

FR. BONHOURE CENTRE FOR RESEARCH

**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS),
PALAYAMKOTTAI-627002**

Covering letter

From

Dr Michael J Leo
Assistant Professor of Education
St. Xavier's College of Education (Autonomous)
Palayamkottai

Dr. M. Antony Raj
Assistant Professor of History Education
St. Xavier's College of Education (Autonomous)
Palayamkottai

To

The Principal
St. Xavier's College of Education (Autonomous)
Palayamkottai

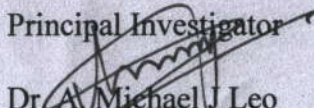
Respected Father

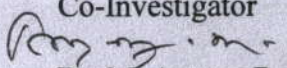
Sub : Applying for a research project titled 'The impact of covid-19 on the resilience of Secondary Teacher Education students' - Reg.

As per the guidelines given by Fr. Bonhoure Centre for Research of St. Xavier's College of Education (Autonomous), I am applying for the minor project titled '*The impact of Covid-19 on the resilience of secondary teacher education students*'. The information about the Principal investigator and Co investigator and the detailed project proposals are enclosed for your kind perusal.

Thanking You,

Yours Truly

Principal Investigator

Dr. A. Michael J. Leo

Co-Investigator

Dr. M. Antony Raj

Dr. A. Michael J. Leo
Assistant Professor in Education
St. Xavier's College of Education (Autonomous)
Palayamkottai - 627 002.

DR. M. ANTONY RAJ
Assistant Professor in History
St. Xavier's College of Education (Autonomous)
Palayamkottai - 627 002.

A PROJECT PROPOSAL

Submitted to



FR. BONHORE CENTRE FOR RESEARCH

**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS),
PALAYAMKOTTAI-627002**

By

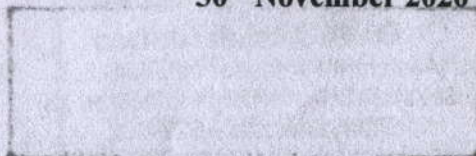
Principal Investigator

Co-Investigator

Dr Michael J Leo
Assistant Professor of Education
St. Xavier's College of Education (Autonomous)
Palayamkottai

Dr. M. Antony Raj
Assistant Professor of History Education
St. Xavier's College of Education (Autonomous)
Palayamkottai

30th November 2020





FR. BONHOURE CENTRE FOR RESEARCH
ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS),
PALAYAMKOTTAI-627002

Application for Research Project (Minor)

1	Name of the Principal Investigator (PI) & Co Investigator (CI)	PI: Dr. A. Michael J Leo CI: Dr. M. Antony Raj
2	Present Position and Institutional Address of the Principal Investigator (Telephone/mobile/Email id must be given clearly)	Assistant Professor of Education St. Xavier's College of Education (Autonomous) Palayamkottai - 627002
	Present Position and Institutional Address of the Co Investigator (Telephone/mobile/Email id must be given clearly)	Assistant Professor of History Education St. Xavier's College of Education (Autonomous) Palayamkottai - 627002
3	Mailing Address	PI: amjlsxce@gmail.com CI: drmantonraj@gmail.com
4	Date of Birth and Age	PI: 19/12/1980, 40 CI: 19/12/1966, 53
5	Gender	PI: Male CI: Male
6	Educational Qualifications	PI: MSc, M.Ed., MPhil., PhD, NET CI: MA., M.Ed., Phil., PhD, NET
7	Indicate if Principal Investigator has received any Research grant previously from management/UGC/ICSSR etc.,	No
8	If yes, clearly mention the title of the Project, funding agency and the fund details	Not Applicable
9	Title of the Project Proposal (Enclose a brief abstract of the proposal in 1500 words)	IMPACT OF COVID-19 PANDEMIC ON THE RESILIENCE OF SECONDARY TEACHER EDUCATION STUDENTS
10	Provide a detailed estimate of the time frame for the completion of the research project.	6 Months

SELF DECLARATION

If any of the above information supplied by me is proved to be incorrect, my project may be cancelled.

Place : Palayamkottai

Date : 30/11/2020

Signature of the Principal Investigator

Dr. A. Michael J. Leo
Assistant Professor in Education
St. Xavier's College of Education (Autonomous)
Palayamkottai - 627 002.

IMPACT OF COVID-19 PANDEMIC ON THE RESILIENCE OF SECONDARY TEACHER EDUCATION STUDENTS

Background of the Study

The Covid 19 pandemic halted the physical access of the educational institutions both by the students and teachers. It has reduced the opportunity of face to face contact for peer recreations, collaboration, sharing, play and academic cooperative learning. The physical activities are minimized and social contacts are banned by legal restrictions. The reachable sphere is narrowed down which produced a lot of mental health problems among the children, adolescents and youths. The future of the students is being questioned by unavailability or shortage of classes and confusion in contact of examinations by the higher educational institutions. The uncertainty is slowly leading to anxiety among the younger generation. On the other hand, the institutions which are providing on-field or direct experience to the students as a part of their curricular transactions in professional courses are finding alternatives, as the actual respective fields are not ready or functioning to accommodate the professional trainees.

As the cases of Covid 19 are declining day by day, the post Covid 19 task emerges. Observing and studying the sociological and psychological impact of the pandemic on the people has emerged as a new task among educators and researchers. In concern with the educational scenario, the stakeholders such as administrators, students and parents need to be oriented after careful investigation. One of the educational sectors which were drastically affected by this pandemic is teacher education.

In the post Covid 19 spells, it is essential to get out of the damaged setting socially and psychologically as early as possible. A general, specific and individualized recovery attempt is made by the individual simultaneously to come back from his/her psychological setback. When an individual makes a continuous effort to bounce back from his negative emotions and worst life situations, it is known as resilience. It is the energy which helps an individual to recollect the positive energy around him and balance him to be on the track. An individual with high resilience would be active and positive with what is sanctioned to him and show a consistent ability to overcome the daily stressors and difficulties.

Significance of this Study

The teacher training programme is focusing on the development teaching skills and competencies through different performance oriented tasks which requires accompaniment of the peers, teacher educators and mentors at schools. After the conception of a two year teacher training programme, the teaching practice internship at schools has been expanded from 4 week to 16 weeks in view of providing better field experience to the trainee teachers which demands alternative solutions during this pandemic. In this pandemic, inaccessibility of resources from the library, face to face unavailability of guidance of the teacher educators and mentors, remoteness of the peers, and isolation of thoughts ripen an emptiness among the teacher trainees. Since the lack of proper understanding about the pandemic, they may face anxiety, insecurity, and hopelessness while staying at homes. As a result, there could be psychological and emotional damage.

Here an urgent need is felt that the secondary teacher education students have to recover from this situation in order to fit into the post Covid setup. This ability of bouncing back after the pandemic complications, need to be assessed; so that the post Covid coping skills would be realized. Hence, this is the right time to investigate the impact of covid-19 pandemic on the resilience of secondary teacher education students.

Review of Related Literature

Chen, & Bonanno, (2020) conducted a study on Psychological adjustment during the global outbreak of COVID-19: A resilience perspective. This paper reveals that in this global outbreak of COVID-19, resilience is likely to be one of the many possible outcomes. Studies pertaining to resilience following potentially traumatic events including disease outbreak have shown that the vast majority of individuals are resilient, and that outcomes depend on a combination of resilience factors including exposure severity, individual differences, family context, and community characteristics. To better understand psychological dysfunction and resilience during the global outbreak of COVID-19, researchers are encouraged to investigate long-term patterns of mental health rather than cross-sectional prevalence rates, adopt prospective designs and analyses, integrate multiple risk and resilience factors to

enhance outcome prediction, and consider the importance of flexibility as the situation unfolds.

Havnen, Anyan, Hjemdal, Solem, GurigardRiksfjord, & Hagen (2020) conducted a study on the Resilience moderates negative outcome from stress during the COVID-19 pandemic: A moderated-mediation approach. The current study is investigated to find out if resilience moderates the effect of stress on symptoms of depression and if anxiety symptoms mediate this association. The study showed that stress exposure was associated with symptoms of depression, and anxiety mediates this association. Level of resilience differentiated the direct and indirect effect of stress on depression. Knowledge about the effect of stress in response to a pandemic was important for developing treatment and prevention strategies for stress, depression and health-related anxiety.

Ainsworth & Oldfield, (2019) conducted a study on Quantifying teacher resilience: Context matters. Previous researches have identified individual and contextual level factors that may promote resilience in teachers; however, little is known about their relative importance in predicting measures of positive adaptation. Though Questionnaire data was collected from 226 UK teachers. Relative importance analyses identified a number of significant predictors of job satisfaction, burnout, and wellbeing. The results suggest that contextual influences on teachers' ability to thrive within the profession are just as important as individual factors. Any intervention designed to develop teacher resilience should therefore focus on improving the professional environment as well as looking at ways to enhance teachers' personal resources.

Chikwe Agbakwuru & Ugwueze Stella (2012) conducted a study on the effect of assertiveness training on resilience among early-adolescents. The purpose of this study was to investigate the effect of assertive training on early-adolescents improvement of resilience. The assertiveness training showed more improvement on resilience of the girls than that of the boys. Further the result shows that both the male and female were affected equally by the assertiveness training. There were higher scores from the experimental group and for that we attribute it to the effect of assertive training on them.

Definition of the Terms

The following are the operational definitions of the terms

Teacher Education Students

The trainee teachers who are pursuing the degree Bachelor of Education in the Colleges of Education affiliated to Tamil Nadu Teachers Education University, Chennai.

Impact of Covid19

By the term 'Impact of Covid19', the investigator refers to the influence or effect of the major virus outbreak i.e. the Corona virus disease 2019 (COVID-19) pandemic which led to unprecedented hazards physically, socially, emotionally and psychologically to the secondary teacher education students.

Resilience of Secondary Teacher Education Students

By the term 'Resilience of Secondary Teacher Education students', the investigator refers to the ability of a secondary teacher education student to quickly become healthy physically, mentally, socially and emotionally after the difficulties of pandemic Covid 19.

Objectives of the Study

- a. To find the level of impact of Covid 19 on secondary teacher education students
- b. To find the level of Resilience of secondary teacher education students
- c. To find the impact of the Covid 19 on the resilience of the secondary teacher education students

Specific Objectives

- a) To find whether there is any significant difference between the teacher education students in the impact of Covid19 and Resilience with reference to gender, locality, marital status, type of institution, and nature of institution.
- b) To find whether there is any significant association between the parents' education, parents' occupation, hobbies and order of birth of secondary teacher education students with respect to the impact of Covid19 and Resilience.
- c) To find the whether there is any significant relationship between the impact of Covid 19 and Resilience of Secondary teacher education Students.
- d) To find the whether there is any significant influence of the Covid 19 on the Resilience of Secondary teacher education Students.

Methodology

Method

The survey method is proposed to be used to study the impact of the Covid 19 on the resilience of the secondary teacher education students

Population and Sample

The population of the present study is the teacher education students pursuing their Bachelor of Education degree in the college of Education affiliated to Tamilnadu Teachers Education University, Chennai. A sample of 100 second year teacher education students studying Bachelor of Education degree in St. Xavier's College of Education (Autonomous) affiliated to Tamilnadu Teachers Education University, Chennai.

Tools Proposed to be used

As the study aims to find the impact of the Covid 19 on the resilience of the secondary teacher education students, the following tools are proposed to be used by the investigator.

- i. Personal Data Sheet
- ii. Scale on Impact of Covid 19 (SIC) on Secondary Education Students will be developed and validated by the and co-investigator
- iii. Resilience Assessment Scale (RAS) will be developed and validated by the and co-investigator

Statistical Techniques proposed to be used

The investigator is planning to employ statistical techniques namely percentage analysis, t test and ANOVA, Chi-square, correlation and regression analysis for the analysis of data.

Tentative Cauterization

Chapter I	:	Introduction and Conceptual Framework
Chapter II	:	Review of Related Literature
Chapter III	:	Research Methodology
Chapter III	:	Analysis of Data
Chapter V	:	Findings, Interpretation, Recommendations and Implications

Time Frame


The investigator proposes the following breakup of the schedule for the completion of the research work.

Review of Related Literature	:	15 Days
Conceptual Framework	:	30 Days
Selection and finalization of tools	:	30 Days
Administration of tools	:	15 Days
Analysis of data	:	15 Days
Writing report	:	60 Days
Finalization/computer binding	:	15 Days

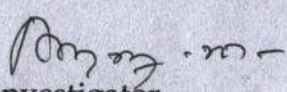
Total	:	180 Days
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Reference

- Agbakwuru, C., & Stella, U. (2012). Effect of assertiveness training on resilience among early- adolescents. *European Scientific Journal*, 8(10), 69-84.
- Ainsworth, S., & Oldfield, J. (2019). Quantifying teacher resilience: Context matters. *Teaching and Teacher Education*, 82, 117-128.
- Chen, S., & Bonanno, G. A. (2020). Psychological adjustment during the global outbreak of COVID-19: A resilience perspective. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S51.
- Havnen, A., Anyan, F., Hjemdal, O., Solem, S., GurigardRiksfjord, M., & Hagen, K. (2020). Resilience moderates negative outcome from stress during the COVID-19 pandemic: A moderated-mediation approach. *International Journal of Environmental Research and Public Health*, 17(18), 6461.
- Mehta D.D (2005). *Education in Emerging India Society*, Ludhiana: Tandom Publications.
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Investigator

Dr. A. Michael J Leo


Co-investigator

Dr. M. Antony Raj

Dr. A. Michael J. Leo
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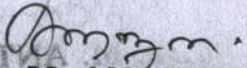
St. Xavier's College of Education (Autonomous)
[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA: 3.67]

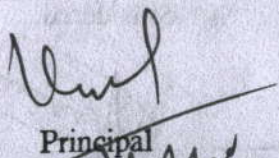
Palayamkottai, Tirunelveli – 627002.Tamil Nadu

General terms and conditions

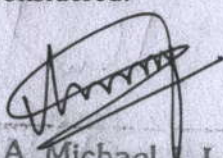
1. It is a Minor Project which could be undertaken by a maximum of two investigators (Principal Investigator & Co Investigator)
2. The faculties of St.Xavier's college of education are eligible to apply.
3. The duration of this Minor Project is six months. The budget for this project is Rs.40,000/-.
4. The Project investigators have to start their study from the date mentioned in the project award letter.
5. For this, the Principal investigator has to submit an agreement on the stamp paper before date of commencement.
6. The financial assistance for research project will be released in installments as indicated in the Sanction Letter.
7. The SXCE management will release 50% of the total research grant, as first installment.
8. On completion of the project and on receipt of the final audited Statement of Accounts the balance amount will be released.
9. The chartered accountant must duly sign the utilization certificate
10. SXCE may constitute an Advisory Committee, if needed, to monitor the progress of the project.

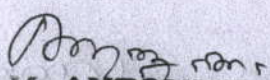

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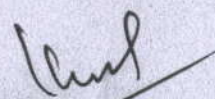

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Palayamkottai - 627 002.


Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

11. During the course of the project, the investigators are required to publish research paper(s) (minimum two in peer reviewed journal(s) on the theme of the research undertaken duly acknowledging the support of SXCE for the research.
12. All project related queries will be addressed to the PRINCIPAL, SXCE for their timely reply.
13. The management of SXCE may, at any time ask for the progress of the study and verification of accounts and other relevant documents related to the Project.
14. A Mid Term Appraisal of Research Project may be held to review of research project through a team of experts for the purpose.
15. On completion of the study, the investigators should submit the following:
 - a) A Final Report (about 100 pages) along with an Executive Summary of the report (1000 words) in hard format (two copies of the final report and a research paper) and a soft copy (in pen drive).
 - b) Copies of research papers (2) /reports, etc. on the theme of research, published in reputed research journals during the period of study.
 - c) The research paper on the theme of the research project submitted by the researchers will be published in our research journal.
16. The project awardees(The principal investigator) is required to open a dedicated account for the purpose of transfer of financial assistance under this Projects and provide the name and address of the bank, account number, IFSC code etc to the SXCE,Management.
17. No request for additional financial assistance in excess of the sanctioned budget will be considered.

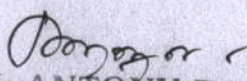

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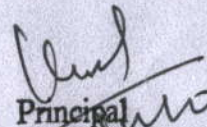

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Principal
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(Autonomous)
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18. Both the principal and co-investigators shall be responsible for the timely completion of the Project.
19. The Project proposal/final report cannot be submitted for the award of any University degree/diploma or further funding.
20. Purchase of equipment/ assets for the research Project is permissible only if it is originally proposed and approved by the SXCE, Management.
21. The principal investigator shall report to the principal, SXCE in case he /she makes any changes in the research title and design. No major change can be made therein without the prior approval.
22. The SXCE management reserves every right over the project.


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Principal