Resilience: A Predictor Of Teachers' Engagement At Secondary Level In Punjab

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Abstract

The current study examined the relationship between resilience and teachers' engagement. The present study used a design that was correlational. The population consisted of 61762 Punjab secondary school teachers (SSTs). 505 secondary school teachers from Punjab were chosen for the academic year 2021-2022 using a multi-stage random sampling procedure. Data was collected using two questionnaires. Both surveys were adapted. The first questionnaire had ten items about resilience. The second questionnaire had 17 questions about teachers' engagement. Pearson r, t-test, one-way ANOVA, and linear regression were employed to analyze the data. The findings revealed a positive and statistically significant link between resilience and teacher engagement. According to the study, resilience is positively related to instructors' engagement. Furthermore, resilience has an impact on instructors' engagement. Furthermore, there are substantial gender differences in resilience and teacher engagement. As a result, it is recommended that teachers may build a sense of resilience in their engagement with the teaching profession.

Key Words: Resilience, Teachers' Engagement, Secondary School Teachers.

Introduction

Teaching is one of the most challenging and complicated professions in the world owing to its intellectual, emotional, and service-providing nature (Mercer, 2020; Sikma, 2021). Instructors, who are respected as the "pillars of societies," are required to at the same time "know what to teach" and "cope with instructive misfortunes and challenges" (Pishghadam et al., 2021; Sikma, 2021). Agreeing to MacIntyre and Mercer (2014), this bolsters that require for a move in center from the mental wellbeing of learners to the brain research and feeling of instructors. In any instructive setting, it is basic to require care of teachers' passionate well-being and mental state since instructors bring their possess sentiments, convictions, and values to the classroom (Dewaele & Li, 2020; Greenier et al., 2021; Wang & Derakhshan, 2021; Zhang & Zhang, 2020).

Independent-ness, a moral aim, support from others, an awareness of success, and enthusiasm are characteristics of resilient instructors (Stanford, 2001; Howard & Johnson, 2004). Individual traits and cognitive processes have an impact on resilience (Kostoulas & Lämmerer, 2018). Resilience arises when individuals combine their respective personal and contextual capabilities and use effective ways to overcome issues and sustain their well-being (Bobek, 2002; Mansfield et al., 2016; Liu & Han,

2022). Resilient teachers have a greater sense of self-worth and a stronger commitment to their professions (Richards et al., 2016). Day (2008) defined adaptive instructors as those that show perseverance in difficult conditions, thrive in the classroom and on tests, and form excellent connections with their pupils. Chen and Chi-Family Lee (2022) discovered that choice scope and school support have independent effects on the expert and profound components of instructor strength and can predict instructor success. Educators' work performance improved as a result of the social and motivational components of teacher resilience. This implies that teacher resilience can lower negative job pressures while increasing positive job resources, leading to increased wellbeing and performance. Work involvement, according to Van Wingerden and Poell (2019), strengthens educator cohesion. Yada et al. (2021) discovered resilience regions of strength as well as a three-factor framework for self-viability. These studies indicate that a variety of individual, organizational, and contextual factors influence teacher resilience promotion, which is crucial to preserving teacher wellbeing, job satisfaction, and performance.

Providing educators with the characteristics that lead to effective and successful learning is one of the most pressing issues facing policymakers and educator educators. Teachers, as an important part of any educational system, face a variety of challenges throughout their careers, and a lack of ability to deal with these challenges can result in dissatisfaction and burnout, according to a number of studies. Resilience is a quality that teachers who are "classroom-ready" (Mansfield, 2016) are able to manage and thrive in the face of daily challenges in the classroom. According to research by Day and Gu (2014) that teachers' resilience is linked to other positive outcomes like professional growth and dedication, beneficial engagement, and job satisfaction.

Researchers, particularly those concerned in education, have been drawn to resilience as a distinct approach that people employ when confronted with adversity (Castro et al., 2009). When this developing trait is present, teachers, who play a crucial role in any educational system, appear to be more effective and self-assured. The process of making positive adjustments and continuing one's development in the face of challenging circumstances is one way to define teacher resilience. It can come from a lot of different things, like individual, situational, and environmental factors that interact in different ways. Resilient teachers can prosper both academically and emotionally, as well as experience satisfaction at work, optimistic confidence in oneself, psychological health, and a higher degree of devotion to their career. "Resilience provides a useful lens through which we can investigate educators' both their inner and outer worlds to determine the variables that influence their capacity to maintain their enthusiasm, passion, and strong sense of fulfillment, both individually and collectively (Gu & Li, 2013, p.288-303).

According to Christian et al. (2011) that work engagement is demonstrated by committing one's own assets to activities required by a certain job function. Teacher engagement is a multidimensional emotive notion that relates to teachers' commitment to devote their full attention and talents to their work. Cardwell (2011) asserts that higher levels of teacher work engagement may have a favorable impact on their teaching efficacy. In addition, teacher engagement has a positive influence on their job satisfaction and achievement (Bakker & Bal, 2010). Teacher job engagement has been highlighted as a critical factor in affecting academic achievement (Perera et al., 2018; Timms & Brough, 2013). As stated by Eldor and Shoshani (2016), there is a growing interest in examining the elements that impact teacher work engagement (Greenier et al., 2021). Work

participation has been connected to both mental and physical wellness in working environments, additionally to a happy and gratifying emotional state of awareness (Rothmann, 2008; Bakker et al., 2011; Greenier et al., 2021). Field and Buitendach (2012) state that this idea has come to be recognized as a crucial element in assessing the caliber of educators' lives as professionals and its effects on a variety of professional outcomes, including teaching quality, problem-solving skills, commitment to organization, and happiness on the job. The findings demonstrate that teachers' levels of job engagement are positively correlated with their resilience (Salanova et al., 2011). The level of engagement among teachers is also significantly influenced by teacher resilience (Salmela-Aro et al., 2019).

Research Objectives

The study's research objectives were as follows to:

1. Find out the relationship between resilience and secondary school teachers' engagement.
2. Find out the significance differences in resilience and engagement among teachers based on gender, employment status, age ranges, academic qualification, and teaching experience.
3. Investigate the influence of resilience on secondary school teachers' engagement.

Research Questions

The study's research questions were as follows:

1. Is there any relationship between resilience and teachers' engagement at secondary level?
2. Are there any significance differences in resilience and teachers' engagement in terms of gender, job status, age ranges, academic qualification, and teaching experience?
3. Is there any influence of resilience on teachers' engagement at secondary level?

Literature Review

The way people react to events in their environment when they face challenges is a broad way of thinking about the concept of resilience. Luthar et al. (2000) also described resilience is a quality as an ongoing process involving constructive adaptation inside a setting of substantial suffering. According to education professionals in psychology, resiliency is essential for educators' occupations since it reduces stress (Hong, 2012) and quit intentions. According to Drew and Sosnowski (2019), revealed that teachers who persevere in their profession have the capacity to respond to difficulties and failures, exhibiting psychological resilience. Brunetti (2006) described resilience in teachers as the capability to continue being dedicated to the teaching profession.

Furthermore, capacity, process, and outcome were the three terms that Beltman (2015) used to describe teacher resilience. The capacity of teachers to overcome obstacles by making use of the resources at their disposal is referred to as capacity. Process is the way teachers deal with the environment to use certain strategies when they get stuck. At last, the term result relates to a strong educator's definitive exhibition which prompts commitment, fulfillment, scholarly improvement, and prosperity in the instructing calling. Mansfield et al. 2012) noted that teachers face frustrating challenges that pose potential threats to the growth of their resilience, such as anxiety, lack of control, classroom management, and uncertainty.

However, personal qualities such as self-esteem (Bing et al., 2022; Daniilidou et al., 2020; Fathi & Derakhshan, 2019) are capable of helping individuals be successful, imaginative thinking (Ebersöhn, 2014), perseverance (Tamah & Wirjawan, 2021), commitment (Tait, 2008), reflective thinking (Leroux & Théorêt, 2014), in addition to expertise in teaching which means employing a wide variety of approaches to

teaching (Tamah & Wirjawan, 2021) could all assist instructors foster resilient nature. Although resilient teachers are less likely to leave their professions (Salmela-Aro et al., 2019), it has been discovered that instructor resiliency has a negative association to anxiety, and which ultimately contributes to teacher engagement (Smith & Ulvik, 2017). Xie (2021) investigated the role that resilience and emotion control play in the teaching engagement of Chinese EFL instructors. The results demonstrated a significant connection between teacher engagement and resilience. In a Nigerian study, Ugwu and Amazue (2014) looked into whether psychological ownership, hope, and resilience could predict teacher work engagement.

Work engagement has multiple outcomes (Han & Wang; 2022; Liu et al., 20 20; Oberländer & Bipp, 2021). Work engagement is defined as employees' collaboration with their profession. Possessing more obvious levels of vitality, flexibility in thinking, the willingness to make attempts to cope with one's obligations, confidence while working, and not being readily depleted when in a state of mentality facing stress and adversities are all aspects of vigor. Dedication connects with being tremendously taken part in the gig, and feeling a sensation of significance, importance, and energy. In the end, absorption is the state of being completely focused with no sense of passing time (Bakker et al., 2008). Engagement at work, according to Schufeli and Salanova (2007), is another factor that encourages intention to remain in a profession. Engagement consists of three interconnected phases: inspiration, commitment, and interest (Renninger et al., 2018).

Following the prevailing interest in general psychology over the past century, researchers were more and more passionate about investigating unfavorable behavioral concepts (Lomas & Ivtzan, 2016). However, in keeping with the current transition from negative to positive psychology, academics' attention has switched to more positive job-related notions, such as teacher work engagement (Snyder & Lopez, 2001). The idea of "teacher engagement," which is related to the idea of "job engagement," has frequently been connected to teachers' professional growth, subject-matter expertise, and interactions with students (Li et al., 2022). In a research, Klassen et al. (2013) demonstrated the importance of comprehending the psychological underpinnings of effective education for understanding instructor involvement. Instructors' attitudes have a significant role in revealing data regarding their engagement and exhaustion (Atmaca et al., 2020; Mérida-López et al., 2017). Emotions that are positive, according to Buri and Macuka (2018), can improve instructors' work engagement.

Buric and Macuka (2018) checked out at the connection between instructors' work association and their feelings. According to their findings, instructors who experienced positive emotions were more engaged in their work than instructors who experienced negative emotions. A high level of self-efficacy was also linked to high levels of teacher engagement and fewer negative and more positive emotions. Teacher work engagement is influenced by teacher resilience. According to prior research, resilient persons are better equipped for handling anxiety and stay involved in their position of employment. Teachers who are resilient have interested in their profession (Perera et al., 2018; Van Wingerden & Poell, 2019; Xie, 2021).

Methodology

Research Design
In this descriptive study, the researcher used a correlational research design based on the positivist paradigm. The current study was non-experimental and quantitative.

Population and Sampling

In Punjab, there are 36 districts. The population of the study consisted of 61762 secondary school teachers in the 7084 Punjabi secondary schools (Male = 32986, Female = 28776) (School Education Department, 2016). The study's sample consisted of all respondents who were chosen at random from the population (Siddique et al., 2021; Siddique et al., 2023). A method of multiple-stage random sampling was used for the sample. In the initial stage, Punjab province is divided into three zones, and two districts were selected at random from each zone. Jehlum and Sargodha from the north zone, Kasur and Nankana Sahib from the center zone, and Dera Gazi Khan and Rahi Yar Khan from the south zone were the selected districts. At the second stage, twenty public secondary schools (ten male and ten female) were selected at random from each district. At the third stage, all teachers working at the secondary level in these selected schools were included in the study's sample. As a result, the sample size of the study was designed by 514 instructors from 120 secondary schools.

Instruments

Two self-report measures were used to collect data from selected respondents. In a Pakistani setting, researchers used the teachers' engagement scale (Bibi, 2021; Siddique et al., 2022; Siddique & Rana, 2021). The instrument used to assess the work engagement levels of teachers was the Utrecht Work Engagement Scale (UWES), which was developed by Schaufeli and Bakker in (2004). There were three sub-variables in the UWES: vigor, dedication, and absorption, in addition to a .87 alpha value.

The study employed the 10-item Campbell-Sills and Stein-designed Connor-Davidson Resilience Scale (CD-RISC). The original 25-item CD-RISC, created and validated as a multidimensional resilience evaluation instrument by Connor and Davidson (2003), serves as the foundation for this shorter version. The alpha value of the Connor-Davidson Resilience Scale was. 85. Data were gathered via mail and personal visits to the schools.

Analysis of Data

The collected data were analyzed using inferential statistics techniques such as Pearson r, independent sample t-test, one-way ANOVA, and linear regression.

Interpretation of Data

Table 1 Relationship between Teachers' Engagement and Resilience

Variables	n	r-value	Sig.
Resilience and Teachers' Engagement	505	.824**	.000

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

The relationship between teacher engagement and resilience was shown in Table 1. Resilience was found to be significantly related to teachers' engagement (r =.824**, n = 505, and p.001)

Table 2 Gender Wise Comparison in Resilience and Teachers' Engagement

Variables	Gender	N	Mean	SD	t	df	P
Resilience	Male	256	139.84	16.83	3.164	479.1	.000
	Female	249	134.55	20.52			
Teachers' Engagement	Male	256	72.46	9.03	3.209	478.59	.000

Female	249	69.57	11.04	

As can be seen in Table 2, gender-specific mean scores for teachers' engagement and resilience were compared using an "independent sample t-test." At p =.05, it was determined that teachers' engagement and resilience were significantly different.

Table 3 Job Status Wise Comparison in Resilience and Teachers' Engagement

Variables	Job Status	N	Mean	SD	t	df	P
Resilience	Permanent	396	137.06	18.47	-.386	503	.180
	Contract	109	137.85	20.51			
Teachers' Engagement	Permanent	396	70.85	10.27	-.781	503	.863
	Contract	109	71.71	9.81			

An "independent sample t-test" was used to compare job status-specific mean scores for resilience and teachers' engagement, as shown in Table 3. It was found that resilience and teachers' engagement were not significantly different with regard to job status at p =.05.

Table 4 Qualification Wise Comparison in Resilience and Teachers' Engagement

Variables	Sum of Squares	df	Mean Square	F	Sig.
Resilience	986.33	3	328.77	.91	.431
Error					
	179262.09	501	357.80		
	180248.42	504			
Teachers' Engagement	242.68	3	80.89	.78	.505
Error	51899.44	501	103.59		
	52142.12	504			

The results of a one-way analysis of variance on qualification wise were presented in Table 4. The data demonstrated that resilience and teachers' engagement did not significantly differ by qualification.

Table 5 Age Wise Comparison in Resilience and Teachers' Engagement

Variables	Sum of Squares	df	Mean Square	F	Sig.
Resilience	2158.02	4	539.50	1.51	.197
Error					
	178090.40	500	356.18		
	180248.42	504			
Teachers' Engagement	849.69	4	212.42	2.07	.083

	Sum of Squares	df	Mean Square
Error			
	51292.43	500	102.58
	52142.12	504	

Table 5 displayed the findings of a one-way analysis of variance on years of age wise. The data demonstrated that resilience and teachers' engagement not differed significantly depending on their age wise.

Table 6 Teaching Experience Wise Comparison in Resilience and Teachers' Engagement

Variables	Sum of Squares	df	Mean Square	F	Sig.
Resilience	3484.16	5	696.83	1.96	.082
Error					
	176764.26	499	354.23		
	180248.42	504			
Teachers' Engagement	1072.26	5	214.45	2.09	.065
Error					
	51069.86	499	102.34		
	52142.12	504			

The results of a one-way analysis of variance regarding years of teaching experience were presented in Table 6. The results indicated that both variables such as resilience and teachers' engagement had not significant difference in teachers' teaching experience.

Table 7 Effect of Resilience on Teachers' Engagement

Variables	B	t-value	Sig.	Model R Square
Teachers' Job Satisfaction and Resilience	.824	32.64	.000	.679

Table 7 demonstrated that the linear regression findings R^2 value (.679) explained the variance in the criterion related to the predictor. As a consequence, resilience explains (67.9%) of the variation in teacher engagement. The beta value (.824) is significant with a p value of.001. The findings revealed that resilience had a significant impact on teachers' engagement, with a value of. 824 at p =.001.

Discussion

The current study discovered a robust correlation between teacher resilience and engagement at work. Teacher engagement and resilience certainly work together, as proven by the fact that instructors who are capable of dealing with the obstacles encountered during instruction receive several rewards. As a result, educators are obligated to engage in their profession (Mansfield et al., 2016; Polat & İskender, 2018). This result is congruent with the findings of Polat and Skender (2018), who discovered that teacher burnout and resilience are adversely associated. Teachers who are more resilient are thought to be less stressed, and this contributes to a greater feeling of participation and enhanced confidence in their ability to achieve educational goals. To put it another way, teachers with higher resilience

levels are able to work with others more effectively, are happier at work, and experience lower levels of stress and exhaustion. According to Howard and Johnson (2004), teachers who are resilient have lower levels of word related pressure, which decreases the probability of burnout. The current study emphasizes the need of taking additional aspects into account, such as resilience, which may magnify the influence engagement. It has been determined that teachers can benefit greatly from having resilience (Van Wingerden & Poell, 2019). The logical outcomes uncovered a few significant disclosures. First, it was shown that teacher resilience was a good predictor of students' engagement in the classroom. This finding is predictable with earlier exploration which emphasizes how teacher resilience influences student engagement in the classroom. This finding adds to the empirical research conducted by van der Schoor (2015), which found a link between teacher engagement and resilience. The consistency of showing commitment through educator strength to some degree approves Fathi and Saeedian's (2020) study, which demonstrated that teacher' resilience may be shockingly advantageous to their expanded scholastic responsibility (Tam et al., 2020)

In addition, this result is in line with previous research by Howard and Johnson (2004) and Brunetti (2006) that demonstrated a connection between instructor engagement and resilience. According to Polat and Skender (2018), this association can be made sense of by the reality that teachers who are competent to handle the typical challenges and setbacks of teaching are more likely to be satisfied with their work, which can increase student engagement. Additionally, as Fathi and Saeedian (2020) noticed, the capacity to effectively adjust with testing and extreme conditions energizes educators and empowers them to get more engaged with the guidance.

Conclusions

According to the current study, resilience was found to have a strong correlation with educators' engagement at the secondary level. It was concluded that resilience had a significant impact on teachers' engagement in secondary schools. It was found that male teachers were more resilient and engaged in teaching profession than female teachers. According to the current study, teacher resilience appears to be a significant direct predictor of work engagement. This study's findings may have significant repercussions for a number of stakeholders, including teachers, teaching staff, teacher education programs, school administrators, policymakers, and researchers.

Limitation and future directions of the study

It was impossible to obtain data from every population segment; the conduct of research is constrained in some ways. The current study has been restricted to six districts in Pakistan's Punjab province. This study was completed by the researcher using the multistage simple random sampling method. Two adapted research tools were used to collect data. Different sampling methods can be used to collect data, depending on the type of research, the population, the sample, and the environmental conditions. Other research studies, such as qualitative studies, experimental studies, casual-comparative studies, comparative studies, and mix-method studies, could be carried out because this research study was clearly of a quantitative nature. Since this review was led in optional schools, extra exploration review might be directed at various levels like primary, elementary school, college and university level. In addition, self-structured research instruments may be utilized for the research study, and subsequent investigations may be carried out on the same construct with varying sample sizes and environmental conditions.

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