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Examining Nexus between Teachers' Emotional Resilience and Well-being: An Empirical Evidence from Secondary Level

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An Empirical Evidence from Secondary Level**

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Abstract

This study explored the relationship between emotional resilience and well-being among secondary school teachers, with a particular focus on the influence of emotional resilience on overall well-being. A correlational research design was employed, targeting a population of 8,911 secondary school teachers in the Lahore division. Through multi-stage random sampling, a final sample of 395 teachers was selected. Data collection was conducted using two adapted questionnaires, both structured on a five-point Likert scale. The analysis employed inferential statistical techniques, including the Pearson correlation coefficient, one-way ANOVA, independent samples t-test, and linear regression. The findings revealed a significant positive correlation between emotional resilience and well-being, indicating that higher emotional resilience contributes to enhanced well-being among teachers. Furthermore, gender-based analysis identified significant differences in both emotional resilience and well-being. These results underscore the vital role of emotional resilience in promoting teachers’ well-being and highlight the necessity of implementing strategies aimed at strengthening resilience within the teaching profession.

Key Words: Emotional Resilience, Well-being, and Secondary School Teachers

INTRODUCTION

The persistent emphasis of scholars and practitioners on education, especially regarding teachers and their methodologies, arises chiefly from the acknowledgment that society progress depends on a strong educational system. Teachers function as crucial, adaptable agents within this dynamic system, and examining the elements that facilitate their efficacy requires continuous analysis. This study focuses on analyzing the emotional resilience of teachers, defined as their intrinsic capacity to navigate, control, and withstands emotionally demanding situations. Teaching encompasses emotional labor, defined as the regulation of emotions and expressions to conform to organizational standards, especially in interpersonal engagements. Teachers are obligated to not only disseminate knowledge but also to inspire and engage students, including those who exhibit reluctance towards learning (Ahmed, 2018;

Conway & McDonough, 2006). This may create a discrepancy between anticipated feelings and those genuinely felt, leading to emotional dissonance a considerable contributor to stress and burnout among educators. Moreover, educators encounter numerous problems across personal, professional, social, and psychological spheres, such as recurrent misperceptions, emotional strain, exhaustion, waning motivation, and isolation. Meeting both fair and expected behavioral norms requires considerable mental and physical exertion from educators, hence increasing their stress levels and vulnerability to burnout (Beltman, 2021; Zhang & Lu, 2010).

Numerous authors assert that elevated emotional intelligence correlates with enhanced emotional well-being. To mitigate professional burnout, it is essential to focus on emotional intelligence, a quantifiable positive psychological asset and significant non-technical competency (Cao, 2022). The predominant research concerning teachers has concentrated on the influence of emotional intelligence on enhancing good work-related elements such as job satisfaction and engagement, while mitigating adverse work-related components like burnout (Sun et al., 2017; Yin et al., 2013).

Studies indicate a favorable connection between teacher well-being and effective classroom performance. The wellness of educators is connected to self-actualization and job contentment, which aids in lowering mental health issues among teachers and encourages efforts for enhancing schools. Research indicates that enhanced teacher well-being can be achieved via targeted training aimed at promoting collaborative interactions and offering access to social support resources within educational environments (Corrente et al., 2022; Murden, 2018; Munoz, 2019). Studies show that learners pay attention to their teacher's emotional condition. The feelings of teachers impact all aspects of academic success and the classroom atmosphere. This impact might be particularly important during busy or unexpected times, such as changes in teaching personnel, evaluation periods marked by time pressures, demands associated with extracurricular activities, or unforeseen incidents beyond teachers' control. The welfare of teachers, as interconnected individuals within a multifaceted educational system, needs to be recognized, as it greatly influences the quality of teaching (Culshaw & Kurian, 2021; Hascher & Waber, 2021).

Enhancing teachers' emotional, interpersonal, and intercultural skills fosters a welcoming, inclusive, and effective classroom environment, supporting students' growth toward maturity and socialization while emphasizing the importance of respecting and valuing diversity (Iglesias-Diaz & Romero-Pérez, 2021). Furthermore, incorporating emotional intelligence into education strengthens the ability to recognize, understand, and manage emotions, while also establishing a framework that helps individuals within the academic community navigate stress and adapt to educational changes (Nathanson et al., 2016). Consequently, numerous studies highlight the significance of integrating emotional competence training for teachers to enhance teaching strategies and improve instructional outcomes through well-structured educational development programs (Chen & Guo, 2020; Glazzard & Rose, 2020; Van-der-Vyver, 2016).

RESEARCH OBJECTIVES

The objectives of this study were to:

1. Examine the relationship between secondary school teachers' emotional resilience and their well-being.
2. Assess the impact of emotional resilience on the well-being of secondary school teachers.
3. Compare differences in emotional resilience and well-being among secondary school teachers based on gender, job type, teaching experience, academic qualification, professional qualification, and age groups.

RESEARCH QUESTIONS

The research questions guiding this study were as follows:

1. What is the relationship between secondary school teachers' emotional resilience and their well-being?
2. How does emotional resilience influence the well-being of secondary school teachers?
3. What differences exist in teachers' emotional resilience and well-being based on gender, job type, teaching experience, academic qualification, professional qualification, and age groups?

LITERATURE REVIEW

Mansfield et al. (2012) developed a four-dimensional framework that categorizes teacher resilience into four key areas: social, motivational, professional, and emotional resilience. According to Mansfield et al. (2012), the emotional dimension of teacher resilience encompasses "coping with stress, emotional management, and emotional responses to teaching experiences" (p. 362). Hartmann et al. (2020) further emphasize that factors supporting resilience are fundamental to the resilience-building process. Therefore, understanding how teachers' emotional resilience is shaped by their personal traits and workplace environment is essential (Lomas et al., 2023).

It can be difficult to define because wellbeing is a complicated concept (Dodge et al., 2012). It is widely acknowledged in the literature today that the three primary structural features of multidimensionality, dynamic nature, and context dependence serve as the foundation for the conceptualization of wellbeing. Day and Gu (2010) showed how the intricate interplay of situational, professional, and personal elements at particular stages of a participant's life and career creates the well-being of instructors. In their daily lives, people can also feel both positive and unpleasant emotions at the same time (Trampe et al., 2015). Understanding the dynamic nature of teachers' well-being in foreign language classrooms is essential for developing effective intervention strategies and fostering a positive, pro-social learning environment. However, only a limited number of studies have utilized immediate classroom-based approaches to examine two or three specific antecedents of teacher emotions. Additionally, few studies have employed regular assessments to capture the dynamic fluctuations in teachers' well-being (Aldrup et al., 2018; Lavy & Eshet, 2018; Simbula, 2010; Tadic Vujcic et al., 2017). The majority of existing research, however, conceptualizes teachers' well-being as a stable trait rather than a fluctuating state (Dreer, 2023; Hascher & Waber, 2021).

According to psychological theory, well-being is not a constant, unalterable state. According to Yin et al. (2016), it is a broad, positive internal state that may vary as a result of personal or environmental changes. Teacher well-being attracted a lot of study interest because of significant changes in the teaching process and working situations (Sacre et al., 2023). Teachers have to adjust to the new situation and comprehend and accept changes in their work. A teacher's self-perception, mental health, and overall well-being were all affected by this, as were the analysis of "disrupted" old patterns and the need to learn new abilities (such as using information technology) (Sá et al., 2021). A significant body of research has been gathered regarding the complex interactions between teacher resilience and wellbeing. After reviewing 46 papers from 2010 to 2020, Hascher et al. (2021) found four study strands that describe the connections between teacher resilience and well-being. However, it is crucial to emphasize that not enough research has been done on the connections between teachers' emotional resilience and wellbeing. Research demonstrates that job resources support workers in sustaining motivation and work engagement while promoting the well-being of teachers (Benevene et al., 2020; Granziera et al., 2023; Han et al., 2020; Skaalvik & Skaalvik, 2018). These relationships may be more intricate than those that directly link well-being to the personal and professional factors that contribute to it. Chen and Lee's (2022) study In the links between school support and well-being, it was discovered that teachers' emotional resilience had a direct and indirect impact on well-being.

METHODS AND PROCEDURES

RESEARCH DESIGN

The research was conducted within the positivist paradigm (Kumatongo & Muzata, 2021; Phillips et al., 2000). The present investigation was descriptive-correlational, non-experimental, and quantitative in nature.

POPULATION AND SAMPLING PROCEDURE

The term "population" refers to the entire group of respondents from which the study's desired sample is drawn (Hutchings, 2021; Wallen & Fraenkel, 2013). All secondary school teachers in the Lahore division were included in the study's population. On the basis of administration, the Lahore division was split into four districts. A representative sample of the entire population was chosen (Lodico et al., 2010). 8911 secondary school teachers from the Lahore division made up the study's population. There are four districts in the Lahore division. The intended sample was chosen using a multi-stage random sampling process. Out of the four districts in the Lahore division, two districts were chosen at random for the first stage. Using a random sample technique, two tehsils were chosen from each district at the second step. Thirty secondary schools for boys and thirty for girls were chosen from each chosen tehsil for the third round. Lastly, seven secondary school teachers (SSTs) from each chosen school were included in the sample at the fourth stage because the Lahore division is divided into four districts. Since many high schools have a minimum SST strength of seven or eight, seven SSTs were chosen from each school. Thus, 395 secondary school instructors employed in certain secondary schools in the Lahore division made up the study sample.

RESEARCH INSTRUMENTS

To conduct the study, two adapted close-ended questionnaires were utilized. In addition to assessment scales for the study variables, the questionnaire included demographic items related to respondents’ gender, job type, teaching experience, academic qualification, professional qualification, and age groups. Emotional resilience was measured using the Teachers’ Emotional Resilience Scale developed by Mansfield and Wosnitza (2015), while well-being was assessed through the 18-item Teachers’ Well-Being Scale by Zheng et al. (2015). Data collection was carried out through direct postal mail and in-person visits to schools. The collected data were analyzed using inferential statistical techniques, including the Pearson correlation coefficient, independent samples t-test, one-way analysis of variance (ANOVA), and linear regression.

DATA ANALYSIS AND INTERPRETATION

Table 1: Correlation between Emotional Resilience and Teachers’ Well-being

Variables	N	r-value	Sig.
Emotional Resilience and Teachers’ Well-being	395	.848**	.000

** $p < .001$ (2-tailed)

Table 1 illustrates the correlation between teachers’ emotional resilience and well-being, revealing a strong positive relationship ($r = .848^{**}$, $n = 395$, $p < .001$).

Table 2: Gender-Based Comparison of Emotional Resilience and Teachers’ Well-Being

Variables	Gender	N	Mean	SD	t	df	P
Emotional Resilience and	Male	209	139.03	18.09	3.39	373.15	.007
	Female	186	132.43	20.30			
Well-being	Male	209	71.61	10.00	2.87	370.39	.000
	Female	186	68.48	11.42			

As presented in Table 2, an independent samples t-test was conducted to compare the mean scores of teachers’ emotional resilience and well-being across gender. The results indicated a significant difference in emotional resilience and well-being at $p = .05$.

Table 3: Gender-Based Comparison of Emotional Resilience and Teachers’ Well-Being

Variables	Job Type	N	Mean	SD	t	df	P
Emotional Resilience and	Permanent	320	136.33	19.14	.868	393	.134
	Contract	75	134.17	20.62			
Well-being	Permanent	320	70.19	10.87	.924	.207	.924
	Contract	75	69.90	10.50			

As shown in Table 3, an independent samples t-test was conducted to compare the mean scores of teachers’ emotional resilience and well-being based on job type. The results revealed a significant difference in emotional resilience and well-being at $p = .05$.

Table 4: One-Way ANOVA of Emotional Resilience and Well-Being across Different Academic Qualification Levels

Variables	Sum of Squares	df	Mean Square	F	Sig.
Emotional Resilience	1055.04	3	351.68	.932	.425
Error	147595.83	391	377.48		
	148650.87	394			
Well-being	259.83	3	86.61	.742	.528
Error	45667.50	391	116.79		
	45927.34	394			

Table 4 presents the results of a one-way analysis of variance (ANOVA) examining the impact of academic qualification on emotional resilience and well-being. The findings suggest that there were no significant differences in teachers' emotional resilience and well-being across different academic qualification levels.

Table 5: One-way ANOVA on Emotional Resilience and Well-being based on Professional Qualification

Variables	Sum of Squares	df	Mean Square	F	Sig.
Emotional Resilience	711.84	4	177.96	.469	.758
Error	147939.03	390	379.33		
	148650.87	394			
Well-being	75.28	4	18.82	.160	.958
Error	45852.06	390	117.56		
	45927.34	394			

Table 5 presents the results of a one-way analysis of variance (ANOVA) examining the influence of professional qualification on teachers' emotional resilience and well-being. The findings indicate that teachers did not exhibit significant differences in emotional resilience and well-being based on their professional qualifications.

Table 6: One-way ANOVA on Emotional Resilience and Well-being based on Age Ranges

Variables	Sum of Squares	df	Mean Square	F	Sig.
Emotional Resilience	2020.17	4	505.04	1.343	.253
Error	146630.70	390	375.97		
	148650.87	394			
Well-being	952.83	4	238.20	2.066	.085

Error

44974.50	390	115.31
45927.34	394	

Table 6 presents the results of a one-way analysis of variance (ANOVA) examining emotional resilience and well-being across different age groups. The findings indicate that teachers did not show significant differences in emotional resilience and well-being based on age.

Table 7: Effect of Teachers' Emotional Resilience on Well-being

Variables	B	t-value	Sig.	Model R Square
Emotional Intelligence & Well-being	.848	31.698	.001	.718

The linear regression analysis presented in Table 7 reveals an R^2 value of .718, indicating that emotional resilience accounts for 71.8% of the variance in teachers' well-being. The beta coefficient (.848) was statistically significant, with a p -value of .001. These findings confirm that emotional resilience significantly influences the well-being of secondary school teachers, with a β value of .848 at $p = .001$.

DISCUSSION

This study explored the relation of teachers' emotional resilience with their well-being, revealing that emotional resilience serves as a direct and positive predictor of teacher well-being. While research on the broader relationship between general teacher resilience and well-being is well established (Burić et al., 2019; Mansfield et al., 2015), emotional resilience has not received significant attention. Studies examining its specific effects on teachers' well-being remain limited. One of the few exceptions is Chen and Lee's (2022) research, which demonstrates that teachers' emotional resilience not only directly influences well-being but also mediates the relationship between teacher well-being and school support. These findings align with our study's results, reinforcing the link between emotional resilience and teacher well-being (Kant & Shanker, 2021).

Aguilar (2018) suggests that developing emotional resilience can be more challenging and time-consuming than acquiring educational knowledge and expertise. As Hamid and Ghazali (2018) emphasize, educational systems must take responsibility for supporting teachers' emotional resilience both internally and externally, rather than expecting them to manage it alone. It is evident that multiple stakeholders should contribute to providing resources, support, and training to foster emotional resilience. However, educators are not merely passive recipients of these resources; they play an active role in their own resilience-building process within the educational system.

CONCLUSION

This study focused on teachers' emotional resilience, or their innate ability to adjust, control, or handle emotionally challenging circumstances. These can be categorized as professional and personal resources that enhance teachers' capacity to preserve emotional equilibrium and skillfully control emotional responses under trying conditions. According to this study, teachers' well-being is directly enhanced by their emotional resilience. Additionally, it was shown that there were positive and strong correlations between teacher well-being and emotional

resilience. In conclusion, our research has uncovered some of the resources associated with teachers' emotional resilience and well-being, creating opportunities to enhance their professional life.

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