

Interaction effect of the positive education programme and faculty of graduation on the academic resilience, psychological well- being and self- efficacy of pre-service teachers.

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Abstract: *Well- being is essentially connected to overall health, happiness and contentment in life. It is thus a primary pursuit of mankind. Positive education is an approach to education that focusses on well- being skills and character along with cognitive development. Teachers are an integral part of the education system. Any change that is envisaged can effectively be brought through capacity building of teachers. They can directly and indirectly pass on the knowledge and skills of well- being to their students. This study thus aims to find the interacting effect of positive education programme and faculty of graduation on academic resilience, psychological well- being and self- efficacy of pre- service teachers. The positive education intervention programme of 30 hours was developed for this purpose. The participants included in the study were 46 and 48 preservice teachers in the control and experimental group respectively.*

Key words: *Positive education programme, Faculty of Graduation (FOG), Academic Resilience, Psychological well- being, Teacher self- efficacy.*

1. INTRODUCTION:

Well- being is fundamentally connected to overall health, happiness and contentment in life. It is thus a primary pursuit of mankind. Well- being contributes significantly in various areas of our life. A person who upkeeps her well- being is able to cultivate positive emotions, build positive relationships, activate strengths and experience overall higher life satisfaction. It therefore helps a person to lead a fulfilling and flourishing life. Thus, it of great value to develop well- being skills in people. Any change that we envisage can effectively be brought through education. Teachers being an integral part of education system can contribute effectively in developing well- being skills of students either through direct or indirect efforts.

Well- being is not only about feeling good momentarily but it is about functioning well and doing good in life. The concept of Eudemonia explains that well-being and happiness is about living well and doing well. Thus, well- being as per eudemonic view point is about cultivation of personal strengths and contribution to the greater good, acting in accordance with one's inner nature and deeply held values (Waterman 1984 as cited in Ryff 1989), the realization of one's true potential (Ryff and Keyes 1995), and the experience of purpose or meaning in life (Ryff 1989)¹. Positive psychology demonstrates how well-being comes from experiencing meaning in life rather than merely feeling happy.

Positive psychology deals with skills of well- being, application of positive psychology to the area of educations brings us to the concept of positive education. Positive Education focusses on traditional knowledge and happiness. It is an approach to education that combines character strengths and academic learning.

2. Rationale of the study:

Teachers are nation builders, they shape the destiny of future citizens of the country. They create all other professions; thus they are significant human resource for any society. It is therefore valuable to build capacities of teachers in the area of well- being.

In current times, a teacher plays multifarious roles- she is a facilitator, guide, curriculum developer, event organiser, counsellor, motivator, much more. As a result, she often ends up giving so much that her cup gets empty. This also results in high burn out among teachers. They therefore need to be equipped with knowledge and skills that

will help them to preserve their well-being. If the teachers can be in charge of their well-being, they will be in a position to positively impact well-being of their students. Teachers in any institution pertain to different faculties of graduation which can be a factor that affects the well-being skills of teachers. This study intends to study the interacting effect of positive education programme and faculty of graduation on academic resilience, psychological well-being and self-efficacy of pre-service teachers.

3. Statement of the problem

Interaction Effect of the Positive Education Programme and Faculty of Graduation on the Academic Resilience, Psychological Well-Being and Self-Efficacy of Pre-Service Teachers.

4. Operational Definition of the Terms

Positive Education: Positive education is defined as enabling the learner to acquire knowledge and skills to develop their well-being.

Psychological Well-being: Psychological well-being is defined as ability manifested by a person to pursue happiness, cultivate character strengths, develop positive relationships, hold positive attitude towards one's self, realize one's true potential and experience purpose or meaning in life.

Academic Resilience: Academic resilience is defined as ability manifested by an individual in two aspects: self-efficacy and Social support and social competence.

- Self-efficacy is the ability to do something or think in a certain way, confidence in academic qualities, disposition to expect positive outcomes and belief in one's ability to influence outcomes in life.

- Social support and social competence consists of care, support and encouragement received from family, friends, teachers and other members of the institution. It is the ability of the person to get along well with others and function constructively in groups.

Teacher Sense of Efficacy: It is the confidence a teacher holds in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).ⁱⁱ

5. Scope and Delimitations of the Study

The present study comprised of pre-service teachers from colleges of education affiliated to University of Mumbai. Colleges affiliated to other than Mumbai University were excluded from the study. It included colleges of education with English as medium of instruction and did not include colleges not having English as the medium of instructions. The study was limited to pre-service teachers pursuing Bachelor of Education degree. It did not include students from any other course of education such as M. Ed. or D. Ed. S. Y. B. Ed. Students of the academic year 2017- 18 and not the F. Y. B. Ed were part of this study. In the present study, interaction effect of positive education programme and FOG on Academic Resilience, Psychological Well-being and Teacher self-efficacy from English medium colleges of education was studied. Other variables such as engagement, academic achievement, motivation, anxiety, stress, etc. were excluded from the study. The study has adopted quantitative approach and not the qualitative approach.

6. Aim of the Study

To study the interaction effect of positive education programme and faculty of graduation on academic resilience, psychological well-being and self-efficacy of pre-service teachers.

7. Objectives of the Study

To ascertain the effect of (i) Positive Education Programme, (ii) Faculty of Graduation and (iii) their interaction on the following variables:

- a) Academic Resilience
- b) Psychological Well-being
- c) Teacher Self-efficacy

8. Null Hypotheses of the Study

There is no significant effect of (i) Positive Education Programme, (ii) Faculty of Graduation and (iii) their interaction on the following variables:

- a) Academic Resilience
- b) Psychological Well-being
- c) Teacher Self-efficacy

9. Methodology of the Present Study

In the present research, quasi experimental design of the pre-test post-test, non-equivalent groups type is used. It can be described as follows:

The pre-test-post-test non-equivalent groups design

$O_1 \times O_2$

$O_3 \times O_4$

Where,

O_1 and O_3 = Pre-test Scores

O_2 and O_4 = Post- test Scores

X: Experimental Group

C: Control Group.

Sample of the Study

In the present study, the sample has been selected consisting of one intact class each of S. Y. B. Ed. students from two different colleges of education situated in the Greater Mumbai. The study adopted a two-stage sampling technique. At the first stage, colleges were selected using simple random sampling technique (lottery method). At the second stage, students were selected from these two colleges using cluster sampling technique. The experimental group comprised of 48 student- teachers and the control group consisted of 46 student- teachers.

Tools of the Study

In the present study following tools were used by the researcher to collect the data:

1. Academic Resilience Scale (D’souza and Pandya, 2017)
2. Psychological Well-being Scale (Ryff, 1989)
3. Teachers’ Sense of Efficacy Scale (Tschannen- Moran & Hoy, 2001) 155
4. Socio- Economic Status Inventory (Patel, 1997)

Intervention Programme: The positive education intervention programme was implemented in the experimental group. The duration of the programme was of 30 hours which comprised of five modules. Each module was structured in a way that it was divided into sessions, each session was further divided into activities.

10. Data Analysis and Interpretation:

Null Hypotheses:

There is no significant effect of (i) Positive Education Programme, (ii) Faculty of Graduation and (iii) their interaction on the following variables:

- a. Academic Resilience
- b. Psychological Well- Being
- c. Teacher Self- Efficacy

The pre- service teachers of the study pertained to the following three faculties of graduation viz. Arts, Science and Commerce.

This hypothesis was tested using the technique of 2×3 factorial ANCOVA.

a) Academic Resilience

Table 1 shows adjusted mean ARS by treatment and FOG

TABLE 1
MEAN ARS BY TREATMENT AND FOG

Group/ FOG	EG	CG	Total
Arts	142.50	125.71	133.03
Commerce	139.34	127.32	132.66
Science	142.27	125.09	136.54
Total	142.14	125.75	134.12

Table 2 shows ANCOVA for mean ARS by treatment and FOG.

TABLE 2
ANCOVA FOR MEAN ARS BY TREATMENT AND FOG

Sources of variation	SS	df	MS	F	P
Treatment	5796.45	1	5796.45	30.27	<0.0001
FOG	250.55	2	125.28	0.65	0.5246

Interaction effect	-220.38	2	-110.19	-0.58	<0.0001
Error	16660.34	87	191.5		

- (i) Treatment effect: The preceding table shows that the F- ratio is 30.27 which is significant (P <0.0001). Hence the null hypothesis is rejected with reference to the effect of PEP on ARS.
- (ii) FOG: The F- ratio for FOG effect is not significant. Hence the null hypothesis is accepted with respect to the effect of FOG on ARS.
- (iii) Interaction effect: The preceding table shows that the F- ratio for interaction effect is significant (P <0.0001). Hence the null hypothesis is rejected with reference to the interaction effect for ARS.

Figure 1 shows interactive effect of treatment and FOG on ARS.
INTERACTIVE EFFECT OF TREATMENT AND FOG ON ARS

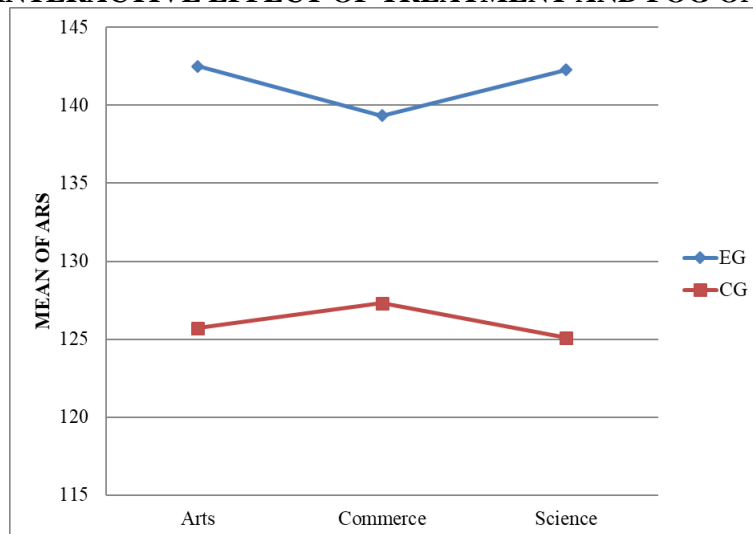


FIGURE 1

Since the interaction effect for ARS by treatment and FOG is significant, the t-test is applied for further analysis as shown in table 6.18. The t-test has been used to determine which group of FOG differ significantly.

The following table gives the numerical data and level of significance for computing mean differences in ARS of pre-service teachers by treatment and FOG.

TABLE 3
NUMERICAL DATA AND LEVEL OF SIGNIFICANCE FOR MEAN DIFFERENCES IN ARS BY TREATMENT AND FOG.

No.	Group	N	df	Mean	SD	t-ratio	l.o.s
1	EG- Arts	24	53	142.50	13.84	4.47	0.01
	CG- Arts	31		125.71	13.84		
2	EG- Commerce	4	7	139.34	13.84	1.30	NS
	CG- Commerce	5		127.32	13.84		
3	EG- Science	20	28	142.27	13.84	3.21	0.01
	CG- Science	10		125.09	13.84		
4	Arts (Total)	55	83	133.03	13.84	1.12	NS
	Science (Total)	30		136.54	13.84		
5	Arts (Total)	55	62	133.03	13.84	0.07	NS
	Commerce (Total)	9		132.66	13.84		
6	Science (Total)	30	37	136.54	13.84	0.74	NS
	Commerce (Total)	9		132.66	13.84		

Interpretation of t

i) EG- Arts and CG- Arts

The obtained t=4.47 which is more than the tabulated value of t=2.66 at 0.01 level of significance. This shows that there is significant difference in the mean ARS of the pre-service teachers of the EG and CG on the basis of FOG.

The mean ARS of pre-service teachers from arts faculty of EG are significantly higher than those of the arts faculty from CG.

ii) EG- Commerce and CG- Commerce

The obtained $t=1.30$ which is less than the tabulated value of $t=2.37$ at 0.01 level of significance. Thus it can be concluded that there is no significant difference in the mean ARS of the pre-service teachers from commerce faculty of the EG and CG.

iii) EG- Science and CG- Science

The obtained $t=3.21$ which is more than the tabulated value of 2.76 at 0.01 level of significance. Therefore it can be stated that there is significant difference in the mean ARS of the pre-service teachers of the EG and CG on the basis of FOG. The mean ARS of pre-service teachers from science faculty of EG are significantly higher than those of the science faculty from CG.

iv) Arts and Science

The obtained $t=1.12$ which is less than the tabulated value of 1.98 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean ARS of the pre-service teachers from the arts and science faculty of graduation.

v) Arts and Commerce

The obtained $t=0.07$ which is less than the tabulated value of 2 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean ARS of the pre-service teachers from the arts and commerce faculty of graduation.

vi) Science and Commerce

The obtained $t=0.74$ which is less than the tabulated value of 2.02 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean ARS of the pre-service teachers from the science and commerce faculty of graduation.

Conclusion:

- (a) The mean ARS of pre- service teachers from the experimental group is significantly greater than that of the pre-service teachers in the control group in all the three faculties of graduation i.e. arts, commerce and science. This means that the positive education programme is effective for students from all the three streams of graduation.
- (b) There is no significant difference in the mean ARS of pre- service teachers on the basis of faculty of graduation. This indicates that the programme is effective for all the students irrespective of their faculty of graduation.
- (c) The mean ARS of pre-service teachers from arts and science faculty of graduation of the EG is significantly higher than the pre-service teachers from arts and Science faculty of graduation respectively of the CG. However there is no significant difference in the mean ARS of the pre-service teachers from the commerce faculty of graduation.
- (a) There is no significant difference in the mean ARS of pre- service teachers from arts, commerce and science faculty of graduation.

Figure 2 shows the bar graphs of mean ARS by treatment and FOG.

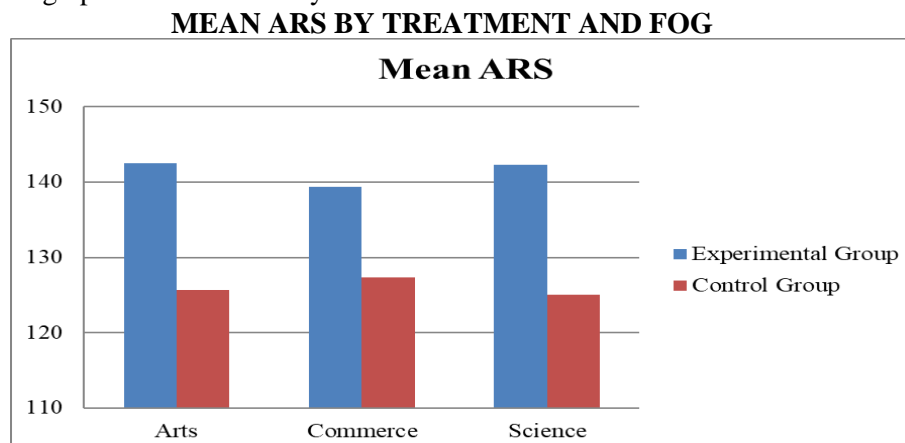


FIGURE 2

b) Psychological Well- being

Table 4 shows adjusted mean PWBS by treatment and FOG

TABLE 4
MEAN PWBS BY TREATMENT AND FOG

Group/ FOG	EG	CG	Total
Arts	203.74	177.68	189.05
Commerce	199.87	180.12	188.90
Science	206.40	180.91	197.91
Total	204.53	178.65	191.86

Table 5 shows ANCOVA for mean PWBS by treatment and FOG.

TABLE 5
ANCOVA FOR MEAN PWBS BY TREATMENT AND FOG

Sources of variation	SS	df	MS	F	P
Treatment	15303.75	1	15303.75	37.56	<0.001
FOG	1598.22	2	799.11	1.96	0.147
Interaction effect	-1352.54	2	-676.27	-1.66	<0.001
Error	35447.71	87	407.44		

- (i) Treatment effect: Table 17 shows that the F- ratio is 37.56 which is significant (P < 0.001). Hence the null hypothesis is rejected with reference to the effect of PEP on PWBS.
- (ii) FOG: The F- ratio for FOG effect is not significant. Hence the null hypothesis is accepted with respect to the effect of FOG on PWBS.
- (iii) Interaction effect: The preceding table shows that the F- ratio for interaction effect is -1.66 which is significant (P < 0.001) is. Hence the null hypothesis is accepted with reference to the interaction effect for PWBS.

Figure 3 shows interactive effect of treatment and FOG on PWBS.

Since the interaction effect for PWBS by treatment and FOG is significant, the t-test is applied for further analysis as shown in table 6. The t-test has been used to determine which group of FOG differ significantly.

The following table gives the numerical data and level of significance for computing mean differences in PWBS of pre-service teachers by treatment and FOG.

TABLE 6
NUMERICAL DATA AND LEVEL OF SIGNIFICANCE FOR
MEAN DIFFERENCES IN PWB SCORES BY TREATMENT AND FOG.

No.	Group	N	df	Mean	SD	t-ratio	l.o.s
1	EG- Arts	24	53	203.74	20.19	4.75	0.01
	CG- Arts	31		177.68	20.19		
2	EG- Commerce	4	7	199.87	20.19	1.46	NS
	CG- Commerce	5		180.12	20.19		
3	EG- Science	20	28	206.40	20.19	3.26	0.01
	CG- Science	10		180.91	20.19		
4	Arts (Total)	55	83	189.05	20.19	1.93	NS
	Science (Total)	30		197.91	20.19		
5	Arts (Total)	55	62	189.05	20.19	0.20	NS
	Commerce (Total)	9		188.90	20.19		
6	Science (Total)	30	37	197.91	20.19	1.17	NS
	Commerce (Total)	9		188.90	20.19		

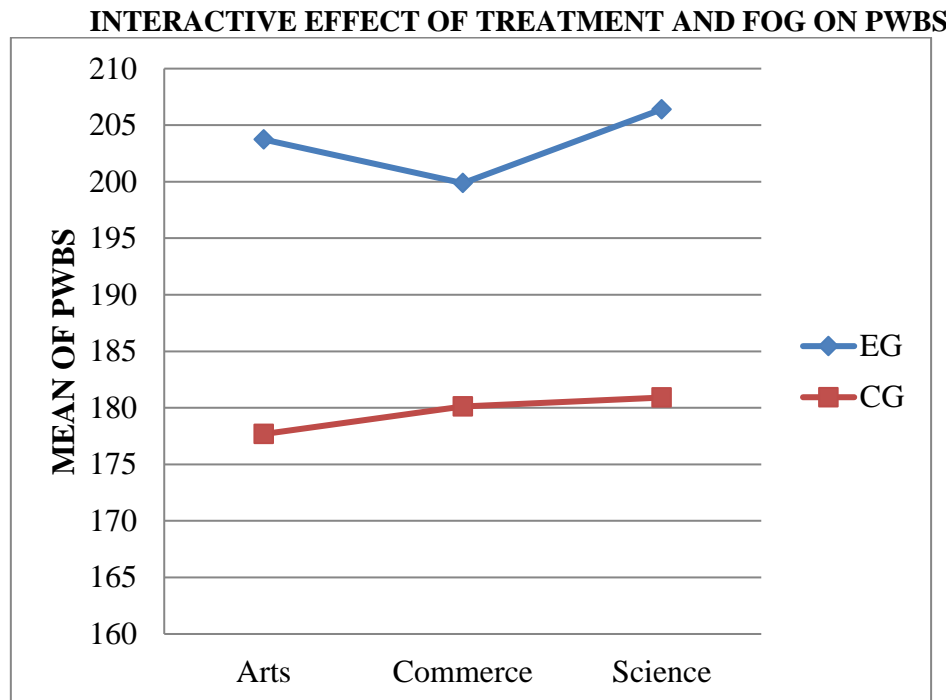


FIGURE 3

Interpretation of t

i) EG- Arts and CG- Arts

The obtained $t=4.75$ which is more than the tabulated value of $t=2.66$ at 0.01 level of significance. This shows that there is significant difference in the mean PWBS of the pre-service teachers of the EG and CG on the basis of FOG. The mean PWBS of pre-service teachers from the arts faculty of EG are significantly higher than those of the arts faculty from CG.

ii) EG- Commerce and CG- Commerce

The obtained $t=1.46$ which is less than the tabulated value of $t=2.37$ at 0.05 level of significance. Thus it can be concluded that there is no significant difference in the mean PWBS of the pre-service teachers from the commerce faculty of the EG and CG.

iii) EG- Science and CG- Science

The obtained $t=3.26$ which is more than the tabulated value of 2.76 at 0.01 level of significance. Therefore it can be stated that there is significant difference in the mean PWBS of the pre-service teachers of the EG and CG on the basis of FOG. The mean PWBS of pre-service teachers from the science faculty of EG are significantly higher than those of the science faculty from CG.

iv) Arts and Science

The obtained $t=1.93$ which is less than the tabulated value of 1.98 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean PWBS of the pre-service teachers from the arts and science faculty of graduation.

i) Arts and Commerce

The obtained $t=0.20$ which is less than the tabulated value of 2 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean PWBS of the pre-service teachers from the arts and commerce faculty of graduation.

ii) Science and Commerce

The obtained $t=1.17$ which is less than the tabulated value of 2.02 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean PWBS of the pre-service teachers from the science and commerce faculty of graduation.

Conclusion:

(b) The mean PWBS of pre- service teachers from the experimental group is significantly greater than that of the pre-service teachers in the control group in all the three faculties of graduation i.e. arts, commerce and science.

- (c) There is no significant difference in the mean PWBS of pre- service teachers on the basis of faculty of graduation. This states that the positive education programme is effective for all the students graduating from arts, commerce and science faculty.
- (d) There is significant difference in the mean PWBS of pre- service teachers from arts and science faculty of graduation. The mean PWBS of pre-service teachers from arts and science faculty of graduation of the EG is significantly higher than the pre-service teachers from arts and science faculty of graduation respectively of the CG. However there is no significant difference in the mean PWBS of pre- service teachers from commerce faculty of graduation of the EG and CG.
- (e) There is no significant difference in the mean PWBS of pre- service teachers from arts, commerce and science faculty of graduation.

Figure 4 shows the bar graphs of mean PWBS by treatment and FOG.
MEAN PWBS BY TREATMENT AND FOG

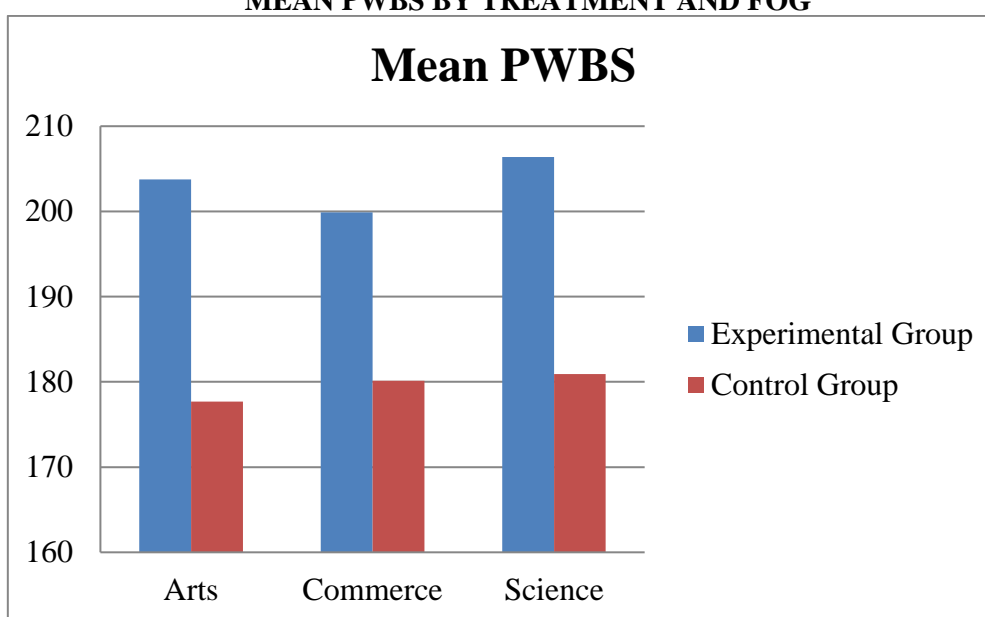


FIGURE 4

c) Teacher Self- efficacy

Table 7 shows adjusted mean TSES by treatment and FOG

TABLE 7
MEAN TSES BY TREATMENT AND FOG

Group/ FOG	EG	CG	Total
Arts	191.06	172.10	180.37
Commerce	185.20	168.48	175.91
Science	187.11	174.31	182.84
Total	188.92	172.19	180.73

Table 8 shows ANCOVA for mean TSES by treatment and FOG.

TABLE 8
ANCOVA FOR MEAN TSES BY TREATMENT AND FOG

Sources of variation	SS	df	MS	F	P
Treatment	6073.02	1	6073.02	13.02	0.0005
FOG	340.93	2	170.46	0.37	0.6918
Interaction effect	-6.8	2	-3.4	-0.01	<0.001
Error	40584.99	87	466.49		

- (i) Treatment effect: From the table 6.23 it can be said that the F- ratio is 13.02 which is significant (P< 0.001). Hence the null hypothesis is rejected with reference to the effect of PEP on TSES.

- (ii) FOG: The F- ratio for FOG effect is not significant. Hence the null hypothesis is accepted with respect to the effect of FOG on TSES.
- (iii) Interaction effect: The preceding table shows that the F- ratio for interaction effect is -0.01 which is significant ($P < 0.001$). Hence the null hypothesis is rejected with reference to the interactive effect for TSES.

Figure 5 shows interactive effect of treatment and FOG on TSES.

Since the interaction effect for TSES by treatment and FOG is significant, the t-test is applied for further analysis as shown in table 9. The t-test has been used to determine which group of FOG differ significantly.

The following table gives the numerical data and level of significance for computing mean differences in TSES of pre-service teachers by treatment and FOG.

TABLE 9
NUMERICAL DATA AND LEVEL OF SIGNIFICANCE FOR
MEAN DIFFERENCES IN TSES BY TREATMENT AND FOG.

No.	Group	N	df	Mean	SD	t-ratio	l.o.s
1	EG- Arts	24	53	191.06	21.60	3.23	0.01
	CG- Arts	31		172.10	21.60		
2	EG- Commerce	4	7	185.20	21.60	1.15	NS
	CG- Commerce	5		168.48	21.60		
3	EG- Science	20	28	187.11	21.60	1.20	NS
	CG- Science	10		174.31	21.60		
4	Arts (Total)	55	83	180.37	21.60	0.50	NS
	Science (Total)	30		182.84	21.60		
5	Arts (Total)	55	62	180.37	21.60	0.57	NS
	Commerce (Total)	9		175.91	21.60		
6	Science (Total)	30	37	182.84	21.60	0.84	NS
	Commerce (Total)	9		175.91	21.60		

INTERACTIVE EFFECT OF TREATMENT AND FOG ON TSES

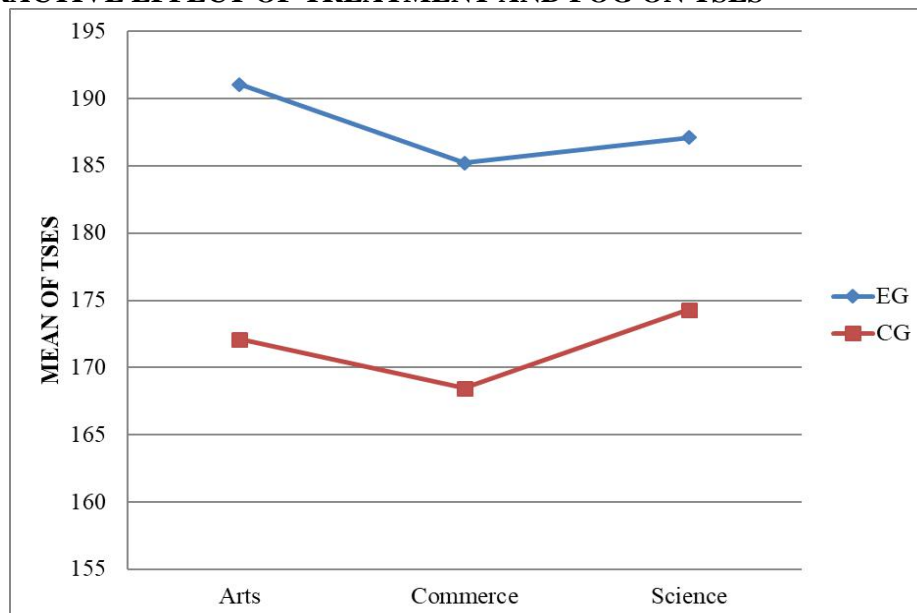


FIGURE 5

Interpretation of t

i) EG- Arts and CG- Arts

The obtained $t=3.23$ which is more than the tabulated value of $t=2.66$ at 0.01 level of significance. This shows that there is significant difference in the mean TSES of the pre-service teachers of the EG and CG on the basis of FOG. The mean TSES of pre-service teachers from arts faculty of EG are significantly higher than those of the arts faculty from CG.

ii) EG- Commerce and CG- Commerce

The obtained $t=1.15$ which is less than the tabulated value of $t=2.37$ at 0.05 level of significance. Thus it can be concluded that there is no significant difference in the mean TSES of the pre-service teachers from commerce faculty of the EG and CG on the basis of FOG.

iii) EG- Science and CG- Science

The obtained $t=1.20$ which is less than the tabulated value of 2.05 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean TSES of the pre-service teachers from the science faculty of the EG and CG on the basis of FOG.

iv) Arts and Science

The obtained $t=0.50$ which is less than the tabulated value of 1.98 at 0.05 level of significance. Thus it can be stated that there is no significant difference in the mean TSES of the pre-service teachers from the arts and science faculty of graduation.

v) Arts and Commerce

The obtained $t=0.57$ which is less than the tabulated value of 2 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean TSES of the pre-service teachers from the arts and commerce faculty of graduation.

vi) Science and Commerce

The obtained $t=0.84$ which is less than the tabulated value of 2.02 at 0.05 level of significance. Therefore it can be stated that there is no significant difference in the mean TSES of the pre-service teachers from the science and commerce faculty of graduation.

Conclusion

- (a) The mean TSES of pre- service teachers from the experimental group is significantly greater than that of the pre-service teachers in the control group in all the three faculties of graduation i.e. arts, commerce and science. That means the Positive Education Programme is effective in developing the teacher self- efficacy of pre-service teachers.
- (b) There is no significant difference in the mean TSES of pre- service teachers on the basis of faculty of graduation. This states that positive education programme is effective in enhancing the teacher self- efficacy of pre-service teachers graduating from all the three streams viz. arts, commerce as well as science faculty.
- (c) There is a significant difference in the mean TSES of the pre-service teachers from the arts faculty of graduation. The mean TSES of pre-service teachers from arts faculty of graduation of the EG is significantly higher than the pre-service teachers from arts faculty of graduation of the CG. However there is no significant difference in the mean TSES of the pre-service teachers from the commerce and science faculty of graduation of the EG and CG.
- (d) There is no significant difference in the mean TSES of pre- service teachers from the arts, commerce and science faculty of graduation.

11. CONCLUSION :

There is no significant effect of faculty of graduation on academic resilience, psychological well- being and teacher self- efficacy. This implies that the positive education intervention programme is effective in enhancing the academic resilience, psychological well- being and teacher self- efficacy of the students coming from the arts, commerce and science faculty of graduation.

However the interaction effect of treatment and FOG is significant for ARS, PWBS and TSES. This implies that the pre-service teachers from arts, commerce and science faculty from EG and CG differ significantly. Therefore t-test was applied and it was found that the pre-service teachers from arts and science faculty from EG score higher on ARS and PWBS whereas there is no significant difference in the ARS and PWBS of the pre-service teachers from the commerce faculty of graduation. The pre-service teachers from the arts faculty of EG score higher on TSES than the pre-service teachers from arts faculty of CG. However there is no significant difference in the TSES of the pre-service teachers from the commerce and science faculty of graduation.

Figure 6 shows the bar graphs of mean TSES scores by treatment and FOG.

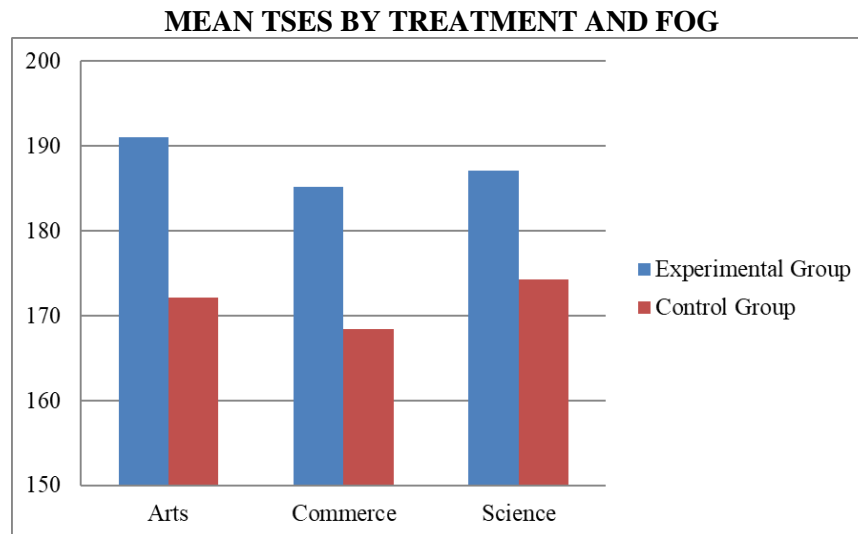


FIGURE 6

12. DISCUSSION:

The pre- service teachers in the experimental group pertained to three faculties of graduation viz. arts, commerce and science. The positive education intervention programme has been found effective in enhancing the academic resilience, psychological well- being and teacher self- efficacy of pre-service teachers across all the three faculties of graduation. The pre-service teachers from the experimental group were trained in skills like thinking with growth mindset, positive self- acceptance, building positive relationships, enhancing positive emotions, activating strengths, active constructive responding, respectful engagement, developing a positive circle of influence, etc. All these activities helped the pre-service teachers to enhance their resilience skills, well- being and confidence in their abilities in general and particularly as teachers.

This implies that the programme can be effective for students coming from any of the three faculty of graduation.

The findings of this hypothesis also implies that the pre-service teachers from arts, commerce and science faculty of EG have scored higher on AR, PSW and TSE as compared to the pre-service teachers from all the three faculties of education from the CG. This could be because of the experimental group was exposed to the positive education programme of 30 hours. This program gave them an exposure to practice various skills in their life situations. Such experiences would have contributed in enhancing their resilience, psychological well-being and teacher self-efficacy.

The findings reveal that there is no significant difference in the ARS, PWBS as well as TSES of pre-service teachers from the commerce faculty of graduation.

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