

Resilience and Perceived Organizational Support as Predictors of Psychological Well-Being among School Teachers

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Abstract: *Teacher well-being is an important concern because teachers work within demanding professional, interpersonal and organizational environments. The present study examined whether resilience and perceived organizational support significantly predict psychological well-being among school teachers. A quantitative, cross-sectional correlational and predictive design was used. Data were collected from 110 school teachers through a structured online questionnaire. Resilience was assessed using the six-item Brief Resilience Scale, perceived organizational support using a nine-item shortened measure of perceived organizational support, and psychological well-being using the eight-item Flourishing Scale. Descriptive statistics, internal consistency reliability, Pearson product-moment correlations and multiple linear regression were used for analysis. The Brief Resilience Scale showed acceptable internal consistency (Cronbach's $\alpha = .728$), while the perceived organizational support measure ($\alpha = .866$) and Flourishing Scale ($\alpha = .938$) demonstrated high internal consistency in the present sample. Resilience was positively related to psychological well-being, $r = .387, p < .001$, and perceived organizational support was also positively related to psychological well-being, $r = .447, p < .001$. Resilience and perceived organizational support were positively correlated, $r = .366, p < .001$. Multiple regression indicated that the two predictors jointly explained 25.7% of the variance in psychological well-being, $F(2, 107) = 18.552, p < .001$. Both resilience ($B = 2.737, p = .005$) and perceived organizational support ($B = 2.225, p < .001$) made significant positive contributions to the prediction of psychological well-being. The findings support an integrated personal-and-organizational resource perspective and have implications for counseling psychology, school leadership and teacher-support practices. Because the study was cross-sectional, the findings indicate statistical prediction and association rather than causation.*

Keywords: resilience; perceived organizational support; psychological well-being; school teachers; flourishing; counseling psychology

1. Introduction

Teacher well-being is increasingly considered a multidimensional concern that extends beyond the absence of distress to include positive functioning, meaningful engagement, supportive relationships, competence, optimism and a sense of purpose. Recent systematic evidence indicates that teacher well-being research is conceptually and methodologically diverse, with growing emphasis on positive-psychology perspectives and on factors operating at both personal and contextual levels (Gámez-Genovart et al., 2025).

The teaching profession places individuals in sustained interpersonal and organizational contexts. Teachers manage instructional responsibilities, classroom interactions, assessment, administrative expectations, changing educational requirements and substantial emotional labour. These demands make it important to examine resources that may support adaptive functioning rather than focusing exclusively on occupational strain.

Resilience represents one such personal resource. The Brief Resilience Scale conceptualizes resilience in terms of the capacity to recover or bounce back from stress. Recent review evidence indicates that teacher resilience is complex and context-dependent, shaped by personal competence and coping as well as social support, school culture and administrative support (Munzero et al., 2026).

Perceived organizational support (POS) represents a complementary contextual resource. Organizational support theory proposes that employees form general beliefs about whether their organization values their contributions and cares about their well-being (Eisenberger et al., 1986). In schools, such perceptions may include whether teachers feel that their work is valued, their concerns are considered and assistance is available when difficulties arise.

The present study brings these personal and contextual resources together within the Job Demands–Resources (JD-R) perspective. The JD-R model distinguishes between job demands that require sustained effort and resources that can facilitate goal attainment, motivation and well-being (Bakker & Demerouti, 2007). A recent meta-analysis of teacher well-being similarly found positive relationships between job resources, personal resources and teacher well-being (Li et al., 2025).

Psychological well-being in the present study was operationalized through the Flourishing Scale, which captures purpose, relationships, engagement, contribution, competence, optimism and respect (Diener et al., 2010). This operationalization is distinct from the multidimensional Ryff model and reflects the actual measure used in the present data collection.

Against this background, the study examines whether resilience and perceived organizational support are statistically associated with and jointly predict psychological

well-being among school teachers. The predictive terminology is statistical rather than causal because the study uses a cross-sectional design.

2. Review of Literature and Research Gap

Research on teacher resilience increasingly emphasizes that adaptive functioning develops through interactions between personal and contextual resources. Lu et al. (2024), in a systematic review of 54 studies, examined teacher resilience through the JD-R framework and highlighted the importance of resource factors alongside demands.

The systematic review by Munezero et al. (2026) synthesized 52 studies and identified protective factors across individual and contextual domains, including personal competence and coping, psychological and emotional resilience, professional competence and motivation, social support and interactions, and adaptability and adjustment.

POS has its theoretical foundation in organizational support theory. Eisenberger et al. (1986) proposed that employees develop a general perception concerning the extent to which the organization values their contributions and cares about their well-being. In educational contexts, organizational support can be reflected in recognition, concern for teacher welfare, responsiveness to problems and willingness to assist teachers in performing their roles.

Gámez-Genovart et al. (2025) reviewed 45 studies published between 2020 and 2025 and noted substantial conceptual and methodological fragmentation in teacher well-being research. Their review also emphasized the importance of examining contextual and organizational factors alongside individual-level variables.

Kamboj and Garg (2021), studying Indian school teachers, reported the relevance of emotional intelligence and resilient character traits to psychological well-being. The present study extends this line of inquiry by combining an individual resilience measure with a measure of perceived organizational support and examining their joint statistical contribution to flourishing.

Research gap. Although prior literature has examined teacher resilience, organizational support and well-being, fewer studies in the present context bring a personal resource and an organizational resource together in a single predictive model using a concise positive well-being outcome. The present study addresses this gap by examining resilience and POS simultaneously as statistical predictors of psychological well-being among school teachers.

3. Aim, Objectives and Hypotheses

3.1 Aim

To examine whether resilience and perceived organizational support predict psychological well-being among school teachers.

3.2 Objectives

- To assess the level of resilience among school teachers.
- To assess the level of perceived organizational support among school teachers.
- To assess the level of psychological well-being among school teachers.
- To examine the relationship between resilience and psychological well-being among school teachers.
- To examine the relationship between perceived organizational support and psychological well-being among school teachers.
- To examine whether resilience and perceived organizational support significantly predict psychological well-being among school teachers.

3.3 Hypotheses

- H1: There will be a significant positive relationship between resilience and psychological well-being among school teachers.
- H2: There will be a significant positive relationship between perceived organizational support and psychological well-being among school teachers.
- H3: Resilience and perceived organizational support will significantly predict psychological well-being among school teachers.

4. Method

The study followed a quantitative approach because the variables were operationalized through standardized self-report measures and analyzed numerically. The cross-sectional design permitted assessment of the variables at one point in time, while the correlational and predictive components allowed examination of relationships and the combined statistical contribution of the two predictors.

4.1 Research Design

A quantitative, cross-sectional correlational and predictive research design was employed. The design was appropriate for examining associations among resilience, perceived organizational support and psychological well-being and for estimating the statistical contribution of the two predictor variables to psychological well-being.

4.2 Participants and Sampling

The sample consisted of 110 school teachers. Participants were recruited through accessible professional and educational networks using a non-probability sampling approach. Participation was voluntary and responses were collected through an anonymous online questionnaire. No names, email addresses, school names, telephone numbers or other directly identifying information were requested.

Characteristic	Category	n	%
Age	21–30 years	29	26.4
	31–40 years	42	38.2
	41–50 years	29	26.4
	51–60 years	10	9.1
Gender	Female	85	77.3
	Male	25	22.7
Teaching experience	Less than 5 years	24	21.8
	5–10 years	29	26.4
	11–15 years	28	25.5
	16–20 years	17	15.5
	More than 20 years	12	10.9
School type	Government	12	10.9
	Government-aided	15	13.6
	Private	76	69.1
	International	7	6.4
Teaching level	Primary	47	42.7
	Secondary	47	42.7
	Higher Secondary	9	8.2
	Multiple levels	7	6.4
Professional role	Teacher	77	70.0
	Senior Teacher/Coordinator	28	25.5
	Head/Principal	5	4.5

4.3 Measures

Brief Resilience Scale (BRS). Resilience was measured using the six-item Brief Resilience Scale developed by Smith et al. (2008). Responses were recorded on a five-point scale from 1 (Strongly disagree) to 5 (Strongly agree). Items 2, 4 and 6 were reverse scored and the six items were averaged, with higher scores indicating greater resilience.

Perceived Organizational Support. POS was assessed using a nine-item shortened measure based on the Survey of Perceived Organizational Support. Responses were recorded on a seven-point agreement scale from 1 (Strongly disagree) to 7 (Strongly agree). Items 6 and 8 were reverse scored and the item scores were averaged, with higher scores indicating greater perceived organizational support.

Flourishing Scale. Psychological well-being was assessed using the eight-item Flourishing Scale developed by Diener et al. (2010). Responses were recorded on a seven-point scale from 1 (Strongly disagree) to 7 (Strongly agree). Item scores were summed to obtain a total score ranging from 8 to 56, with higher scores indicating greater flourishing/positive psychological functioning.

Scoring. For the Brief Resilience Scale, items 2, 4 and 6 were reverse scored using 6 – response, and the six item scores were averaged. For the nine-item POS measure, items 6 and 8 were reverse scored using 8 – response, and the nine item scores were averaged. For the Flourishing Scale, the eight item responses were summed to obtain a total score ranging from 8 to 56. Higher scores on all three measures represent more of the construct being assessed.

4.4 Procedure and Ethics

Ethical safeguards included informed consent, voluntary participation, confidentiality and the absence of direct identifiers in the questionnaire. Participants were informed that there were no right or wrong answers and that they could discontinue participation before submission. The

questionnaire did not request names, telephone numbers, email addresses or school-identifying information.

The questionnaire was administered online after presenting participants with study information and an informed-consent statement. Participation was voluntary. The questionnaire did not collect directly identifying information, and participants could discontinue before submission. The study was conducted for academic research purposes. Because participants were recruited through professional and educational networks, care was taken to frame participation as voluntary and to avoid requiring participation.

4.5 Data Analysis

Cronbach's alpha was used to examine internal consistency. Means, standard deviations and observed score ranges summarized the study variables. Pearson product-moment correlations examined bivariate associations. Multiple linear regression was then conducted with psychological well-being as the dependent variable and resilience and perceived organizational support as simultaneous predictors. Statistical significance was evaluated using two-tailed criteria.

Data were analyzed using descriptive statistics, Cronbach's alpha reliability analysis, Pearson product-moment correlations and multiple linear regression. The predictor variables were resilience and perceived organizational support, and psychological well-being was the criterion variable. Statistical significance was evaluated at the .05 level.

5. Results

The final dataset contained 110 complete responses. The results are presented in the following order: sample profile, reliability, descriptive statistics, correlations, regression and hypothesis testing.

5.1 Reliability

Measure	Items	Cronbach's α
Brief Resilience Scale	6	.728
Perceived Organizational Support	9	.866
Flourishing Scale	8	.938

The BRS demonstrated acceptable internal consistency in the present sample ($\alpha = .728$). The POS measure demonstrated high internal consistency ($\alpha = .866$), and the Flourishing Scale demonstrated high internal consistency ($\alpha = .938$).

5.2 Descriptive Statistics

The mean resilience score was 3.30 on the five-point scale, while the mean POS score was 5.00 on the seven-point scale. The mean Flourishing Scale score was 47.76 out of 56. These descriptive values provide an overall profile of the sample and are not clinical cut-offs.

Variable	N	M	SD	Minimum	Maximum
Resilience	110	3.30	0.66	2.00	5.00
Perceived Organizational Support	110	5.00	1.12	1.89	7.00
Psychological Well-being	110	47.76	7.04	14.00	56.00

H1: Positive relationship between resilience and psychological well-being	Supported
H2: Positive relationship between perceived organizational support and psychological well-being	Supported
H3: Resilience and perceived organizational support significantly predict psychological well-being	Supported

5.3 Correlations

Resilience was positively and significantly correlated with psychological well-being ($r = .387, p < .001$). POS was also positively and significantly correlated with psychological well-being ($r = .447, p < .001$). Resilience and POS were positively correlated with one another ($r = .366, p < .001$). The correlations indicate association, not causation.

Variable	1	2	3
1. Resilience	—		
2. Perceived Organizational Support	.366***	—	
3. Psychological Well-being	.387***	.447***	—

*** $p < .001$

Resilience was positively and significantly correlated with psychological well-being, $r = .387, p < .001$. Perceived organizational support was also positively and significantly correlated with psychological well-being, $r = .447, p < .001$. Resilience and perceived organizational support were positively correlated, $r = .366, p < .001$.

5.4 Multiple Linear Regression

The model yielded $R = .507, R^2 = .257$ and adjusted $R^2 = .244$, indicating that the two predictors together accounted for 25.7% of the observed variance in psychological well-being in this sample. Resilience remained a significant predictor after accounting for POS ($B = 2.737, SE = 0.950, t = 2.880, p = .005$), and POS also remained significant ($B = 2.225, SE = 0.565, t = 3.939, p < .001$). The regression equation was $PWB = 27.606 + 2.737(\text{Resilience}) + 2.225(\text{POS})$. These coefficients represent statistical prediction and should not be interpreted as causal effects.

Model	R	R ²	Adjusted R ²	F	p
Resilience + POS	.507	.257	.244	18.552	< .001

Predictor	B	SE	t	p
Constant	27.606	3.415	8.084	< .001
Resilience	2.737	0.950	2.880	.005
Perceived Organizational Support	2.225	0.565	3.939	< .001

The regression model was statistically significant, $F(2, 107) = 18.552, p < .001$, and explained 25.7% of the variance in psychological well-being ($R^2 = .257$; adjusted $R^2 = .244$). Both resilience and perceived organizational support made significant positive contributions to the prediction of psychological well-being. The regression equation was: $\text{Psychological Well-being} = 27.606 + 2.737(\text{Resilience}) + 2.225(\text{Perceived Organizational Support})$.

5.5 Hypothesis Testing

Hypothesis	Result
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6. Discussion

The findings provide convergent evidence for the relevance of both personal and organizational resources to teachers' positive psychological functioning. The positive associations observed for both predictors are consistent with literature that conceptualizes teacher well-being as shaped by interacting individual and contextual factors.

The resilience–well-being association is consistent with the view that the capacity to recover from stress may help teachers maintain effective functioning when they encounter professional demands. The cross-sectional design, however, does not establish the direction of influence.

The POS–well-being association was somewhat stronger than the bivariate association between resilience and well-being. This is compatible with organizational support theory and recent evidence emphasizing contextual resources in teacher resilience and well-being. A school environment in which teachers perceive that their contributions are valued and their welfare is considered may provide a context that supports positive functioning.

The combined regression result is relevant to the study's predictive aim. Both predictors remained statistically significant when entered simultaneously, suggesting that resilience and POS each contributed unique statistical information to the prediction of psychological well-being. The model explained 25.7% of the variance, leaving substantial unexplained variance that may reflect other personal, interpersonal, occupational and contextual factors.

The findings can be interpreted through the JD-R perspective, in which personal resources and job-related resources can coexist and contribute to positive functioning. Recent meta-analytic evidence indicates positive relationships between job resources and teacher well-being and also identifies positive associations involving personal resources (Li et al., 2025).

The present study examined resilience and perceived organizational support as predictors of psychological well-being among school teachers. All three hypotheses were supported. Resilience and perceived organizational support were each positively associated with psychological well-being, and both contributed significantly when entered simultaneously in the regression model.

6.1 Resilience and Psychological Well-being

The significant positive association between resilience and psychological well-being ($r = .387, p < .001$) indicates that teachers who reported greater capacity to recover from stressful experiences also tended to report greater positive psychological functioning. This finding is consistent with

research viewing resilience as an important personal resource in teacher well-being. Resilience may help teachers adapt to professional demands, recover from setbacks and maintain a sense of competence and purpose. The finding is also consistent with systematic reviews emphasizing personal resources as protective factors in teacher resilience (Lu et al., 2024; Munezero et al., 2026).

6.2 Perceived Organizational Support and Psychological Well-being

Perceived organizational support showed a positive relationship with psychological well-being ($r = .447$, $p < .001$), slightly stronger than the bivariate association observed for resilience. Teachers who perceived greater organizational value and concern for their well-being tended to report greater flourishing. This finding is consistent with organizational support theory and with broader evidence that job resources are positively associated with teacher well-being (Eisenberger et al., 1986; Li et al., 2025).

6.3 Combined Contribution of the Predictors

The regression model explained 25.7% of the variance in psychological well-being. Both resilience and perceived organizational support remained significant predictors after accounting for the other variable. This indicates that the two constructs provide related but distinguishable information about teachers' psychological well-being. The findings therefore support an integrated personal-and-organizational resource perspective rather than an exclusively individual explanation of teacher well-being.

6.4 Job Demands–Resources Perspective

The findings can be interpreted through the Job Demands–Resources framework. Teaching involves substantial job demands, while personal and organizational resources can support adaptation, motivation and positive functioning. Resilience can be understood as a personal resource, whereas perceived organizational support represents an organizational resource. The present findings are consistent with recent teacher well-being literature applying a resource-oriented perspective (Granziera et al., 2020; Lu et al., 2024; Li et al., 2025).

6.5 Counseling Psychology Perspective

For school-based practice, the findings suggest that teacher well-being may be supported through complementary individual- and organization-level strategies. Counseling and psychological support programmes can include resilience-building, adaptive coping, strengths identification, reflective practices and stress-management skills. At the organizational level, school leaders can strengthen communication, recognition, access to assistance and opportunities for teachers to express concerns. These are practice implications rather than causal prescriptions.

From a Counseling Psychology perspective, the findings emphasize the importance of strengths, coping resources and supportive environments. Teacher-support initiatives may therefore include resilience-building, stress-management,

emotional-regulation skills, strengths-based counselling, reflective practices and peer support. At the organizational level, counselling professionals and school leaders may collaborate to promote constructive communication, recognition, accessible support and healthy professional relationships. The present cross-sectional findings do not establish that these interventions would cause increases in well-being; they identify resources that were significantly associated with and statistically predictive of well-being in this sample.

7. Strengths of the Study

A strength of the study is the simultaneous examination of a personal resource and an organizational resource in relation to a positive well-being outcome. The study also used established measures, reported internal consistency estimates for the present sample, and applied both bivariate and multivariable analyses. The final sample of 110 teachers provided sufficient observations for the planned two-predictor regression model.

The cross-sectional design prevents conclusions about temporal direction or causality. The use of non-probability sampling limits representativeness and generalizability. The sample included a large proportion of teachers from private schools, and the data were based on self-report measures. The regression model explained 25.7% of the variance, indicating that other relevant factors were not included. The Flourishing Scale provides a global measure of positive psychological functioning rather than separate scores for the six dimensions of Ryff's model; therefore, the present findings should be interpreted specifically as flourishing.

Future studies should use longitudinal or intervention designs, probability or stratified sampling, and broader samples across regions and school systems. Further research may examine burnout, workload, leadership, work engagement, self-efficacy, collegial support and work-family factors. Mixed-method studies may also provide richer understanding of teachers' lived experiences.

8. Implications

The findings have implications for school counsellors, psychologists, school leaders and educational institutions. Counsellors may develop strengths-based programmes that focus on adaptive coping, recovery from stress and psychological resources. School leaders may strengthen practices involving recognition, respect, communication, participation and accessible support. Educational institutions may integrate teacher well-being into staff-development and organizational-health initiatives rather than placing responsibility for well-being entirely on individual teachers.

9. Limitations and Future Directions

An additional limitation is that all measures were self-report instruments, which may be influenced by response tendencies or the immediate context in which participants completed the questionnaire. The sample was obtained through accessible professional and educational networks and therefore may not represent teachers across all regions,

school systems or institutional contexts. The substantial representation of private-school teachers should be considered when interpreting generalizability.

10. Conclusion

The present study found that resilience and perceived organizational support were both positively and significantly related to psychological well-being among school teachers. Both variables also made significant contributions to the prediction of psychological well-being, with the combined model explaining 25.7% of the variance. The findings highlight the importance of viewing teacher well-being through an integrated lens that recognizes both individual psychological resources and organizational conditions. From a Counseling Psychology perspective, supporting teachers should therefore involve both strengthening individual capacities and fostering psychologically supportive work environments. Because the study was cross-sectional, the results should be understood as evidence of association and statistical prediction rather than causal effects.

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