

Resilience In Relation To Job Performance among the Functionaries of SSA at Elementary Level in Puducherry

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Abstract

The main objective of the SSA is to promote Universalisation of Elementary Education. Government of India brought out its New Education Policy (1986) and the subsequent Plan of Action (1992) with the aim to increase allocations for education and thus, better educational outcomes. Resilience is the stress coping ability among individuals that allows the person to utilize both internal and external resources to tackle adversity situation in life. The performance of the Block resource teachers and cluster resource teachers was identified using a job performance survey constructed by the researcher. The survey form consists of 20 statements related to performance of daily tasks, time management, work motivation and work involvement. By getting permission from the school education, the data was collected from the 40 elementary school teachers involved in SSA activities, BRTs and CRTs. The teachers were given proper instruction and adequate time was given to give their opinion on statements in the tool. The personal data pertaining to the background variables were also collected from them. Thus the results reveal that resilience and job performance are related to each other in a positive direction. Likewise the low resilient groups and high resilient group differ in their job performance. Hence, resilience has a positive impact on increasing job performance of the elementary teachers involved in SSA activities, BRCs and CRCs teachers.

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INTRODUCTION

The main objective of the SSA is to promote Universalisation of Elementary Education. Government of India brought out its New Education Policy (1986) and the subsequent Plan of Action (1992) with the aim to increase allocations for education and thus, better educational outcomes. Hence a national level network of current scheme for universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low, (India, 2009 reports).

In any programme related to the process of education, the personnel involved play a pivotal role. “Teacher training to be reoriented towards use of improved methods of teaching, multi-grade teaching, sensitivity towards children with disabilities and to make punishment an exception rather than a rule to discipline children”. (Recommendations from Evaluation Report on Sarva Shiksha Abhiya, 2010). Thus, the man power is the most important factor in bringing about an

implementation from policy level to practical level. Hence the persons involved in such process have to be periodically empowered so that they develop skills and attitude to meet the demands of the programmes. Several traits of successful teachers have been often highlighted and most of them are psychological and physical health oriented. Since, the functionaries involved in the SSA have multiple role, they have a chance of facing stress compared to the academically oriented teachers. Hence, building the stress coping ability namely resilience is need of the hour in the staff empowerment programme of the SSA.

Resilience

Resilience is the stress coping ability among individuals that allows the person to utilize both internal and external resources to tackle adversity situation in life. Resilience in psychology is the positive capacity of people to cope with stress and catastrophe. It is also used to indicate a characteristic of resistance to future negative events.

“Resilience is the universal capacity which allows a person, group or

community to prevent, minimize or overcome the damaging effects of adversity” – (Definitions from the International Resilience project, 1999).

Characteristics of Resilience

Some authors (Masten *et. al* 1991; Norman, 2000; Rutter, 1990) consider resilience from the following four perspectives namely:

1. The mediator or moderator variable between the adversity/stress and outcome,
2. An outcome due to negative life events. Resilience as an outcome variable is approached from the perspective of positive factors such as self-efficacy, psychological well-being or self-esteem,
3. The coping skill, attitude towards obstacles, or environmental factors such as family support or community involvement and
4. The risk factor that gives meaning to human response of enduring and recovering from adversity.

Dimensions of resilience

Resilience is a multi-dimensional construct which is contributed by several dimensions and these dimensions as listed by Jeff, 2007 are:

1. Self Assurance

This dimension involves a high level of self-confidence and a belief that one can meet any challenge with hope and realistic optimism. Self-assurance also includes the understanding that, while the world is complex and challenging, one has the ability to find the opportunity and to succeed despite these challenges.

2. Personal Vision

Resilient people know what they believe in and have a clear idea of what they want to accomplish or create in their life. With a larger life-purpose pulling them forward, resilient people approach adversity and stress with a sense of opportunity and hope.

3. Flexible and Adaptable

The most resilient people are those who are keenly aware of and sensitive to the changes occurring in the world around them. With the help of this awareness, they are able to shift gears

and direction if necessary to accommodate the new reality while remaining true to their life purpose/vision. Resilient people adapt to the environment as both a survival mechanism but also as a vehicle for enabling them to continue the pursuit of their personal goals.

4. Organized

In the face of chaos and uncertainty, resilient people find ways to create a level of order and structure that provides them the focus and stability they need. This can involve setting short-term goals, thinking through their actions before taking action, putting together “to-do” lists, and so forth.

5. Problem Solver

Resilient people have the ability to analyze problems, discover the root causes, and create lasting solutions. They are also effective at seeing the relationship of a problem to other problems within a larger system or network of deeply interdependent issues. This awareness of the bigger picture enables them to recognize the limits of their own influence and to expect (and not be blindsided by) the unexpected.

6. Interpersonal Competence

A key dimension of resilience is an individual’s ability to understand and empathize with others. Resilient people demonstrate the competencies of emotional intelligence: a high level of self and social awareness and the ability to use this awareness to effectively management themselves and their relationships with others (see Golman, 1997).

7. Socially Connected

Closely related to interpersonal competence, this resilience dimension involves the quality of a person’s personal and professional network of relationships. Resilient people tend to have a strong relationship network within which they share ideas, problems, solutions, frustrations, hopes, and so forth. In the face of adversity and stress, resilient people call upon this network for support, affirmation, and problem solving.

8. Proactive

Resilient people, rather than simply reacting to a change, actively engage it. Resilient people, as a result,

focus on expanding their influence over a change through assertive behaviors and actions. This proactively enables them to preserve their self-efficacy in the face of any change even a traumatic one.

OBJECTIVES OF THE STUDY

Following are the objectives of the study:

1. To study the levels of resilience among the functionaries (Elementary school teachers, Block Resource Teachers and Cluster Resource Teachers) of the SSA in Puducherry.
2. To study the relationship between resilience and job performance among the functionaries (Elementary school teachers, Block Resource Teachers and Cluster Resource Teachers) of the SSA in Puducherry.
3. To study the roles of background variables like age, sex, experience and educational qualification on resilience in Puducherry.

SAMPLE

Purposive sampling has been used with the sample collected from the Block Resource Teachers and Cluster resource teachers. The sample size was restricted to 40 school teachers involved in the activities of the SSA, teachers of both BRTs and CRTs working under the SSA in Puducherry region of Puducherry Union territory.

TOOLS USED

Personal data sheet

The personal information pertaining to the background variables of the teachers were drafted and used to collect that relevant information.

Job performance survey

The performance of the Block resource teachers and cluster resource teachers was identified using a job performance survey constructed by the researcher. The survey form consists of 20 statements related to performance of daily tasks, time management, work motivation and work involvement. Statements were prepared based on these areas and drafted for pilot study. The tool is constructed based on five point scale.

The alpha reliability of the tool was computed to be .74 and hence found to be reliable.

Resilience scale

Resilience scale was developed by Jeff, 2007. The scale consists of 32 statements to which the individual responds using a 6 point scale. The 32 items is based upon the 8 dimensions as listed in introduction. The Cronbach's alpha value of the tool is .90 and hence it is highly reliable. Further the Cronbach's alpha generated for the dimensions are: self-assurance (.77), personal vision (.70), flexible and adaptable (.74), organized (.69), problem solver (.73), interpersonal competence (.60), socially connected (.56), and proactive (.60) indicating an internal consistency of the items in the tool. Thus based on these psychometric properties the researcher chose this tool for the study.

PROCEDURE

Pilot study

Since the tool Resilience scale was constructed in the American population, the researcher conducted a pilot study for a sample of 20 teachers

working under SSA. Feedback was obtained regarding the content difficulty, language clarity and thus a content analysis was done using experts in Psychology. Based on the pilot study the test-retest reliability for a period of one week yielded a reliability correlation coefficient of .62 and hence the tool has been retained for the study.

Likewise the tool jobs performance survey prepared exclusively for this study was pilot studied and the test – retest reliability for a period of one week was found to be 0.79 and hence this tool was used in the present study.

Actual study

By getting permission from the school education, the data was collected from the 40 elementary school teachers involved in SSA activities, BRTs and CRTs. The teachers were given proper instruction and adequate time was given to give their opinion on statements in the tool. The personal data pertaining to the background variables were also collected from them.

DISCUSSION

The data collected was computed using SPSS package and were tested based on the objectives of the study to draw meaningful conclusions. From the table 1, it is inferred that there is a positive correlation (0.892) between resilience and job performance among BRC and CRC teachers. From table 2, it is inferred that the low resilient teachers and high resilient teachers differed significantly ($t = 8.39$) in their mean

statistically at 0.01 level of significance. From table 3, it is inferred that below 27 years old age groups teachers and above 27 year old age group teachers do not differ significantly ($t = 0.335$) in their mean. From table 4, it is inferred that men and women teachers differ significantly (2.12) in their resilience at 0.05 level of significance. From table 5, it is inferred that below 5 years experienced teachers and above five years experienced teachers do not differ ($t = 0.802$) in their means in resilience.

Table.1 showing the correlation coefficient between resilience and job performance among elementary teachers, BRTs and CRTs.

Variables	n	df	r- value	Level of significance
Resilience	40	38	.892	Significant at .01
Job performance				

Table.2 showing the Mean, standard deviation and ‘t’- value of the job performance with respect to low resilient teachers and high resilient teachers

Dependent variable	Resilience levels	n	Mean	S.D	t- value	df	Level of significance
Job performance	Low resilient teachers	22	138.77	8.57	8.39	38	Significant at 0.01 level
	High resilient teachers	18	162.22	9.03			

Table.3 showing the Mean, standard deviation and ‘t’- value of the resilience with respect to below 27 years and above 27 years old teachers

Dependent variable	Age	n	Mean	S.D	t- value	df	Level of significance
Resilience	Below 27 years old teachers	23	150	15.88	0.335	38	Not significant
	Above 27 years old teachers	17	148	13.22			

Table.4 showing the Mean, standard deviation and ‘t’- value of the resilience with respect to men and women teachers

Dependent variable	Gender	n	Mean	S.D	t- value	df	Level of significance
Resilience	Men teachers	24	151.79	16.80	2.12	38	Significant at 0.05 level
	Women teachers	16	145.62	10.08			

Table.5 showing the Mean, standard deviation and ‘t’- value of the resilience with respect to below 5 years experienced and above 5 years experienced teachers

Dependent variable	Teaching Experience	n	Mean	S.D	t- value	df	Level of significance
Resilience	Below 5 years experienced teachers	18	151.38	12.77	0.802	38	Not significant
	Above 5 years experienced teachers	22	147.63	16.11			

RESULTS AND CONCLUSION

Thus the results reveal that resilience and job performance are related to each other in a positive direction. Likewise the low resilient groups and high resilient group differ in their job performance. Hence, resilience has a positive impact on increasing job performance of the elementary teachers involved in SSA activities, BRCs and CRCs teachers.

With reference to the background variables tested, it is found out that gender plays some role in resilience whereas age, teaching experience do not play any role in resilience.

Thus, it is concluded that developing resilience skills is important to increase the job performance of the school teachers involved in SSA activities, BRCs and CRCs teachers in Puducherry.

RECOMMENDATIONS OF THE STUDY

Following are the recommendations of the present study:

1. As resilience increases job performance, resilience building training workshops has to be organized among the functionaries of the SSA.
2. Teachers could be oriented towards enhancing the different features of resilience to handle stress in their life.
3. A psychometric testing of the Resilience in a wider perspective using a huge population for the functionaries could be adopted.
4. Training modules related to resilience building could be developed.
5. Self- help skills in resiliency development could be brought out and resource materials in printed or in electronic media could be disseminated to the different functionaries of the SSA.

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