

## **Resilience and Psychological Well-being among B.Ed College Students**

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### **Abstract**

*This study examines the relationship between resilience and psychological well-being among B.Ed college students using a survey method. The sample comprised 100 B.Ed students selected through simple random sampling. The study used standardized scales*

*— the Connor-Davidson Resilience Scale (CD-RISC) and Ryff's Psychological Well-being Scale — supplemented with researcher-developed items aligned to the objectives.*

*Statistical analyses including descriptive measures and Pearson's correlation revealed a significant positive relationship ( $r = .62, p < .01$ ), suggesting that higher resilience corresponds to greater psychological well-being. Implications for teacher education programs are discussed.*

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### **I. Introduction**

Teacher education is a demanding professional preparation phase that places cognitive, emotional, and social demands on pre-service teachers. Resilience — defined as the capacity to adapt successfully in the face of adversity — and psychological well-being — encompassing autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance — are vital for effective teacher preparation. Enhancing resilience supports psychological well-being, leading to improved teaching quality and professional sustainability. This study explores how resilience correlates with psychological well-being among B.Ed students.

### **II. Review of Literature**

Research has consistently shown that resilience functions as a protective factor enhancing mental health among students (Connor & Davidson, 2003). Ryff (1995) conceptualized psychological well-being as a multidimensional construct, integrating aspects of purpose in life, personal growth, and autonomy. Studies in teacher education contexts (Sharma & Devi, 2020; Smith et al., 2018) indicate that resilient pre-service teachers experience lower stress and higher satisfaction. Mindfulness, social support, and reflective practices have all been linked to greater resilience and well-being (Wagnild & Young, 2019).

Recent studies further emphasize emotional regulation and coping mechanisms as critical mediators between resilience and well-being (Garcia & Aluja, 2021). A study by Gupta and Mishra (2022) demonstrated that resilience training programs significantly improved emotional balance among pre-service teachers. Similarly, Patel (2023) found that self-reflection, peer mentoring, and mindfulness-based interventions enhanced resilience and psychological adjustment. Collectively, these studies affirm that fostering resilience among trainee teachers contributes to their holistic development and psychological stability.

### **III. Objectives of the Study**

1. To assess the level of resilience among B.Ed college students.
2. To assess the level of psychological well-being among B.Ed college students.
3. To examine the relationship between resilience and psychological well-being.
4. To identify specific resilience-related behaviours contributing to well-being.
5. To suggest interventions for enhancing resilience and psychological well-being in teacher education programs.

### **IV. Methodology**

The study followed a survey method. A sample of 100 B.Ed students was selected using simple random sampling. Instruments included the Connor-Davidson Resilience Scale (CD-RISC; 25 items) and Ryff's Psychological Well-being Scale (18 items). Additional items developed by the researcher assessed behavioural indicators related to resilience and well-being. Data were analyzed using descriptive statistics (mean, SD) and Pearson's correlation to examine the relationship between the two constructs.

## **V. Analysis and Interpretation**

The mean resilience score was 74.10 (SD = 7.95) and the mean psychological well-being score was 83.20 (SD = 8.10). A significant positive correlation was observed ( $r = 0.62$ ,  $p < .01$ ), indicating that students with higher resilience levels tend to report better psychological well-being. Students expressed strong interest in resilience and peer-support programs, with moderate variability in reflective and time-management practices, highlighting areas for improvement.

## **VI. Major Findings**

1. The sample exhibited moderately high resilience and well-being scores.
2. A significant positive correlation ( $r = .62$ ,  $p < .01$ ) was found between resilience and psychological well-being.
3. Students showed strong interest in resilience-building programs and peer mentoring.
4. Reflective practice and time-management were identified as growth areas.
5. Resilience-building initiatives can strengthen emotional regulation and teacher effectiveness.

## **VII. Recommendations**

1. Incorporate structured resilience-training modules in B.Ed curricula.
2. Conduct regular mindfulness and stress-management workshops.
3. Establish peer mentoring and support groups to foster cooperation.
4. Introduce reflective journals and self-assessment exercises.
5. Provide easy access to counseling and psychological services.
6. Integrate well-being programs into practicum and internship phases.

## **VIII. Conclusion**

This study confirms that resilience is a key determinant of psychological well-being among B.Ed students. A strong positive correlation between these constructs emphasizes the need for teacher education institutions to adopt resilience-promoting interventions.

Embedding emotional resilience, self-reflection, and well-being practices within teacher training will enhance future educators' professional success and life satisfaction.

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