r' value for the Academic Resilience and Academic Self Regulation of B.Ed. college student teachers is significant at 0.05 level of confidence. This implies 'there is a significant positive relationship between Academic Resilience and Academic Self Regulation of B.Ed. college student teachers'. It concludes that academic self regulation is positively correlated with academic resilience of B.Ed. college student teachers. The students who had higher academic self regulation had higher academic resilience and vice versa.

Table-2: Independent 't' test results related to Academic Resilience scores of B.Ed. college student teachers with respect to different levels of academic self-regulation.

Academic Self Regulation	Sample	Mean	Std. Deviation	't' Value	Sig. level
Low	13	102.230	13.172	2.71	*
Moderate	156	112.371	10.206		
Moderate	156	112.371	10.206	1.06	NS
High	11	116.636	13.025		
Low	13	102.230	13.172	2.69	*
High	11	116.636	13.025		

*Significant at 0.05 level (N=180; df=178, 0.05=1.98)

Table 2 revealed that the variable, sample, mean, standard deviation, 't' value and significance level related to Academic Resilience of B.Ed. college student teachers due to variations in the academic self regulation.

- The independent 't' value of Academic Resilience of B.Ed. college student teachers having low and moderate levels of academic self regulation is found to be 2.71 (df=167) which is significant at 0.05 (1.98) level of significance. It implies 'there is a significant difference in the Academic Resilience of B.Ed. college student teachers having low and moderate levels of academic self regulation.' However, the mean scores of B.Ed. college student teachers having moderate level

of academic self regulation (M=112.371) is higher than the mean scores of low academic self regulation level (M=102.230).

- Also the independent ‘t’ value of Academic Resilience of B.Ed. college student teachers having moderate and high levels of academic self regulation is found to be 1.06 (df=165) which is not significant at 0.05 (1.98) level of significance. It implies ‘there is no significant difference in the Academic Resilience of B.Ed. college student teachers having moderate and high levels of academic self regulation.’ However, the moderate and high levels of academic self regulation of student teachers had a similar type of academic resilience.
- Further also the independent ‘t’ value of Academic Resilience of B.Ed. college student teachers having low and high levels of academic self regulation is found to be 2.69 (df=22) which is significant at 0.05 (2.07) level of significance. It implies ‘there is a significant difference in the Academic Resilience of B.Ed. college student teachers having low and high levels of academic self regulation.’ However, the mean scores of B.Ed. college student teachers having high level of academic self regulation (M=116.636) is higher than the mean scores of low level of academic self regulation (M=102.230). It can be concluded that student teachers having high level of academic self regulation (M=116.636) had higher academic resilience when compared to moderate (M=112.371) and low level (M=102.230) of academic self regulation.

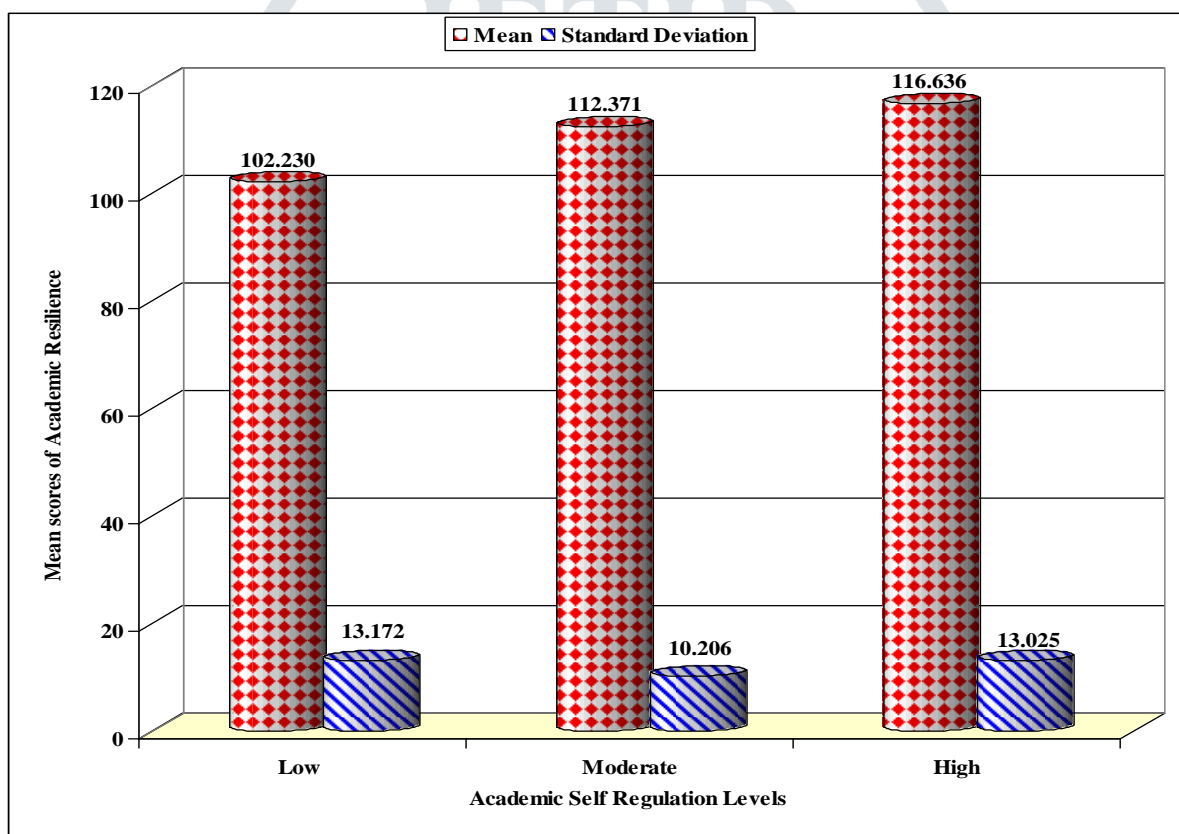


Fig.1: Comparison of Academic Resilience mean scores of B.Ed. college student teachers with regard to different levels of academic self regulation.

Table-3: Independent ‘t’ test results related to Academic Resilience scores of B.Ed. college male and female student teachers.

Sex	Sample	Mean	Std. Deviation	‘t’ Value	Sig. level
Male	90	111.766	10.824	0.16	NS
Female	90	112.033	11.112		

^{NS} Not Significant (N=180; df=178, 0.05=1.98)

Table 3 inferred that variable, sample, mean, standard deviation, ‘t’ value and significance level related to Academic Resilience of B.Ed. college student teachers due to variations in the sex. The independent ‘t’ value for Academic Resilience of

B.Ed. college male and female student teachers is found to be 0.16 ($df=178$) which is not significant at 0.05 level of significance. This means 'there is no significant difference in the Academic Resilience of B.Ed. college male and female student teachers.' However, the mean scores of female student teachers ($M=112.033$) are found to be higher than mean scores of male student teachers ($M=111.766$). It is not proved statistically and it can be concluded that male and female B.Ed. college student teachers had a similar type of academic resilience.

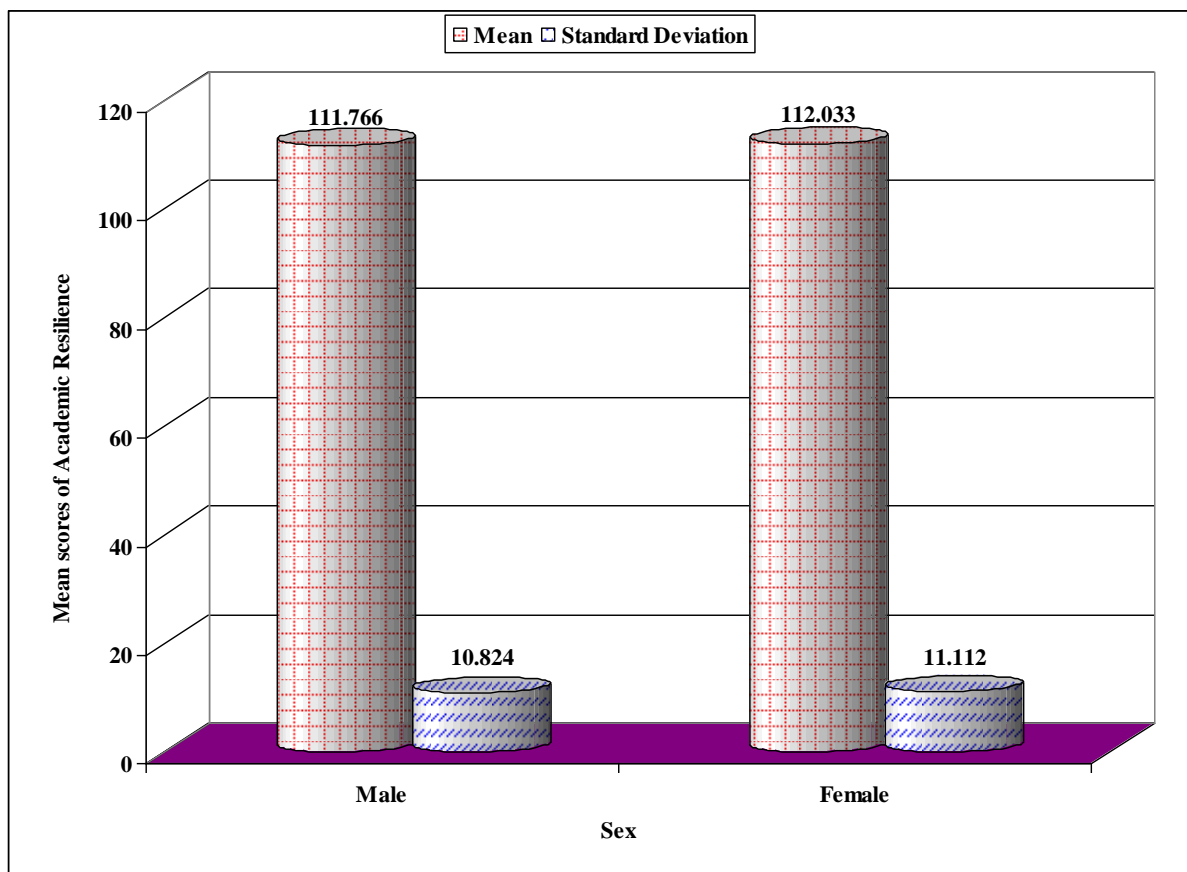


Fig.2: Comparison of mean scores of Academic Resilience of B.Ed. college male and female student teachers.

8. RESULTS

1. There was a significant positive relationship between Academic Resilience and Academic Self Regulation of B.Ed. college student teachers.
2. There was a significant difference in the Academic Resilience of B.Ed. college student teachers having low and moderate levels of academic self regulation. The mean scores of B.Ed. college student teachers having moderate level of academic self regulation ($M=112.371$) is higher than the mean scores of low academic self regulation level ($M=102.230$).
3. There was no significant difference in the Academic Resilience of B.Ed. college student teachers having moderate and high levels of academic self regulation.
4. There was a significant difference in the Academic Resilience of B.Ed. college student teachers having low and high levels of academic self regulation. The mean scores of B.Ed. college student teachers having high level of academic self regulation ($M=116.636$) is higher than the mean scores of low level of academic self regulation ($M=102.230$).
5. There was no significant difference in the Academic Resilience of B.Ed. college male and female student teachers.

9. CONCLUSION

The findings of the study reveal a noteworthy positive relationship between academic resilience and academic self-regulation among B.Ed. college student teachers. This correlation underscores the interconnectedness of these two essential

attributes, suggesting that individuals with higher levels of resilience are more likely to exhibit effective self-regulation skills, and vice versa. The study also identifies variations in academic resilience based on levels of academic self-regulation, indicating that moderate and high levels of self-regulation are associated with higher resilience scores. Additionally, the absence of a significant difference in academic resilience between male and female B.Ed. college student teachers suggests a uniformity in resilience levels across genders within the study population.

10. EDUCATIONAL IMPLICATIONS

The study's outcomes carry significant implications for educational practices and interventions within B.Ed. programs. Firstly, educators and administrators should recognize the symbiotic relationship between academic resilience and self-regulation, emphasizing the need for integrated interventions that address both aspects concurrently. Targeted support programs and workshops could be designed to enhance these skills among B.Ed. college student teachers. The observed differences in resilience based on levels of self-regulation highlight the potential for tailored interventions for subgroups with lower self-regulation levels, aiming to improve overall academic resilience. Furthermore, the lack of gender-based differences in resilience emphasizes the importance of fostering a supportive and inclusive learning environment for all student teachers, regardless of gender. Implementing these insights into teacher education programs can contribute to the holistic development of future educators, equipping them with the skills necessary to navigate the challenges of the teaching profession with resilience and effective self-regulation.

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