

A STUDY ON RELATION BETWEEN RESILIENCE AND LIFE SATISFACTION AMONG SECONDARY TEACHERS

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ABSTRACT

The progress of any country is dependent on its educational system and the education system will be able to discharge its set functions only when accomplished by right kind of teaching staff. It is the teachers that translate all educational theories into practice making the students learn. As the quality of education to a large extent depends upon the teachers, they, being a corner stone of education, must be satisfied, so that he/she can deliver the best of his/her ability. This study investigates the intricate interplay between resilience and life satisfaction among secondary school teachers, recognizing the pivotal role these factors play in the overall well-being of educators. The teaching profession is known for its inherent challenges, and understanding how teachers navigate and cope with stressors can offer valuable insights for educational institutions and policy makers. The primary objective of this research is to assess the correlation between resilience, defined as an individual's ability to bounce back from adversity, and life satisfaction, a comprehensive measure of one's contentment and fulfillment in various life domains. Quantitative data will be gathered through standardized resilience and life satisfaction scales administered to a diverse sample of secondary school teachers. Statistical analyses will be employed to examine the strength and direction of the relationship between resilience levels and life satisfaction scores. Additionally, demographic variables such as age, experience, and teaching load will be considered to explore potential moderating factors. Thematic analysis will be utilized to extract common themes and patterns emerging from the qualitative data, contributing to a deeper understanding of the mechanisms through which resilience influences life satisfaction. Psychologists believe that resilient individuals are better able to handle adversity and rebuild their lives after a struggle. Resilience contributes to life satisfaction because it enables individuals to maintain a positive outlook even in the face of difficulties. A few studies have been conducted on life satisfaction of teachers in India, which still need to be explored. The findings of this study aim to inform educational policies and interventions that support teachers in cultivating resilience and enhancing overall life satisfaction. By identifying key factors that contribute to or hinder resilience among secondary teachers, educational institutions can implement targeted strategies to promote teacher well-being, ultimately fostering a positive school environment and improving the quality of education.

Keywords: Resilience, Life satisfaction, Education, School and Teachers

Introduction

Satisfaction is pleasurable or positive emotional state. It is mainly concerned more with mind than material things. Our satisfaction depends upon the circumstances, in which we are living. Satisfaction with one's life and environment is very important. It leads to a happy and comfortable life for the person and he or she feels fully confident in dealing with the struggle of life. It is a necessity of a person to be satisfied with his life, so that he can adjust himself according to the need of the society. Life satisfaction depends upon individual's biological, psychological, and social needs. These needs or urges always create tensions in the minds of the individual. As a result, the individual becomes restless and dissatisfied. If the individual succeeds to satisfy these needs he will become happy and well adjusted.

Life Satisfaction

The concept of life satisfaction may be better understood and explained in the way as some philosophers and psychologists have presented their views about good life of man and explicitly focused on those principles through which it can be achieved Russell (1945); Guignon, (1999). Life satisfaction refers to an individual's overall feelings about his or her life. Life satisfaction is a global evaluation rather than one that is grounded at any specific point in time or in any specific domain.

Life Satisfaction in Indian Perspective

The Vedic and Upanishadic seers and sages were fascinated by the quest for ultimate truth. They understood and defined the ultimate truth with reference to that which is permanent (satya) and eternal (nitya) rather than which is momentary (kshanika) and is doomed for destruction (kshara). Within Indian society there are both material and spiritual world views leading to different perspectives: Hedonic, Transcendental and Collective (Kiran Kumar, 2002a b; 2003, 2004).

Resilience

Resilience has been described as a dynamic process where an individual adapts positively to an adversity (Luthar et al., 2000). Resilience is the capacity of a dynamic system to adapt successfully in the context of significant threats to system function, viability, or development (Masten, 2013). Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart.

Although there are different approaches to understanding resilience, in the present study resilience is considered as a trait. According to this approach resilience is a positive personality trait that promotes adaptation (Wagnild and Young, 1993; Connor and Davidson, 2003). In fact, resilience is considered as a series of individual attributes that can facilitate the ability to cope when confronted with stressful life events (Hoge et al., 2007). Based on a multidimensional nature of resilience, Connor and Davidson (2003) explained that there can be different reactions to a stressor. On the one hand, the stressor may represent a chance to grow and increase the person's resilience, and thereby promote a come back to a higher level of balance. Conversely, the individual may have adjustment problems and deploy destructive means to cope with the stressor.

This implies that resilient individuals could maintain their psychological health by buffering negative effects from difficult times.

Resilience and Life Satisfaction

The broaden-and-build theory of positive emotions proposed by a Fredrickson (2001) suggests that positive emotions, including those associated with resilience (e.g., hope, optimism), broaden an individual's thought-action repertoire and build resources that contribute to well-being over time and lead to life satisfaction

Resilience is the ability to adapt and bounce back from adversity. Resilient individuals are better equipped to cope with life's challenges, setbacks, and stressors. Resilient individuals are more likely to find meaning in adversity, learn from their experiences, and grow as a result. Resilience helps prevent prolonged periods of distress, which can negatively impact life satisfaction. Instead, it fosters emotional well-being, a sense of mastery, and the belief that one can overcome obstacles.

Statement of the Problem

A Study on relation between Resilience and Life Satisfaction among Teachers

Need and Significance of the Study

The teacher had no need to worry his head over the mundane necessities of life in the older days, and hence he was free to pursue his quest for knowledge. But in today's life, teaching has become a profession. As we all know, we are living in the world of growing complexities and pressure. The stress related to job of a teacher has become predominant feature of modern era, exerting far reaching effects on total behavior of a person and his adjustment. In contemporary society, more stress comes from the organizations, which pressurize employees to become winner. They are the victims of jealousy and arrogance. Without satisfaction man cannot lead a peaceful and prosperous life in the globalized world. So life satisfaction is the need of the hour. Most of the studies related to life satisfaction have been conducted abroad and are related to life satisfaction of elderly people, handicapped, the sick, nurses, employees or the retired persons and adolescents. The Teachers have comparatively been neglected. A few studies have been conducted on life satisfaction of teachers in India, which still need to be explored. Consequently, the present study is designed to fill the gaps and to study the relationship between resilience and Life satisfaction of teachers. Very little research has been carried out in the Indian context in the relationship between resilience and life satisfaction particularly on secondary school teachers.

Objective of the study

To examine the resilience of teachers in relation to their life satisfaction

Hypothesis

Resilience of teachers is positively related to their life satisfaction.

Operational Definitions:

Secondary school Teachers: Those who are teaching 8th to 10th Class students.

Resilience: Resilience is what gives people the psychological strength to cope with stress and hardship. It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart.

Life satisfaction:

Limitations

1. The study is limited to study of the Resilience and Life satisfaction among School teachers.
2. The study is limited to two districts i.e Hyderabad and Medchal-malkajgiri district.

Reviews Review of related Literature

Resilience has been associated with well-being (Harms et al., 2018), satisfaction with life, affect, self-concept and engagement (Sagone and De Caroli, 2014; Bajaj and Pande, 2016) Rodríguez-Fernández et al., 2016). Likewise, resilience has been found to be related to personal competence, high standards and tenacity; trust in one's instincts, tolerance of negative affect, and strengthening effects of stress; positive acceptance of change, and secure relationships; control; and spiritual influences (Connor and Davidson, 2003).

A study to determine the quality of life, life satisfaction, happiness and demands of work in workers with different work schedules was organized by Kaliterna LL, Prizmic LZ, Zganec N. (2004). Professional workers in social care were the respondents. 311 night shift workers, 207 workers without night shifts and 1210 non-shift workers had participated in the survey. The study did not find any differences in reports of overall happiness, life satisfaction or total quality of life.

Methodology

Research Design:

The study undertaken is a quantitative research study adopting a descriptive research approach. It follows a non-experimental design and utilizes a survey research framework to gather primary data. Psychometrically reliable and valid questionnaires were employed to collect data from the selected teachers.

Population

The population for the present study consists of personnel who are working as teachers employed in schools, particularly in Government and Private Secondary schools located in Hyderabad district and Medchal Malkajgiri District of Telangana State. As per the Telangana Government website, Government of Telangana, there are two thousand eight hundred and eighty five schools in Hyderabad District and there are one thousand one hundred and eighty eight schools located in Medchal-Malkajgiri District. Thus, the population for the present study consists of all these teachers working in these schools located in Hyderabad District and Medchal-Malkajgiri District.

Sample

Thus the sample for the present study comprises of 314, secondary school teachers working in Government schools, Private Schools and Government Aided schools located in Hyderabad District and Medchal-Malkajgiri Districts of Telangana State.

Tools

1. Resilience scale developed by Connor-Davidson (2003): The Resilience Scale prepared by Connor-Davidson (2003) was used in this study. This scale is comprised of twenty-five items. The scale uses a response format which follows a five-point scale, ranging from completely untrue (1) to almost always true (5). This format applies to all twenty-five items. A higher score on this scale

reflects a higher level of resilience. An average of the 25 items for each subject is taken as a score of resilience for each subject.

2. The Life Satisfaction Scale often referred to as the Satisfaction with Life Scale (SWLS), was developed by Ed Diener (1985), a prominent psychologist known for his work in subjective well-being and positive psychology. The life satisfaction scale is a widely used self-report instrument designed to measure an individual's overall life satisfaction and subjective well-being. It's a simple and concise questionnaire consisting of five items. Each item is rated on a 7-point Likert scale, where respondents indicate their level of agreement or disagreement with each statement. Participants are asked to rate each statement on a scale from 1 (Strongly Disagree) to 7 (Strongly Agree)

Pilot Study

This study was undertaken, the initial phase involved evaluating the suitability and pertinence of the resilience scale, psychological empowerment scale, emotional intelligence scale and life satisfaction scale. All the four instruments along with their instructions were personally administered to a sample of 110 teachers. The teachers were asked to identify the items that were not relevant to them and were difficult to follow. They were also requested to identify the items that were not making any sense to them. Most of the teachers expressed satisfaction over the meaning of the items and way they are written and did not express any difficulty.

They were also happy with the Likert type response format available to each item in the scale. Two scales had seven point rating format and they suggested to make the scale as five point along with the other scales of the study. Thus, basing on the feedback of the students on all scale items, all the items were retained in their original form. Based on their feedback the scales having 7 point response format were converted to five point Likert type response format.

Data Collection Procedure

Two scales are used in the present study along with their instructions was printed and bound into a form of a separate booklet. The first page of the booklet had a covering letter, informing briefly about the study and the general instructions to be followed while filling up the questionnaires. The teachers were then requested to indicate their level of agreement with each item by placing the corresponding number in the space provided next to each item.

Data Analysis Strategy

The collected data underwent statistical analysis to fulfill the research objectives. All statistical procedures for this research were executed using the IBM SPSS software. The data were subjected to the subsequent statistical methods

Table 1

Results of Multiple Regression Analysis with Resilience along with control variables Predicting Life Satisfaction.

Variable	F	df	Adj. R2	β	Sig.
Dependent variable Life satisfaction	7.291**	6,307	.125		

Age				.053	.615
Experience				.30	.777
Gender				-.029	.639
Location				.050	.401
Management				.019	.772
Resilience				.239	.000

****p<0.01**

Table 1 provides the outcomes of multiple linear regression analysis where resilience along with control variables are treated as independent variable and life satisfaction is treated as criterions variables. It can be observed from the table that that the F value are found to be significant ($p < .01$) this indicates that there exists a linear relationships between the independent variables and the dependent variables and the data is found to be appropriate for regression. The standardised regression coefficients for the control variables in not found to be significant. This suggest that the control variables do not influence and contribute to life satisfaction. Further the regressions coefficients for resilience is found to be significant ($p < .001$). This indicates that resilience has emerged as a significant predictor of life satisfaction.

Furthermore, resilience is found to be positively and significantly related with related with life satisfaction. Resilience has emerged as a significant predictor of life satisfaction. This indicates that resilience in teachers promotes life satisfaction; teachers high in resilience are likely to have better and higher life satisfaction. The result confirms the hypothesis formulated in the present study “Resilience of teachers is positively related to their life satisfaction”

Resilience equipsteachers with the skills, mindset, and resources to navigate adversity effectively, maintain emotional well-being, and find meaning and happiness in their lives. As a result, resilient teachers have reported higher levels of life satisfaction.

Table 2

Means, Standard Deviations and Correlation Coefficients between Resilience and Life Satisfaction (p<0.001)**

Variables	Mean	SD	Correlation Coefficient	Sig.
Life Satisfaction	3.8803	.6151	.244**	.000
Resilience	3.8818	.60735		

From table 2 it can be observed that the correlation coefficient computed between life satisfaction and resilience is found to be positive and the correlation coefficients is found to be significant ($p < .01$). Resilience is found to be significantly correlated with life satisfaction. These results indicate that there is a significant positive relationship between resilience and life satisfaction of teachers.

To further assess the influence of resilience on the life satisfaction scores of the teachers, the data was subjected to multiple linear regression analysis. Resilience scores along with the control variables were considered as independent variables, life satisfaction scores were considered as dependent variables.

Table 3
Total Effect of Resilience on Life Satisfaction

Total Effect	Effect	SE	t	Sig.	Lower Limit Confidence Interval	Upper Limit Confidence Interval
Total Effect of Resilience on Life Satisfaction	.2470	.0556	4.4409	.0000	.1375	.3564

From table 3 Resilience is found to be positively and significantly related with related with life satisfaction. Results of table 3, suggest that resilience has emerged as a significant predictor of life satisfaction. This indicates that resilience in teachers promotes life satisfaction; teachers high in resilience are likely to have better and higher life satisfaction. These results confirms the third hypothesis formulated in the present study “Resilience of teachers is positively related to their life satisfaction”

Table 4
Direct Effect of Resilience on Life Satisfaction

Direct Effect	Effect	SE	t	Sig.	Lower Limit Confidence Interval	Upper Limit Confidence Interval
Direct Effect of Resilience on Life Satisfaction	.0879	.0681	1.2914	.1975	-.0460	.2218

From table 4 Resilience equip teachers with the skills, mindset, and resources to navigate adversity effectively, maintain emotional well-being, and find meaning and happiness in their lives. As a result, resilient teachers have reported higher levels of life satisfaction.

As the direct effect of resilience on life satisfaction is not found to be significant and the indirect path of resilience on life satisfaction is found to be significant it becomes a case of complete mediation.

Major Findings

Resilience

Resilience of the teachers was found to have significant positive relationships with psychological empowerment. Resilience of teachers was found to have significant positive relationships with all the dimensions of Psychological empowerment – Competence, Meaning, Self-Determination and Impact.

Resilience emerged as a significant predictor of psychological empowerment, and also all the dimensions of psychological empowerment

Resilience of teachers showed a significant positive relationship with life satisfaction, additionally resilience emerged as a significant predictor of life satisfaction.

Life satisfaction

Life satisfaction is a subjective and overall assessment of a person's well-being and contentment with their life as a whole. It reflects an individual's evaluation of their life based on their own criteria, values, and perceptions. Life satisfaction encompasses various aspects of a person's life, including their emotional, cognitive, social, and physical well-being. It is often used as a measure of a person's overall quality of life and happiness.

Life satisfaction is essential for teachers because it not only enhances their own well-being but also has far-reaching effects on job satisfaction, teaching effectiveness, student outcomes, and the overall school environment.

Limitations of the Study

The study is limited to Hyderabad and Medchal-Milkajiri districts of Telangana.

Need for Further Research: While this study sheds light on the association between resilience and life satisfaction among secondary teachers, further research is warranted. Exploring additional factors that contribute to resilience and life satisfaction, longitudinal studies, and interventions to enhance resilience among educators could provide a more comprehensive understanding and effective strategies for improving teacher well-being.

Implications of the study

1. Schools should offer training and workshops on building resilience, stress management, and coping strategies. Provide resources and information on the importance of resilience in the teaching profession.
2. Schools should establish mentorship programs where experienced teachers can provide support and guidance to newer educators. Mentorship fosters a sense of belonging and helps teachers navigate challenges more effectively.
3. Schools should implement formal programs focused on building resilience skills. These programs can include modules on stress reduction, emotional regulation, and positive thinking.

Conclusion

The study underscores the importance of resilience as a significant predictor of life satisfaction among secondary teachers. Recognizing and nurturing resilience within the teaching profession can potentially lead to happier, more satisfied teachers who are better equipped to navigate the challenges of their profession and lead fulfilling lives both inside and outside the classroom.

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