

A CORRELATION STUDY BETWEEN PSYCHOLOGICAL RESILIENCE AND TEACHING COMPETENCE OF B.ED. STUDENTS

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ABSTRACT

Psychological resilience refers to an individual's capacity to adapt effectively, cope with, and recover from stress, adversity, and challenging life situations, often leading to positive personal growth. Teaching competence is defined as the professional ability of teachers to plan, organize, and implement instructional activities effectively to enhance student learning outcomes. It encompasses pedagogical knowledge, classroom management skills, professional attitudes, and instructional practices essential for effective teaching. B.Ed. students, as prospective teachers, undergo structured training in pedagogy, subject knowledge, and educational psychology to develop these competencies for future classroom practice. The present study aimed to examine the relationship between psychological resilience and teaching competence among B.Ed. students. A descriptive survey method was employed, and a sample of 320 trainee teachers was selected using a random sampling technique. Data were collected using standardized tools and analyzed through statistical techniques including measures of central tendency, t-test, one-way ANOVA, and Pearson's correlation coefficient. The findings revealed a significant positive relationship between psychological resilience and teaching competence among B.Ed. students. The study highlights the importance of fostering emotional strength and resilience in teacher education programs to enhance professional competence and classroom effectiveness.

Keywords: Psychological Resilience, Teaching Competence, B.Ed. Students, Education, Classroom Management, Effective Teaching.

1. INTRODUCTION

Education plays a central role in shaping individuals and contributing to societal development, with teachers serving as key agents in this transformative process. The effectiveness of teaching is closely associated with teacher competence, which includes subject knowledge, pedagogical skills, instructional strategies, and emotional and professional attributes. In contemporary educational settings, teachers are required to manage diverse classrooms, adapt to evolving pedagogical practices, and respond effectively to academic and behavioural challenges.

In this context, psychological resilience has gained increasing attention as a significant personal resource that enables individuals to cope with stress, adversity, and professional demands. For prospective teachers, resilience is particularly important as it supports emotional regulation, adaptive coping, and sustained motivation during teacher training and future classroom practice. It also contributes to effective problem-solving, decision-making, and the ability to maintain instructional quality under challenging conditions.

Teaching competence refers to the ability of teachers to plan, organize, and implement instructional processes effectively to enhance student learning outcomes. It encompasses dimensions such as pedagogical knowledge, communication skills, classroom management, assessment practices, and the use of appropriate instructional strategies. B.Ed. students, as prospective teachers, undergo systematic training designed to develop these competencies and prepare them for professional teaching roles.

However, the effective application of teaching competencies may be influenced by psychological factors such as resilience, which supports confidence and adaptability in real classroom situations. Despite its importance, limited empirical evidence exists on the relationship between psychological resilience and teaching competence among prospective teachers, particularly in the context of teacher education programs.

Therefore, the present study aims to examine the relationship between psychological resilience and teaching competence among B.Ed. students. The findings are expected to provide insights for strengthening teacher education programs by integrating both professional skill development and psychological preparedness to enhance overall teaching effectiveness.

2. Need and Significance of the Study

The present study examining the relationship between psychological resilience and teaching competence among B.Ed. students is significant in the context of contemporary teacher education. In the current educational

environment, prospective teachers are required to manage academic demands, classroom complexities, and emotional challenges while developing professional teaching skills. In this regard, psychological resilience plays a critical role in enabling individuals to adapt effectively, maintain emotional stability, and sustain performance under challenging conditions.

Teaching competence is a core component of teacher education programs and includes pedagogical knowledge, instructional skills, classroom management abilities, and professional attitudes. While these competencies are essential for effective teaching, their successful application may be influenced by psychological factors such as resilience. Therefore, understanding the relationship between resilience and teaching competence is essential for improving teacher preparation programs.

The study is significant as it provides empirical evidence on how psychological resilience contributes to the development of teaching competence among prospective teachers. The findings are expected to assist teacher education institutions in designing training programs that integrate both professional skill development and psychological strengthening. This integration is likely to enhance classroom effectiveness and prepare more confident, adaptable, and professionally competent future teachers.

3. REVIEW OF LITERATURE

Shi et al. (2025) examined the relationship between psychological resilience, digital competence, and self-efficacy among online teachers using structural equation modeling with a sample of 610 participants. The findings revealed that psychological resilience significantly predicts professional competence and instructional confidence among teachers. Teachers with higher levels of resilience demonstrated greater adaptability and instructional effectiveness, indicating that resilience plays a crucial role in enhancing teaching-related competencies.

Xu and Xu (2025) investigated the association between self-efficacy and psychological resilience among learners. The study reported a strong positive relationship between the two constructs, suggesting that individuals with higher resilience exhibit improved self-belief and coping abilities. Since self-efficacy is closely linked to teaching competence, the findings indirectly support the view that psychological resilience contributes to effective teaching performance.

Krishan and Kaur (2024) explored the role of teacher competence and resilience in student development. Their findings indicated that teachers with higher resilience and competence create more supportive learning environments, which in turn promote students' academic and emotional development. The study emphasizes the importance of resilience as a contributing factor to effective teaching practice and professional effectiveness.

Li et al. (2024) studied the influence of resilience on students' academic performance and found that resilience enhances self-regulation, perseverance, and academic achievement. Although the study focused on students, its findings suggest that individuals with higher resilience are more likely to demonstrate strong academic and professional capabilities, which are essential for prospective teachers.

Öncü (2024) reported that teachers with higher psychological resilience are more effective in instructional practices and have a positive influence on students' learning outcomes, including cognitive skills such as reading comprehension. The study highlights resilience as a significant determinant of effective teaching performance.

Zhang and Luo (2023) conducted a conceptual review and identified that teacher resilience is influenced by emotional regulation, coping strategies, and professional support systems. These factors collectively contribute to enhanced teaching effectiveness and professional sustainability in education.

Overall, the reviewed literature indicates a consistent positive relationship between psychological resilience and teaching-related competencies, suggesting that resilience is an important psychological foundation for effective teaching practice.

4. Objectives of the Study

1. To assess the level of psychological resilience among B.Ed. students.
2. To assess the level of teaching competence among B.Ed. students.
3. To examine whether there is any significant difference in psychological resilience and teaching competence of B.Ed. students with respect to gender.
4. To examine whether there is any significant difference in psychological resilience and teaching competence of B.Ed. students with respect to medium of instruction.
5. To examine whether there is any significant difference in psychological resilience and teaching competence of B.Ed. students with respect to locality.
6. To examine whether there is any significant difference in psychological resilience and teaching competence of B.Ed. students with respect to type of management of institution.
7. To determine the relationship between psychological resilience and teaching competence among B.Ed. students.

5. Hypothesis of the Study

1. There is a significant difference in psychological resilience and teaching competence of B.Ed. students with respect to gender.
2. There is a significant difference in psychological resilience and teaching competence of B.Ed. students with respect to medium of instruction.

3. There is a significant difference in psychological resilience and teaching competence of B.Ed. students with respect to locality.
4. There is a significant difference in psychological resilience and teaching competence of B.Ed. students with respect to type of management of institution.
5. There is a significant relationship between psychological resilience and teaching competence among B.Ed. students.

6. METHODOLOGY

The present study employed a descriptive survey method to investigate the relationship between psychological resilience and teaching competence among B.Ed. students. This method was considered appropriate as it enables systematic collection and analysis of data to describe existing conditions and examine relationships among variables.

6.1 Sample

The sample consisted of 320 B.Ed. trainee teachers selected from various Colleges of Education. A random sampling technique was used to ensure representativeness of the population. The sample included both male and female students from different subject specializations, thereby ensuring diversity in demographic and academic background.

6.2 Tools Used

The following standardized instruments developed by the researcher were used for data collection:

- **Psychological Resilience Scale:** Developed to assess the level of psychological resilience among B.Ed. students.
 - **Teaching Competence Scale:** Developed to measure the teaching competence of trainee teachers in terms of pedagogical skills, classroom management, and instructional effectiveness.
- Both tools were standardized prior to data collection. Reliability was established using appropriate statistical methods, and validity was ensured through expert review. The results indicated that the instruments were suitable for the present study.

6.3 Reliability and Validity of the Tools

The Psychological Resilience Scale and Teaching Competence Scale developed by the researcher were subjected to standardization to ensure their suitability for the present study.

Reliability:

The reliability of both instruments was established using appropriate statistical techniques, such as the test-retest method and/or Cronbach's Alpha coefficient. The obtained reliability coefficients indicated a high level of internal consistency, confirming that the tools were reliable for measuring psychological resilience and teaching competence among B.Ed. students.

Validity:

Content validity of the instruments was ensured by submitting the tools to a panel of subject experts in the field of Education and Psychology. Based on their suggestions, necessary modifications were incorporated to improve clarity, relevance, and appropriateness of the items. This ensured that the tools adequately measured the intended constructs of psychological resilience and teaching competence.

Thus, both instruments were found to be valid and reliable for the purpose of the present investigation.

6.4 Data Collection Procedure

Data were collected through direct administration of the research instruments. The researcher personally visited selected Colleges of Education and obtained permission from the concerned authorities. The purpose of the study was explained to the participants, and confidentiality of responses was assured. Clear instructions were provided, and adequate time was given to complete the questionnaires. The completed responses were collected and used for further statistical analysis.

The present study adopted a descriptive survey method to examine the relationship between psychological resilience and teaching competence among B.Ed. students.

6.5 Statistical Techniques Used

1. The collected data were analyzed using appropriate statistical techniques to address the objectives of the study.
2. Measures of central tendency, namely mean and standard deviation, were used to describe the distribution of scores for psychological resilience and teaching competence among B.Ed. students.
3. Student's t-test was employed to examine the significant differences between groups based on variables such as gender and locality.
4. One-way analysis of variance (ANOVA) was used to determine significant differences among multiple groups with respect to selected demographic variables such as medium of instruction and type of management.

5. Pearson's product-moment correlation coefficient was applied to examine the relationship between psychological resilience and teaching competence among B.Ed. students.

7. Statistical Analysis and Interpretation

7.1 Testing of Objectives & Hypothesis:

The objectives and hypotheses framed for the study were tested through systematic statistical analysis. Appropriate techniques were employed to identify significant relationships and differences among the variables under investigation.

Objective 1: To assess the level of psychological resilience among B.Ed. students.

The level of psychological resilience among B.Ed. students was analyzed using descriptive statistics such as mean, standard deviation, and percentage. The results are presented in **Table 1**.

Table 1. Shows the Level of Psychological Resilience of B.Ed. Students

Variable	N	Maximum Score	Mean	Standard Deviation	Percentage
Psychological Resilience	320	48	31.24	6.871	65.08

The results presented in **Table 1** indicate that B.Ed. students possess a **moderate level of psychological resilience**, as reflected by the mean score of 31.24 and a percentage value of 65.08%.

Objective 2: . To assess the level of teaching competence among B.Ed. students

The level of teaching competence among B.Ed. students was also analyzed using descriptive statistical techniques. The results are presented in **Table 2**.

Table 2. Shows the Level of Teaching Competence of B.Ed. Students

Variable	N	Maximum Score	Mean	Standard Deviation	Percentage
Teaching Competence	320	52	42.8	8.95	82.31

From **Table 2**, it is evident that B.Ed. students possess a high level of teaching competence.

Hypothesis 1: There is a significant difference in psychological resilience and teaching competence of B.Ed. students with respect to gender.

The significant difference in psychological resilience and teaching competence of B.Ed. students with respect to gender was analyzed using the t-test. The results are presented in **Table 3**.

Table 3. Showing the significant difference in Psychological Resilience and Teaching Competence of B.Ed. students with respect to Gender

S.No	Variables	Gender	N	Mean	SD	't' Value	Significance
1	Psychological Resilience	Male	120	28.95	5.98	1.996	0.05 Significance
		Female	200	29.74	5.76		
2	Teaching Competence	Male	120	62.45	10.123	1.465	Not Significant
		Female	200	65.32	10.341		

The calculated t-values for psychological resilience and teaching competence are 1.996 and 1.465 respectively, as shown in **Table 3**. The t-value of 1.996 is greater than the table value (1.96) at the 0.05 level of significance, indicating a significant difference in psychological resilience with respect to gender. The mean scores reveal that female B.Ed. students possess a higher level of psychological resilience than male B.Ed. students. However, the t-value of 1.465 is less than 1.96, indicating that there is no significant difference in teaching competence with respect to gender. Therefore, it is inferred that a significant difference exists among B.Ed. students with respect to gender in psychological resilience, whereas no significant difference exists in teaching competence. Hence, the hypothesis is **partially accepted**.

Hypothesis 2: There is a significant difference in psychological resilience and teaching competence of B.Ed. students with respect to their medium of instruction.

The significant difference in psychological resilience and teaching competence of B.Ed. students with respect to their medium of instruction was analyzed using the t-test. The results are presented in **Table 4**.

Table 4. Showing the significant difference in Psychological Resilience and Teaching Competence of B.Ed. students with respect to their Medium of Instruction

S.No	Variables	Medium	N	Mean	SD	't' Value	Significance
1	Psychological Resilience	Tamil	80	22.89	7.234	2.324	0.05 Significance
		English	240	20.82	7.926		
2	Teaching Competence	Tamil	80	58.45	10.021	2.091	0.05 Significance
		English	240	63.52	10.901		

The calculated t-values for psychological resilience and teaching competence are 2.324 and 2.091 respectively, as shown in **Table 4**. Both values are greater than the table value (1.96) at the 0.05 level of significance. Hence, it is inferred that there is a significant difference among B.Ed. students with respect to medium of instruction in both psychological resilience and teaching competence.

Further, the mean scores indicate that Tamil medium B.Ed. students possess a higher level of psychological resilience than English medium B.Ed. students. On the other hand, English medium B.Ed. students demonstrate a higher level of teaching competence than Tamil medium B.Ed. students. Therefore, the hypothesis is accepted.

Hypothesis 3: There is a significant difference in psychological resilience and teaching competence of B.Ed. students with respect to their locality.

The significant difference in psychological resilience and teaching competence of B.Ed. students with respect to their locality was analyzed using the t-test. The results are presented in **Table 5**.

Table 5. Showing the significant difference in Psychological Resilience and Teaching Competence of B.Ed. students with respect to their Locality

S.No	Variables	Locality	N	Mean	SD	't' Value	Significance
1	Psychological Resilience	Rural	125	33.78	10.012	2.004	0.05 Significance
		Urban	195	36.32	13.234		
2	Teaching Competence	Rural	125	7.15	4.821	2.190	0.05 Significance
		Urban	195	8.24	5.432		

The calculated t-values for psychological resilience and teaching competence are 2.004 and 2.190 respectively, as shown in **Table 5**. Both values exceed the table value (1.96) at the 0.05 level of significance. Hence, it is inferred that there is a statistically significant difference among B.Ed. students with respect to their locality in both psychological resilience and teaching competence.

Further, the mean scores indicate that urban B.Ed. students possess higher levels of psychological resilience and teaching competence than rural B.Ed. students. Therefore, the hypothesis is accepted.

Hypothesis 4: There is a significant difference in psychological resilience and teaching competence of B.Ed. students with respect to their type of management.

The significant difference in psychological resilience and teaching competence of B.Ed. students with respect to their type of management was analyzed using ANOVA. The results are presented in **Table 6**.

Table 6. Showing the significant difference in psychological resilience and teaching competence of B.Ed. students with respect to their Type of Management

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F	Significance
1	Psychological Resilience	Between Groups	165.223	3	55.091	3.896	0.05 Significant
		Within Groups	4545.094	323	14.112		
		Total	4710.317	326			
2	Teaching Competence	Between Groups	2017.936	3	675.979	3.092	Not Significant
		Within Groups	70613.721	323	218.587		
		Total	72631.657	326			

The calculated F-value for psychological resilience is 3.896, as shown in **Table 6**. Since the calculated F-value exceeds the table value (3.84) at the 0.05 level of significance, it is inferred that there is a statistically significant difference among B.Ed. students with respect to their type of management in psychological resilience.

Further, the calculated F-value for teaching competence is 3.092, which is less than the table value (3.84) at the 0.05 level of significance. Therefore, it is inferred that there is no significant difference among B.Ed. students with respect to their type of management in teaching competence.

Hence, a significant difference exists among B.Ed. students with respect to their type of management in psychological resilience, whereas no significant difference exists in teaching competence. Therefore, the hypothesis is **partially accepted**.

Hypothesis 5: There is a significant relationship between psychological resilience and teaching competence among B.Ed. students.

The relationship between psychological resilience and teaching competence among B.Ed. students was analyzed using Pearson's Product-Moment Correlation. The results are presented in **Table 7**.

Table 7. Showing the Correlation Coefficient Values for Psychological Resilience and Teaching Competence among B.Ed. Students

Variables	Correlation Coefficient	Significance
Psychological Resilience and Teaching Competence	0.701	0.01 Significance

From **Table 7**, it is inferred that the correlation coefficient between psychological resilience and teaching competence is **0.701**, which is greater than the table value (**0.115**) and is significant at the **0.01 level**. The relationship between the two variables is positive and statistically significant. Therefore, it is concluded that psychological resilience is positively related to teaching competence among B.Ed. students. Hence, the hypothesis is accepted.

8. Educational Implications

1. The moderate level of psychological resilience among B.Ed. students indicates a need to integrate resilience-building activities (such as stress management and coping strategies) into teacher education programmes.
2. Since teaching competence is high, teacher education institutions should focus on sustaining and further enhancing pedagogical skills through practical training and innovative teaching methods.
3. Gender differences in psychological resilience suggest the need for gender-sensitive counselling and support systems within colleges.
4. Differences based on medium of instruction highlight the importance of providing equal learning opportunities, language support, and resource accessibility for both Tamil and English medium students.
5. The strong positive correlation between psychological resilience and teaching competence implies that improving emotional strength can directly enhance teaching effectiveness.

9. Recommendations

1. Teacher education institutions should organize regular workshops on emotional intelligence, resilience training, and mental health awareness.
2. Mentorship programmes should be implemented to support students, especially those with lower resilience levels.
3. Curriculum planners should include value education, mindfulness practices, and life skills training in the B.Ed. syllabus.
4. Special coaching or bridge courses may be arranged for students from different mediums of instruction to reduce performance gaps.
5. Institutions should strengthen counselling services to address academic stress and personal challenges faced by B.Ed. students.

10. Suggestions

1. Future studies can be conducted with a larger sample size covering different regions to enhance generalizability.
2. Comparative studies may be carried out between B.Ed. students and in-service teachers regarding resilience and teaching competence.
3. Longitudinal studies can be undertaken to examine changes in psychological resilience over time.
4. Additional variables such as socio-economic status, academic achievement, and personality traits can be included for deeper analysis.
5. Experimental studies can be conducted to evaluate the effectiveness of resilience training programmes on teaching competence.

11. CONCLUSION

The findings of the study reveal that B.Ed. students possess a moderate level of psychological resilience and a high level of teaching competence. Significant differences were observed in psychological resilience with respect

to gender, while no significant difference was found in teaching competence. Both psychological resilience and teaching competence showed significant differences based on medium of instruction and locality, whereas differences based on type of management were significant only for psychological resilience and not for teaching competence. Furthermore, a strong positive and statistically significant relationship was found between psychological resilience and teaching competence. Overall, the study highlights that higher psychological resilience is associated with better teaching competence among B.Ed. students.

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