

# A Study of Resilience among Primary School Teachers

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**Abstract:** *In the field of education Resilience plays a very important role. It is a process of adapting successfully to any challenges a person experience in his/her own life. Etymologically the word 'Resilience' comes from the Latin word 'resilio' (to spring back). Teachers have a vital role in modern society and they have bigger commitments in the profession. They have increased responsibility to mould the future generation especially small children. Now a days the responsibility of teachers have increased a lot. Since primary education is very important, teachers who teach primary classes should be able to adapt to adverse situations faced by them and could accomplish their work and life roles successfully. Only a resilient teacher could impart better education to small children. On the basis of different researches it has been found that Resilience an important trait plays have a great influence in a teacher's life. The literature review has covered the scholarships of last eighteen years from 2005 to 2022.*

**Keywords:** Trait, Resilience, Reviews Literature

## 1. Introduction

Researchers have found that Resilience plays a very important role in an individual. This important trait helps the individual to face challenges in life and adjust to the adverse situations in life. So Resilience has an important role in our modern educational system. Since teachers have a pivotal role in the education system, it becomes an important trait among teachers. They face many challenging circumstances in professional as well as personal life. Teachers have to deal with children who come from socially and economically backward condition. A teacher has to give attention to all the children in his/her classroom. Only a resilient teacher could survive in adverse situation and keep balance between work and life roles. It is an ability to bounce back from negative situations which is an essential character needed to the teacher. Effective and dedicated work of a teacher leads to the success of the educational programs and help students lead a successful life in society.

## 2. Review of Literature

The study conducted by Tait, M. (2005) on resilience and new teacher success found out that the factors that constitute resilience is positive relationships with other people that mean students, parents, colleagues and administrators. Another element that fosters resilience in early career teachers are collegial and supportive teacher preparation.

Classroom concerns such as class management, student motivation, planning and organization, have to be effectively addressed to help improve new teachers' confidence and sense of efficacy. Induction programs should be put in place to motivate new teachers to practice their communication, social and personal skills. A strong mentorship relation is also important to help an early career teacher improve their resilience. A supportive school culture where collaboration, active participation, and critical thinking are encouraged is

another important factor that increases teachers' capacity to be resilient after a setback.

Davison, K. M. (2006) has done a study on Teacher resilience promotion: A pilot program study. The results showed that, although the effectiveness of the workshop on the participants' resilience could not be established, 90% of the participants said they would recommend the resilience workshop to others and 85% of the participants rated the skills as sufficiently useful. To conclude, priority should be given to psychologists in helping teachers build resilience through training workshops.

Muller, S. M., Gorrow, T. R., & Fiala, K. A. (2011) aimed to study considering protective factors as a tool for teacher resiliency. The findings showed that, while six factors in Henderson's model were contended to make an equal contribution to the establishment of teacher resilience, the current study found they were unequally associated with teacher resilience. Henderson (2003) was proved to be present, items proposed to represent certain protective factors were found to be invalid and had to be renamed. The importance of positive relationships and interactions with colleagues as well as knowing how to fit into the workplace culture and school structure to withstand adversity by teachers is highlighted in the study. . As a conclusion, the researchers suggested that schools should introduce social networking into school settings to encourage teacher interaction.

Vassar, L. (2011) conducted analysis of educator resiliency within a rural public secondary setting. This study identified organizational, environmental, and individual stressors so as to develop appropriate methods to improve teacher resiliency. Teaching is a challenging profession with many stressors, among which are lack of parental co-operation, adequate resources, or administrative support. The findings indicated that the burnout rate among the population was

high despite the teachers' teaching styles, i.e. "professional, traditional, formal" or "warm, supportive, facilitator".

Hong, J. Y. (2011) conducted a study on why do some beginning teachers leave the school and others stay? Understanding the resilience through psychological lenses. This study explored differences between leavers and stayers in terms of the process of their resilience responses. This study employed semi-structured interviews for seven leavers and seven stayers who had teaching experiences of less than five years. The findings showed that both leavers and stayers had intrinsic interests in working as a teacher and both groups identified similar challenges of working as a teacher, such as classroom management and effective delivery of lessons. The current study provides meaningful insight about challenges, beginning teacher's face, their needs and better ways to prepare and train them.

A study was conducted on the role of relational resilience in teachers' career-long commitment and effectiveness by Qing (2013). The empirical basis of the paper draws upon analysis of twice yearly semi-structured face-to-face interview data from 300 teachers in different phases of their careers in 100 primary and secondary schools in England over a consecutive three year period. Through these analyses, the paper contributes additional empirical evidence to the emerging but still limited literature on the factors which influence teachers' capacity to be resilient. The paper concludes findings for the quality retention of teachers.

Beltman, Susan; Mansfield, Caroline F; Harris, Annabelle (2016) took a study on Quietly Sharing the Load? The Role of School Psychologists in Enabling Teacher Resilience, Teacher resilience is associated with positive student outcomes and plays an important role in teacher retention and well-being. School atmosphere can enable the resilience of teachers, with earlier research mentioning the importance of supportive colleagues, strong leadership, and positive school culture. This exploratory study research finding indicated that school psychologists, directly and indirectly, support teacher resilience, although teachers perceive school psychologists' main role as work with individual students.

Ravindranath K Murthy (2017) investigated resilience and classroom management of secondary school teachers. The result indicated that there is a positive relationship between resilience and classroom management.

Vasiliki Brouskeli, Vasiliki Kaltsi and Maria Loumakou (2018) focused on resilience and occupational well being of secondary education teachers in Greece. They pointed out the result that there is a significant difference between the two genders and also revealed significant differences in teachers who had received a second undergraduate qualification. The average rank of the woman was higher than that of man. There is no significant difference between the age group, the years of experience and school type. The result also explored that teacher resilience correlates positively and significantly with the overall score of occupational well being.

In an exploratory study conducted by Polat and Iskender (2018) on teachers' resilience in relation to job satisfaction,

burnout, organizational commitment and perception of organizational climate among 581 teachers revealed a significant negative relationship between teachers' resilience level and burn out and significant positive relationship between teachers' resilience level and organizational commitment, job satisfaction and perception of organizational climate.

Wingerden, J. V. (2019) conducted a study on meaningful work and resilience among teachers: the mediating role of work engagement and job crafting. Data was collected among a group of Dutch teachers working in primary schools. The result was that work engagement and job crafting fully mediated the relationship between meaningful work and teacher's resilience. The study may be useful for the deliberate cultivation of teachers' resilience and may help them to stay active in their demanding profession.

Platsidou & Daniilidou (2020), conducted a study on applying 'Teachers' Resilience Scale' to test the relationship of resilience with age and teaching experience among 212 Greek secondary education teachers (111 females, aged 21-63 years) found that older and more experienced teachers can act as mentors for young and / or pre-service peers to support their resilience in stressful situations

In a study conducted on mediator role of resilience in the relationship between social support and work life balance by Kose, Baykal and Bayat (2021) among 434 volunteer participants working in the service sector in the Kocaeli province of Turkey found that resilience had a mediating role in the relationship between social support and work life balance and the three variables were positively related to each other.

A study was conducted by Brils, R. F. (2022) on resilience in teachers: validation of the Spanish version of the CD-RISC10 (c) scale in early childhood, primary and special education. The aim was to analyse the psychometric properties of the Spanish version of Connor and Davidson's 10 item resilience scale [CD-RISC 10 (c)] in a sample of 290 teachers. The results obtained in this work support the use of the scale for the assessment of resilience in teachers of Infant, Primary and special education is considered very useful, not only to know their degree of resilience but also to assess the effectiveness of training programs.

An investigative study by Zhang, L. (2022) on effect of perceived social support on psychache: mediating effect of psychological resilience conducted among 430 teachers including teachers from universities, middle schools and primary schools in some provinces in China found that perceived social support not only is an important factor that influences teachers' psychache directly but can also influence the psychache of teachers indirectly through psychological resilience.

### 3. Discussion

The research on resilience mainly focuses among secondary school and collegiate education. Only some researches have been conducted among primary school teachers. Most of the studies have been conducted in western countries and only

less from India. The study highlighted the importance of positive relationships and interactions with colleagues as well as knowing how to fit into the workplace culture and school structure in helping teachers withstand adversity. There is positive relationship between resilience and classroom management. The role of older and more experienced teachers who can act as mentors for young peers to support their resilience in stressful situations is important. It was found that a supportive school culture where active participation and critical thinking are encouraged which increases teachers capacity to be resilient. Moreover resilience had a mediating role in relationship between social support and work-life balance and the three variables were positively related to each other. It can be concluded that resilience is a very important trait for a teacher since a teacher plays a pivotal role in the life of a student. Supportive school environment and knowing how to fit into workplace culture and school culture helps a teacher to face adverse situations and be resilient which is essential in the present educational system.

#### Importance of the study:

- Resilience helps a teacher to overcome from negative circumstances which is helpful for them.
- It is helpful for all the teachers who teaches from primary to college students.
- In the present education system Resilience have a very important role.
- Only a resilient teacher could impart knowledge to children and mould the future generation.
- Colleagues, society and community play a vital role in developing this skill in teachers.

#### 4. Conclusion

Being resilient is an essential trait which helps a person to tackle adverse situations. This trait plays a very important role among teachers who are the pillars of educational system. Only a resilient teacher could help students to acquire this quality and impart quality education to all under any negative circumstances. From the studies conducted it is clearly understood that positive relationships with other people that means students, parents, colleagues and administrators can foster resilience. Primary teachers have to be resilient since education starts from primary classes but only few studies dealt with primary teachers especially in India. This is why the researcher is encouraged to do this research and it is a need to develop resilience among primary teachers. The insights provided from other researches may be helpful for the deliberate cultivation of teachers' resilience and may help them to stay enthusiastic in their meaningful but demanding profession.

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