Factors Influencing Emotional Resilience in Training Intern

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Abstract
This study determined how demographic variables, namely gender, age, and perceived stress, influence emotional resilience among training interns. This study employed the Perceived Stress Scale (PSS) and the Connor-Davidson Resilience Scale (CD-RISC) to measure psychological constructs among teaching interns. Since the research scholar and research supervisor opted Google forms to collect data, convenience sampling will be the most appropriate sampling technique. The data collected through Google Forms were analysed using SPSS 20.0. The Descriptive statistics, correlation matrices, and regression models were statistical techniques used to decode the data. The findings of this study highlight an inverse relationship between perceived stress, emotional resilience, and positioning stress as significant predictors. Age had a moderate influence, whereas sex-related differences remained marginal. These outcomes emphasise the importance of integrating resilience enhancement strategies into teacher education curricula. Future studies could use practical programs to help improve resilience and explore how it works in different cultures and college types.
Keywords: Emotional Resilience, Perceived Stress, Training Intern, Stressful Situations, Teacher Education, Cornor Davidson Scale

Introduction

Today, teaching interns are under growing pressure, not just from academic demands or changes in education policies, but also from the need to manage their emotions effectively. With tough coursework, evolving teaching methods, and the emotional demands of the classroom, it's more important than ever to build psychological resilience during teacher training. Emotional resilience refers to the ability to cope with difficulties and bounce back more strongly. This is a key quality for future teachers, especially as they prepare to work in high-pressure school environments. While resilience has been studied in many groups, there's still limited research on how it plays out in preservice teachers. As emotional well-being affects how teachers see themselves professionally and how well they perform in the classroom, it deserves closer attention. This study aims to explore how gender, age, and perceived stress affect emotional resilience in trainee teachers. By doing so, it hopes to provide valuable insights that can help teacher education programs create better support systems.

Previous research has highlighted the two-way link between stress and how people perform at work. For example, Skaalvik & Skaalvik (2007) found that job burnout lowers job satisfaction and commitment, whereas feeling supported by one's organisation boosts engagement. Similarly, Wright et al. (2023) showed that stress is linked to higher levels of depression and anxiety, and lower overall well-being in college coaches. These situations are similar to what trainee teachers experience as they enter the teaching profession.

This study uses two tools the Connor-Davidson Resilience Scale (CD-RISC) and the Perceived Stress Scale (PSS), to understand how different factors influence resilience. By examining patterns across age, gender, and stress levels, this research aims to help design specific programs that build emotional skills and support long-term success in teaching. As previous work by Luthar, et al. (2000) point out, resilience is shaped by both personal traits and external influences. This study adds to our understanding of how these factors combine to help trainee teachers adapt and thrive. The findings could guide improvements in teacher training programs by supporting emotional growth in practical, research-based ways.

What is Emotional Resilience?

The word *resilience* comes from the Latin *resilire*, which means "to jump back" or "to spring back." In psychology and education, it refers to a person's ability to handle difficult times and grow stronger. Resilience is not only about personal strength; it also depends on someone's background, surroundings, and life experiences. Teaching the InternTop of Form Teincreasingly faces more demands not only because of academic pressures or expectations from changing educational reforms, but also because of emotional adaptability. The pressure of rigorous curricula, evolving pedagogical expectations, and sustained emotional engagement highlight the need to cultivate psychological resilience during teacher training. Emotional resilience, understood as the ability to navigate adversity and recover with strength, serves as a foundational trait for future educators who aim to flourish in high-stress educational environments. Although resilience

has been explored across diverse populations, the specific dynamics among training interns remain under-examined. Given that the emotional well-being of this cohort plays a critical role in shaping professional identity and classroom efficacy, a deeper investigation is warranted. This study examined how gender, age, and perceived stress interact to influence emotional resilience in trainee teachers. In doing so, it provides meaningful insights into the development of well-defined support structures within teacher education programs. Existing literature underscores the reciprocal link between stress and workplace outcomes. For example, Skaalvik & Skaalvik (2007) found that job burnout significantly diminishes job satisfaction and organizational commitment, while perceived organizational support enhances engagement. Similarly, Wright et al. (2023) revealed that perceived stress predicts increased levels of depression and anxiety alongside diminished well-being in collegiate coaches. These findings mirror the realities faced by training intern as they transition into professional roles. This study utilizes the Connor-Davidson Resilience Scale (CD-RISC) and the Perceived Stress Scale (PSS) to explore the interaction between demographic variables and emotional resilience.

Emotional Resilience

The term *resilience* originates from the Latin verb *resilire*, meaning "to jump back" or "to recoil." In psychological and educational contexts, resilience refers to the ability to recover from adversity and emerge stronger through complex, dynamic challenges. It is not only determined by individual behaviour; rather, it is shaped by the interplay of personal identity, environment, and lived experiences. Emotional resilience is the capacity to respond adaptively to unexpected or demanding situations and return to a balanced emotional state. More than mere endurance, it involves recharging and amending after emotionally exhausting events—such as interpersonal conflict or professional setbacks—enabling individuals to engage with future challenges resourcefully.

Emotional Resilience among Training Intern

Masten, et al. (1990) define resilience as "the process of, capacity for, or outcome of

successful adaptation despite challenging or threatening circumstances" (p. 425). This conceptualisation echoes strongly in the context of teacher education programs. Ewing & Manuel (2005) observed that teachers who are in their teaching experience successfully navigate professional hurdles demonstrate what they termed a "resilience factor", which empowers them to lay out their new ways and social networks even though there were odd from institutions or management. Tait (2005) similarly emphasised that resilience is arguably one of the most vital attributes for educators in their initial phases. Many studies have supported this idea, indicating that resilience in the initial stages of a teaching career enhances effectiveness, satisfaction, and adaptability in active educational settings (Bobek 2002; Gu & Day 2007; Howard and Johnson 2004). Training interns should actively seek out and develop internal and external resources that will support their professional development. Cornu (2009) emphasised the significant role that initial teacher education programs can play in fostering resilience.

Emotional Resilience among Gender and Age

Though results are still conflicting, gender has largely been acknowledged as a possible moderator of emotional resilience. However, the gender resilience relationship is not constant across sociocultural contexts. For instance, Sojer et al. (2023) discovered that female university students scored significantly higher on the Connor-Davidson Resilience Scale (CD-RISC), indicating greater resilience. According to Feingold's (1992) meta-analysis, personality traits related to gender—which are frequently associated with resilience—tend to hold steady across age groups, educational attainment levels, and cultural contexts. This suggests that gender-based differences in traits related to resilience may be consistent across various groups.

However, age has a complex relationship with emotional resilience. Tugade & Fredrickson (2004) suggested that younger people might be more adaptable, which could contribute to greater resilience. The "positivity effect", on the other hand, refers to older adults' propensity to concentrate more on positive experiences, which may provide them

with emotional strength, according to Newcomb (2022) from the USC Leonard Davis School. Similarly, Chen et al. (2021) found that resilience varies with age in young children (ages 3–6 years), suggesting that resilience evolves and changes over the course of a person's life.

Rauenshanbach et al. (2012) investigated how people view resilience according to age in a sizable online study with 4,181 participants ranging in age from 15 to 87. Compared to older adults, participants generally assessed younger adults as having greater emotional resilience in professional settings. It is interesting to note that older participants tended to rate younger people favourably, which may indicate that social contexts' perceptions of resilience are influenced by generational perspectives.

Perceived Stress and its Impact

Given its effect on those getting ready to enter the teaching profession, teaching interns' stress has become a growing concern. High levels of perceived stress are strongly associated with mental health issues such as anxiety and depression (Cohen et al., 1983). High levels of stress can impair emotional resilience, making it more difficult for people to overcome setbacks and maintain mental toughness.

However, the relationship between stress and resilience is not straightforward. It can be influenced by several other factors, such as how individuals cope with stress, the kind of social support they receive, and their past life experiences. Understanding how these elements interact is essential for designing effective support strategies within teacher education programs to help future teachers build and maintain emotional resilience.

Method

Convenience sampling was used to choose participants for this study, which employed a descriptive survey design. 150 student teachers from a Coimbatore college of education were included in the sample. Age and sex were among the data gathered for analysis. The Perceived Stress Scale (PSS) created by Cohen, et al. (1983) was used to gauge perceived stress. This popular 10-item survey gauges people's feelings about pressure, uncertainty, and lack of control in their lives using a four-point rating system. A lower score indicated mental

health, whereas a higher score indicated increased stress. The Connor-Davidson Resilience Scale – Short Form (CD-RISC-10), developed by Connor & Davidson (2003), was used to measure emotional resilience. Ten items make up this tool, and scores range from 10 to 40. A person with a higher score is more emotionally resilient, whereas a person with a lower score might have more difficulty in handling difficulties.

Recent research by Wojujutari, et al. (2024) confirms that both the CD-RISC-10 and its longer version (CD-RISC-25) are reliable tools for measuring resilience. Their analysis reported a combined Cronbach's Alpha of 0.89 (95% CI [0.87, 0.91], z = 77.20, p < .05), indicating strong internal consistency. Specifically, CD-RISC-10 yielded an alpha of 0.8732 (95% CI [0.85, 0.90], z = 69.81, p < .05), demonstrating high reliability. Additionally, the scale's performance remained stable across language versions, supporting its cross-cultural applicability and informed use in diverse educational settings. Also, various studies (Lee, 2012) PSS -10 recommends that the PSS-10 be used to measure perceived stress, both in practice and research

Together, these instruments provide a validated framework for exploring the interplay between stress, demographic variables, and emotional resilience in the training intervention.
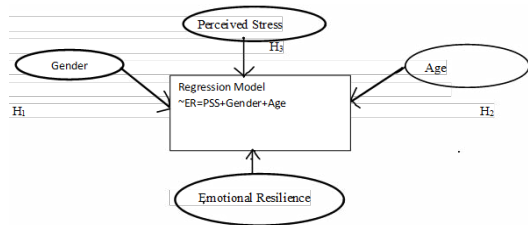
Objectives
- To find out the significant impact of gender on Perceived Stress and Emotional Resilience among Training intern.
- To find out the significant relationship between Emotional Resilience and Perceived Stress among Training intern.
- To develop a regression model to predict Emotional Resilience based on Perceived Stress.

Hypotheses
- There is no significant impact of gender on Perceived Stress and E motional Resilience among Training intern.
- There is no significant impact of age on Perceived Stress and Emotional Resilience among Training intern.
- There is no significant relationship between Emotional Resilience and Perceived Stress among Training intern.

The Visual representation of the hypothesis

Results and Discussion
Hypothesis 1
There is no Significant Impact of Gender on Emotional Resilience and Perceived Stress among Training intern.

Table 1

Variables	Gender	Number	Mean	Standard Deviation	Cal 't' Value 't'value at (df148,0.05)	Effect Size	Results
Emotional Resilience	Male	65	28.37	3.818	.856 < 1.976	0.119	Not Significant
	Female	85	27.71	5.282			
Perceived Stress	Male	65	12.94	4.895	-1.898< 1.976	-0.135	Slightly Significant
	Female	85	14.67	5.985			

The data analysis from the above table shows there is no significant difference between male and female in Emotional Resilience and a slight difference in the scores of Perceived Stress among training intern. Cohen's d of 0.119 indicated a small effect size, suggesting a minimal difference in the scores of Emotional Resilience between males and females. Cohen's d of -0.315 indicated a small to medium effect size, suggesting a moderate difference in Perceived Stress scores between males and

females, with females having higher scores. There is a statistically significant difference in Perceived Stress scores based on the t-test results, the effect size suggests that the practical significance of this difference might be limited.

Hypothesis 2

There is no significant impact of age on perceived Stress and Emotional Resilience among Training intern.

Table 2

Variables	Age	DF	Mean Square	Standard Deviation	'F' Value/Table Value (2,147) at 0.05 3.05	Sig
Emotional Resilience	Between Groups	157.189	2	78.595	3.684	.027
	Within Groups	3135.804	147	21.332		
Perceived Stress	Between Groups	94.865	2	47.432	1.530	.227
	Within groups	4558.175	147	31.008		

There was a significant difference in Emotional Resilience scores across age groups (p < .05), indicating that age has a significant impact on Emotional Resilience, and the calculated value (3.684) was greater than the table value (3.05). There was no significant difference in Perceived Stress scores across age groups (p > .05), and the calculated F value was less than the table value, suggesting that age does not significantly influence perceived stress among training interns. Post hoc tests for the Emotional Resilience of Training Intern showed that significant differences were found between age groups (26-30 years and 31-40 years) using Turkey tests.

Hypothesis 3

There is no significant relationship between Emotional Resilience and Perceived Stress among Training intern.

Table 3

		Perceived Stress Scale	Emotional Resilience
Perceived Stress Scale	Pearson correlation	1	-.834
	Significant Level		.000
Emotional Resilience	Pearson Correlation	-.834	1
	Significant level	.000	

The Pearson correlation coefficient between the Perceived Stress Scale (presumably Emotional Resilience) and emotional resilience (presumably perceived stress) was -0.834. This indicated a strong negative correlation. As Emotional Resilience Scores increased, Perceived Stress scores tended to decrease, whereas Perceived Stress increased Emotional Resilience.

The significance level (p-value) is less than 0. 0000.The results suggest a statistically significant negative relationship between Emotional Resilience and Perceived Stress among training interns. This means that training interns with higher emotional resilience tended to report lower levels of Perceived Stress.

Hypothesis 4

A Regression model to predict Emotional Resilience based on Perceived Stress.

The R Square Value 0.836 indicates a strong correlation between the independent variables (Perceived Stress, Age, Gender) and the dependent variable (Emotional Resilience). The adjusted R Square Value of 0.700 indicates that approximately 70% of the variation in ER-40 can be explained by the predictors (perceived stress, age, and).

Table 4

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F change	df1	df2
1	.836[a]	.700	.693	2.603	.700	113.350	3	146

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2303.844	3	767.948	113.350	.000b
	Residual	989.149	146	6.775		
	Total	3292.993	149			
a. Dependent Variable: Emotional Resilience -						
b. Predictors: (Constant), Perceived Stress, Age,						

Gender

The F-statistic Value 113.350, which is highly significant (p < 0.001). This indicates that the model as a whole is a good fit for the data also the R Square value is 0.700, which is the same as the R Square in the model summary and confirms the model's explanatory power.

From the above analysis, it can be concluded that, the model including Perceived Stress, Age, and Gender act as predictors significantly explains a substantial portion of the variance in Emotional Resilience. This suggests that these variables are important factors that influence emotional resilience among training interns.

Discussions

Perceived Stress Effects

The present study's findings affirm a strong negative correlation between perceived stress and emotional resilience among training intern, aligning with prior empirical evidence. According to this study, higher levels of emotional resilience are frequently linked to lower levels of perceived stress, especially among younger people, which is consistent with the findings of Chandanekar & Shetty (2020). This connection is further supported by recent research by Esteban et al. (2023) and Wright et al. (2023), which emphasises the psychological toll of stress on people in educational settings. They linked higher levels of stress to higher risks of anxiety, depression, and diminished capacity for coping.

Training interns deal with the combined demands of social, emotional, and academic obligations in the current study environment. They may find it more difficult to recover from setbacks and sustain a stable emotional state as a result of these demands, which can erode emotional resilience. To better prepare future teachers, this finding emphasises the importance of incorporating stress management techniques into teacher education programmes.

Effects of Age and Gender

Younger trainees had higher resilience scores according to a study that found a statistically significant relationship between age and emotional resilience. This could be the result of increased flexibility, a more positive mindset, or a reduction in the total number of stressors. On the other hand, older trainees might deal with extra difficulties, such as family obligations, burnout, or job instability. These findings are consistent with the research by Tugade & Fredrickson (2004), which indicates that younger people might adjust to emotional demands more readily. It is crucial to remember, however, that other research, such as Newcomb (2022), has shown that resilience increases with age as a result of life experience and coping mechanism development.

In contrast, there were not many gender differences in this study. Overall emotional resilience scores did not differ significantly between the sexes, although female participants reported slightly lower stress levels. The findings of Gök & Koğar (2021), which indicate that men tend to be more resilient, are somewhat at odds with this; conversely, Sojer et al. (2024) found greater resilience among female students. These mixed findings indicate that gender differences in resilience are likely influenced by contextual variables such as cultural norms, social

support, and the learning environment—areas that deserve further exploration in diverse educational settings.

Recommendations for Intervention

This study suggests integrating mindfulness-based interventions (MBIs), relaxation methods, and peer support networks into teacher preparation programs to promote emotional resilience and lower stress levels among preservice teachers. Previous studies by Sahu et al. (2019) and Sojer et al. (2024) demonstrated the efficacy of these tactics in training settings related to education and health. Furthermore, Day & Gu (2009) stressed the close relationship between teachers' emotional health and both student achievement and the quality of their instruction. Similarly, Klusmann et al. (2008) discovered that engagement and resilience are powerful indicators of job satisfaction and instructional efficacy. Together, these results lend credence to the inclusion of resilience-building techniques in early teacher preparations. It is crucial to evaluate social-emotional intervention programs for their practical effects on teaching effectiveness, job satisfaction, and students' overall development in addition to their theoretical worth.

Conclusion

This study offers important insights into the factors influencing trainee teachers' emotional resilience, despite its limitations related to sample size, geographic focus, and reliance on self-reported data. The glaringly negative correlation between resilience and perceived stress emphasises how urgently teacher education needs organised emotional support. To guide the creation of specialised, culturally aware interventions, future research should look at the particular stressors that preservice teachers encounter at a personal and institutional level.. Such programs can better equip future educators with the emotional strength and adaptability needed to thrive in the ever-evolving educational landscape.

Acknowledgement

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