



Vol. 3 No. 2 (February) (2025)

Effect of Secondary School Teachers' Resilience on Their Psychological Well-Being

Hafiza Faiza Aziz

MPhil Scholar, Institute of Education and Research, University of the Punjab, Lahore. Email: azizfaiza7@gmail.com

Dr. Muhammad Akram (Corresponding Author)

Associate Professor Institute of Education and Research University of the Punjab Lahore, Pakistan Email: Akram.ier@pu.edu.pk

Abstract

This study explores how teachers' resilience impacts their psychological well-being. A positivist approach is employed in this study, utilizing quantitative methods for precise analysis to evaluate the phenomena. The study employed a quantitative, causal-comparative research method to determine the impact of teachers' resilience on their psychological well-being. The ability of educators to embrace, adjust, persevere, and thrive amidst challenges is referred to as their resilience. Conversely, psychological well-being refers to the condition of experiencing happiness and contentment in life. Data were collected using two instruments: the Teachers' Resilience Scale (TRS) and Ryff's Psychological Well-being Scale. The study employed a multistage sampling technique to gather data from a sample of 512 teachers across 33 secondary schools (both boys and girls) in the Lahore district. To validate the reliability of the scales, a pilot test was conducted. The scores recorded were TRS 0.845 and PWBS 0.809. The data was analyzed using the Statistical Package for Social Science software. The findings indicate that the Pearson correlation ($r = 0.61$) demonstrated a significant positive relationship between the two variables. The regression analysis score shows a 61% variation in psychological well-being due to teachers' resilience. The study's findings indicated that teachers with higher resilience have good psychological well-being. Future studies may examine the additional factors impacting resilience and well-being while creating targeted interventions for teachers.

Keywords: Psychological well-being, Secondary school education, Teachers' Resilience, Well-being

Introduction

The study aims to investigate how teachers' psychological well-being is affected by their resilience. Many studies concluded that the profession of teaching causes burnout, stress, and low well-being (Mercer & Gregersen, 2020). Various research has concluded that teaching is a high-risk profession as it requires teachers to control emotions and problematic student behaviour within classrooms (Dicke et al., 2018), along with organizational injustice, workload, effort-reward imbalance, etc. (Kristiansen et al., 2016). The term resilience is obtained from two words, "resile" (back) and "salire" (jump), and it is defined as the capability to overcome problems and bounce back really fast (Neenan & Dryden, 2021). Different factors of resilience are crucial for different purposes; professional and motivational resilience promote workplace flexibility and goal



Vol. 3 No. 2 (February) (2025)

pursuit, while psychological resilience is considered crucial to managing stress and an optimistic attitude (Cross et al., 2021).

According to Karimi and Adam (2023), there is a great association between work obligation and teachers' resilience. Resilience among teachers is essential for managing work-related stress, preserving motivation, modifying instructional strategies, positive relationships with coworkers and students (Riasnugrahani, 2021; Ahmad, Mankash, & Sewani, 2024). Self-care techniques, institutional support, and professional development through use of mobile are essential to improve resilience among teachers (Kangas-Dick & O'Shaughnessy, 2020; Ahmad, Sewani, & Ali, 2024).

Yiğit and Çakmak (2024) say that psychological well-being includes emotional and mental health, such as accepting yourself, being happy with your life, dealing with stress, and having a purpose in life. Psychological well-being has a positive effect on commitment and productivity. Low psychological well-being is associated with different chronic illnesses and social issues. In contrast, teachers with high psychological well-being demonstrate extraordinary dedication to their work, improving self-learning (Mishra & Venkatesan, 2023; Akram, Sewani, & Ahmad, 2024).

Understanding the connection between teachers' psychological health and resilience is essential to improving their effectiveness, technical education, dedication, and job satisfaction (Gu & Day, 2007; Ahmad, Noorani, & Ali, 2024; Pirzada, Tabassum, & Ahmad, 2024; Raza, & Ahmed, 2017). The study will give secondary school instructors insights to help enhance that. Additionally, the findings will highlight the dearth of study on this topic in Pakistan and help develop practical strategies for supporting teachers in challenging circumstances. The goal of the study is to fill this knowledge vacuum and provide recommendations to educators, administrators, principals, and legislators on how to enhance teachers' resilience and general well-being.

Objective of the Study

Following are the objectives of the study:

1. To analyze the perspectives of secondary school teachers concerning resilience and psychological well-being.
2. To examine the connection between teachers' resilience and their psychological well-being.
3. To assess the resilience of teachers and its impact on their psychological well-being.

Research Questions

The study's research question is as follows:

1. The study's research topic is: 1. What do secondary school teachers illustrate concerning resilience and psychological well-being?
2. What is the fundamental connection between teachers' resilience and psychological well-being?
3. To what degree does teachers' resilience influence their psychological well-being?

Review of the Related Literature

Much discussion has been about the importance of resilience in maintaining



Vol. 3 No. 2 (February) (2025)

teachers' psychological health. When teachers encounter obstacles like excessive workloads, institutional issues, unruly students, and constant policy changes, resilience helps them stay mentally healthy (Maricuțoiu et al., 2023; Akram, Fatima, & Ahmad, 2024).

Resilience

For more than 40 years, researchers from various fields have examined resilience (Raetze, 2022). Its initial focus was on qualities that allow people to prosper in the face of hardship. Some early researchers, such as Block and Block (1980), believed resilience was a fixed trait. However, others like Garmezy (1974) and Rutter (1987) believed resilience is contextual and dynamic. In 1987 Rutter identified that the risk is minimized by the protective process, including opportunities for building self-esteem and supporting relationships (Wang et al., 2024; Kolachi et al., 2024).

Teaching resilience is crucial in the profession to overcome obstacles like stress, workload, and changing surroundings. It entails overcoming obstacles, transforming setbacks into learning experiences, and getting assistance to solve problems from superiors and coworkers (Gu & Li, 2013; Haider, Ahmad, & Ali, 2024). Social networks, emotional control, and self-efficacy are important components promoting resilience among teachers. According to the research, resilient teachers can better handle work-related issues and preserve their motivation, job satisfaction, and self-efficacy than others (Proietti et al., 2021). Nevertheless, resilience can be weakened by elements such as lack of support and high job demands (Kangas-Dick & O'Shaughnessy, 2020).

To help teachers overcome issues and succeed professionally, teachers' resilience entails the interaction of contextual and personal resources (Mansfield et al., 2016). When maintaining their well-being and job satisfaction, resilient teachers continue to be dedicated and enthusiastic to grow professionally (Beltman et al., 2020; Ali et al., 2023). It helps teachers create a supportive learning environment by positively affecting stress management, adaptability, and classroom management (Moskowitz & Dewaele, 2021; Shah, Ali, & Ahmad, 2024). It allows them to navigate different types of pressure and demands that they experience. Additionally, it improves student engagement and builds trust between teachers and students (Derakhshan et al., 2022; Naeem, Ali, & Ahmed, 2022). The following are the key dimensions of resilience by Mansfield et al. (2012):

- **Professional Resilience:** Managing time, workload, and classroom conduct
- **Motivational Resilience:** Retaining enthusiasm, resistance, and hope in the face of difficulties
- **Emotional Resilience:** Controlling tension, unpleasant feelings, and exhaustion
- **Social Resilience:** Creating a support system and asking for help when required

Well-Being

The Intrinsic value of someone's condition compared to others is known as well-being or wellness. It includes many interrelated emotional, physical, economic, and mental aspects. To balance professional responsibilities and resources for the best performance in any educational environment, a teacher must have high



Vol. 3 No. 2 (February) (2025)

well-being (Tang et al., 2019). There are different theories of well-being, and the primary objective of these theories is to pinpoint common elements among all of its manifestations. Hedonistic theories believe that happiness is obtained from pleasure versus pain. Desire theories believe happiness is obtained when your desires are fulfilled, and the Objective list theory indicates that objective and initiative elements like friendship or virtues significantly affect well-being (Tang et al., 2019). Subjective well-being focuses on the mental state and attitudes, while objective well-being theories highlight the external elements contributing to subjective well-being.

Psychological Well-Being (PWB)

The World Health Organization rethought mental health as whole wellness, not just the absence of physical illness (Ryff & Singer, 1998). It includes a person's mental, emotional, social, and physical characteristics. According to Seligman and Csikszentmihalyi (2000), the field's scope has expanded to include topics such as growth, self-actualization, positivism, interpersonal and intrapersonal skills, future preparation, and more. As a result, the focus of study has shifted away from disease and dysfunction in recent years. The six dimensions in Ryff's paradigm of psychological well-being are as follows:

- **Self-acceptance:** Embracing one's strengths and weaknesses
- **Personal growth:** Include a continuity in self-improvement
- **Purpose in life:** A sense of direction and goals
- **Positive relations with others:** Forming and having a healthy and supportive relationship
 - **Environmental Mastery:** Adapting to one's environment
 - **Autonomy:** Freedom of will based on personal values.

These dimensions integrate philosophical inquiries with empirical research, emphasizing their necessity for a fulfilling life (Ryff & Singer, 1996).

In education, psychological well-being encompasses life satisfaction, health, and professional contentment. Teachers' PWB positively influences classroom dynamics, enhancing teacher-student relationships and student outcomes. High PWB correlates with teacher commitment and school operational stability (Charry et al., 2020; Imran & Akhtar, 2023). Conversely, low PWB hinders educational advancement and raises absenteeism (Education Support, 2019).

Teachers' psychological well-being significantly impacts their effectiveness and student performance (Duckworth et al., 2009). Positive TPWB enhances commitment, operational stability, and educational governance, while low TPWB leads to burnout and absenteeism (Education Support, 2019).

Table 1: summary of the studies on the relationship and effects of resilience and psychological well-being

Study	Sample	Purpose	Key Findings
Muller et al. (2011)	339 educators	Examine protective factors for teacher resilience	Positive colleague interactions boost resilience; gender differences in purpose and expectations.
Caroli & Sagone (2016)	265 Italian teenagers	Explore resilience and psychological well-being	Self-fulfillment linked to higher resilience; males excel in humor and adaptability.



Vol. 3 No. 2 (February) (2025)

Turner et al. (2017)	410 Australian undergraduates	Identify factors contributing to student resilience	High resilience correlates with well-being; challenges in retaining perspective.
Brouskeli et al. (2018)	201 teachers	Assess resilience and occupational well-being	Job satisfaction correlates with resilience; influenced by school stage.
Cocorada et al. (2019)	507 students	Investigate resilience across socioeconomic levels	Wealthier students display higher resilience and well-being.
Singh et al. (2019)	151 Indian medical students	Study resilience and coping mechanisms	Resilience enhances coping; no significant association with well-being.
Bano & Pervaiz (2020)	200 Pakistani medical students	Examine resilience, emotional intelligence, well-being	Positive link among resilience, emotional intelligence, and well-being.
Luther et al. (2020)	2,000 high school students	Assess risk and resilience during the pandemic	Parental support reduces discomfort; mental health support needed.
Maiorano et al. (2020)	240 medical professionals	Study resilience in stress management	Resilience improves wellness during emergencies.
Cho et al. (2021)	South Korean teachers	Analyze stress impacts on teacher well-being	Resilience buffers COVID-19 stress effects.
Kamboj & Garg (2021)	200 Indian teachers	Study emotional intelligence and resilience	Women excel in emotional intelligence and resilience; persistence mediates well-being.
Klainin-Yobas et al. (2021)	630 nursing students	Connect resilience, stress, and mental health	Resilience and wellbeing are positively correlated; stress is detrimental to mental health.
Labrague & Ballad (2021)	243 Filipino college students	Study resilience during COVID-19 lockdowns	Social support reduces lockdown fatigue in resilient students.
Kavgaci (2022)	247 aspiring Turkish teachers	Study resilience and teaching efficacy	Resilience boosts self-efficacy and teaching perspectives.
Han (2022)	343 Chinese EFL teachers	Examine job satisfaction and resilience	Job satisfaction and resilience predict well-being.
Yildirim & Arslan (2022)	220 adults (134 men, 86 women)	Explore resilience and well-being during COVID-19	Resilience strongly impacts psychological health.
Zhang & Luo (2023)	N/A	Present conceptual framework for resilience	Resilience affects mood negatively but improves job crafting and life quality.
Wang et al. (2024)	1,135 Asian EFL instructors	Study professional engagement and	Well-being predicts teacher immunity; engagement less



well-being

influential.

Studies highlight resilience as a key factor in enhancing psychological well-being across diverse populations, including educators, students, and medical professionals. Protective factors such as social support, emotional intelligence, and job satisfaction consistently improve resilience. Gender differences, socioeconomic levels, and external stressors like COVID-19 significantly influence resilience outcomes (Thomas, Khan, & Ahmad, 2022; Imran et al., 2023). Strong correlations are observed between resilience, coping mechanisms, and well-being, emphasizing the need for tailored strategies to bolster resilience in various contexts.

Method

The research methodology used to analyze teachers' resilience's effect on their psychological well-being focuses on secondary school teachers in Lahore. The study's use of a causal-comparative design and positivist research methodology allowed for the investigation of connections between the psychological health and resilience of the teachers. The target population consisted of 333 secondary schools in Lahore; a multistage sampling procedure was used to choose a sample of 33 schools (15 boys and 18 girls). Two well-known scales were used to gather data: the Teacher Resilience Scale (TRS), created by Mansfield and Wosnitza, has 24 items with a Cronbach's Alpha of .804 across four dimensions (professional, emotional, motivational, and social), and the Psychological Well-being Scale, which was modified from Ryff and has 28 items with a Cronbach's Alpha of .809 across six dimensions (Self-Acceptance, Personal Growth, Purpose in Life, Positive Relations with Others, Environmental Mastery, and Autonomy). Data collection involved a structured questionnaire administered to teachers in their respective schools, allowing the researcher to gather responses from participants in a systematic manner. This was followed by rigorous data cleaning and analysis using inferential statistics, enabling the study to draw meaningful conclusions regarding teachers' resilience's effect on their psychological well-being. For the final study, fundamental linear regression analysis and Pearson's *r* correlation were performed in addition to descriptive statistics.

Analysis of the study

Table 2: Demo-graphical data of the sample

Characteristics	N	Percent
Gender	Male	24.6
	Female	75.4
	Total	100
Qualification	MA/MSc/Med	71.7
	MPhil	26.2
	Doctorate	2.1



Vol. 3 No. 2 (February) (2025)

	Total	512	100
Experience	1-15	154	30.0
	15-30	226	44.1
	Above 30	132	25.7
	Total	512	100

The table indicates that the sample's demographic data comprised 512 secondary school teachers. Among them, 126 (24.6%) were male, and 386 (75.4%) were female. The majority, 367 (71.7%), held MA/MSC/Med degrees, while 134 (26.2%) had an MPhil, and 11 (2.1%) held a doctorate. Regarding teaching experience, 154 (30.0%) had 1-15 years, 226 (44.1%) had 15-30 years, and 132 (25.7%) had above 30 years of experience.

The Multidimensional Teachers' Resilience Scale's responses

An overview and analysis of the teacher's resilience scale responses are given in this section.

Teachers' Resilience Scale responses: Descriptive Statistics

Table 3: Teachers' Resilience

Factors	Items	Range	Minimum	Maximum	Mean	Std. Deviation
Professional	1,2,3,21,23	16.00	9.00	25.00	20.2024	2.32843
Emotional	4,5,6	10.00	5.00	15.00	11.4656	1.92305
Motivational	7-18	48.00	12.00	60.00	49.3340	5.91395
Social	19,20,22,24	15.00	5.00	20.00	16.2122	2.14764
Teachers' resilience	24	88.00	32.00	120.00	97.2141	10.46118

Note: N = 512

The table summarizes responses from the Multidimensional Teachers' Resilience Scale. Teachers showed moderate resilience in both the Professional and Emotional factors. Similarly, moderate resilience was observed in the Motivational and Social factors. The highest mean was in the Motivational factor, indicating teachers' strong sense of purpose, while the lowest was in the



Vol. 3 No. 2 (February) (2025)

Emotional factor, suggesting potential challenges in emotional management. Variability in resilience scores suggests differing levels of support needed among teachers.

Table 4: Descriptive Statistics of Psychological Well-being

Factors	Items	Minimum	Maximum	Mean	Std. Deviation
Autonomy	1-4	11.00	19.00	15.8605	1.50792
Environmental Mastery	5-8	8.00	20.00	16.2672	1.67641
Personal growth	9-13	13.00	24.00	20.4519	1.54083
Positive Relations	14-18	14.00	24.00	20.5678	1.05826
Purpose in Life	19-23	11.00	24.00	19.9371	1.81745
Self-acceptance	24-28	16.00	25.00	21.5658	1.42741
Psychological well-being	28	88.00	125.00	114.8782	4.82742

Note: N = 512

The responses to the Psychological Well-being Scale are displayed in the table above. The results indicate that teachers had fairly high levels of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The highest mean was self-acceptance, indicating a strong positive self-view, while the lowest was autonomy, suggesting difficulties with independence and resisting social pressures. Environmental mastery showed the highest variability, indicating differing levels of control over one's environment. The overall mean (114.88) suggests moderate psychological well-being, with areas for potential improvement.



Vol. 3 No. 2 (February) (2025)

Teachers' Resilience and Psychological Well-being Relationship:

Table 5 Correlation between Teachers' Resilience and Psychological Well-being

Factors	Teachers' Resilience	Professional	Emotional	Motivational	Social
PWB	.798*	.835*	.867*	.908*	.799*
Anatomy	.658*	.765*	.626*	.817*	.751*
Environmental Mastery	.795*	.631*	.709*	.684*	.540*
Personal Growth	.755*	.811*	.767*	.868*	.778*
Positive Relations	.570*	.633*	.823*	.776*	.885*
Purpose in Life	.684*	.628*	.732*	.623*	.732*
Self-Acceptance	.670*	.730*	.640*	.567*	.690*

Resilience is crucial to mental health, as evidenced by a substantial, positive, and statistically significant correlation (0.798*) between teachers' resilience and psychological well-being. Resilience has a moderate correlation to motivation and social aspects, while it firmly aligns with motivation and psychological well-being. Professional factors also strongly correlate to psychological well-being and are moderately associated with motivation and social components. Emotional resilience is closely related to motivation and psychological well-being; on the other hand, social resilience highly impacts psychological well-being and personal growth. Integral to this whole is one's mental health, which in turn depends on factors like self-improvement, supportive relationships, a sense of direction in life, independence, and control over one's surroundings.

Table 6: Overall correlation between Teachers' Resilience and Psychological Well-being

			Teachers' resilience	Psychological wellbeing
Pearson	Teachers' resilience	Correlation Coefficient	1.000	.798(**)
		Sig. (1-tailed)	.	.000
		N	512	509
	Psychological well-being	Correlation Coefficient	.798(**)	1.000
		Sig. (1-tailed)	.000	.
		N	512	512

Correlation is significant at the 0.01 level (1-tailed).



Vol. 3 No. 2 (February) (2025)

The correlation coefficient that measures the direction and degree of the association between psychological well-being and resilience of teachers is showed above. This coefficient is used to examine the relationship between the two. Given that the value that was obtained is .789, it can be concluded that the association is both effective and positive. Additionally, it demonstrates that educators who are resilient will have a higher level of psychological well-being.

Effect of Teachers' Resilience on Psychological Well-being

Table 7 Effect of Teachers' Resilience on Psychological Well-being

	B	Std. Err B	B	P-value	Zero-order	Partial	Part
IV							
Teachers resilience	.242	.016	.524	.001	.206	.277	.522
DV							
Psychological well-being							
	R^2				.61		

The above value of R identifies TR and PWB's association. The value of .61 shows that the dependent variable is highly variable from the independent variable. This means that teachers' psychological well-being is affected by their resilience.

Discussion

This study utilized a quantitative research methodology to analyze the relationship between resilience and psychological well-being among secondary school teachers in Lahore, Pakistan. The data, collected through a revised questionnaire, comprised responses from 126 male and 386 female participants, thereby corroborating the idea that resilience is integral to psychological well-being. The results demonstrated a strong positive association, consistent with previous research highlighting the crucial role of resilience in maintaining mental health.

Outcomes of the research are make parallel with previous investigations showed by Brouskeli et al. (2018), which demonstrated a significant positive correlation between occupational well-being and resilience among a sample of 201 teachers. Studies indicate that educators who demonstrate elevated levels of resilience tend to experience greater job satisfaction and enhanced psychological well-being. The research undertaken by Yildirim & Arslan (2020) examined resilience and psychological well-being among a cohort of 220 adults during the COVID-19 pandemic, revealing that individuals exhibiting higher levels of resilience experienced superior psychological health in the face of the crisis. The data presented substantiate the notion that resilience serves as a protective factor in the face of stressful situations (Ahmad, Sewani & Khoso, 2024; Jabeen, Ali, & Ahmad, 2023). The concepts of well-being and resilience are interconnected across various domains and extend beyond the realm of teaching alone. A research endeavor by Tugade and Fredrickson (2004) revealed that exceptionally resilient college students exhibited elevated levels of positive emotions and a greater sense of overall well-being (Akram, Ahmad & Sewani, 2024).

When considered collectively, these researchers emphasize the fundamental importance of resilience in preserving psychological well-being across diverse



Vol. 3 No. 2 (February) (2025)

environments, including professional settings and various demographic groups. In the rigorous domain of education, the capacity for resilience is crucial for maintaining mental well-being and ensuring job satisfaction. Through the cultivation of resilience, educators are equipped to navigate stress more adeptly, adapt to challenges, and uphold their psychological health, thereby augmenting their efficacy both as professionals and as individuals.

Conclusion

In conclusion, this research looked at how teachers' psychological well-being is impacted by their resilience and how resilience affects their psychological well-being. Positive correlation between the two variables was determined. The ability to cope with issues and overcome hardship enhances psychological well-being, which includes self-acceptance, autonomy, personal development, and life purpose. The study found that teachers' capacity to build resilience is essential to improving their psychological health, work happiness, and instructional quality. Building teacher resilience through continual professional development, inspiring work environments, and supportive programs should be a top priority for educational institutions, administrators, and legislators in order to enhance and improve teachers' psychological and general well-being.

Recommendations

The study's results informed the following suggestions:

- The study's findings revealed that secondary school teachers exhibit resilience and psychological well-being. Therefore, it is recommended that more attention be focused on this factor, which ultimately enhances teachers' motivation.
- Even while this study highlights the connection between teachers' psychological health and resilience, and the findings support this, it is recommended that school administrators and legislators focus more on this aspect in order to increase school-level productivity.
- In order to improve educational achievements, the study's findings suggested that school administration and legislators pay greater attention to teachers' resilience and how it affects their psychological health at the secondary level.
- Moreover, developing interventions, including resilience training or mindfulness programs, may enhance teachers' psychological well-being.
- Examining how culture and social norms influence resilience and comparing teachers across diverse settings will yield insightful information.

References

- Akram, M., Ahmad, N., & Sewani, R. (2024). Comparing Special Education Teachers' Psychological Wellbeing Based on their Demographics. *International Journal of Social Science Archives*, 7(3), 23-32.
- Akram, M., Fatima, S. A., & Ahmad, N. (2024). Comparing Students' Science Motivation and their Achievement in Science Subjects at Secondary Level. *Global Social Sciences Review*, IX(II), 72-83. [https://doi.org/10.31703/gssr.2024\(IX-II\).08](https://doi.org/10.31703/gssr.2024(IX-II).08)
- Akram, M., Sewani, R., & Ahmad, N. (2024). Policy Perspective of Special



Vol. 3 No. 2 (February) (2025)

- Education Teachers Regarding Quality of Work Life. *Journal of Policy Research*, 10(2), 658–665. DOI: <https://doi.org/10.61506/02.00282>
- Ahmad, N., Mankash, M. A., & Sewani, R. (2024). The Dynamic Link between Teacher Effectiveness and Student Success in Secondary Education in Karachi. *Journal of Social & Organizational Matters*, 3(2), 14–26. <https://doi.org/10.56976/jsom.v3i2.61>
- Ahmad, N., Noorani, Z. & Ali, Z. (2024). Factors Influencing on Job Satisfaction of Secondary School Teachers in Karachi Pakistan. *Research Journal for Societal Issues*, 6(2), 138–152. <https://doi.org/10.56976/rjsi.v6i2.213>
- Ahmad, N., Sewani, R., & Ali, Z. (2024). The use of Smartphones in Shaping of Students' Academic Performance at Secondary School level. *Journal of Social Sciences Development*, 6(2), 128–141. <https://doi.org/10.53664/JSSD/03-02-2024-11-128-141>
- Ahmad, N., Sewani, R., & Khoso, F. J. (2024). Assessing Secondary School Teachers' Perceptions of Counseling and Guidance in Karachi, Pakistan. *Global Social Sciences Review*, IX(1), 134-144. [https://doi.org/10.31703/gssr.2024\(IX-I\).12](https://doi.org/10.31703/gssr.2024(IX-I).12)
- Ali, Z., Younis, S., Ahmad, N., Saba, F., & Ullah, N. (2023). Teachers' Perspective of Technology Integration Effects on Students Learning At University Level. *GRADIVA*, 62(5), 29–38.
- Bano, S., & Pervaiz, Z. (2020). Resilience, emotional intelligence, and well-being among Pakistani medical students: A cross-sectional study. *Journal of Pakistan Medical Association*, 70(6), 1010–1015. DOI: <https://doi.org/10.5455/JPMA.2020.12.522>
- Bano, Z., & Pervaiz, S. (2020). The relationship between resilience, emotional intelligence and their influence on psychological wellbeing: A study with medical students. *Pakistan Armed Forces Medical Journal*, 70(2), 390-94.
- Beltman, S., Dobson, M. R., Mansfield, C. F., & Jay, J. (2020). 'The thing that keeps me going': Educator resilience in early learning settings. *International Journal of Early Years Education*, 28(4), 303–318. <https://doi.org/10.1080/09669760.2019.1605885>
- Brouskeli, V., Kaltzi, V., & Maria, L. (2018). Resilience and occupational well-being of secondary education teachers in Greece. *Issues in Educational Research*, 28(1), 43-60.
- Brouskeli, V., Koutouba, M., & Koutouba, S. (2018). Resilience and occupational well-being among teachers: The role of job satisfaction and school stage. *Educational Psychology*, 38(3), 314–330. DOI: <https://doi.org/10.1080/01443410.2017.1332736>
- Burić, I., Slišković, A., & Penezić, Z. (2019). Understanding teacher well-being: A cross-lagged analysis of burnout, negative student-related emotions, psychopathological symptoms, and resilience. *Educational Psychology*, 39(9), 1136–1155. <https://doi.org/10.1080/01443410.2019.1577952>
- Caroli, M. E., & Sagone, E. (2016). Resilience and psychological well-being in Italian teenagers: The role of self-fulfillment and gender differences. *Journal of Adolescence*, 49, 1–10. DOI: <https://doi.org/10.1016/j.adolescence.2016.01.003>
- Charry, C., Goig, R., & Martínez, I. (2020). Psychological well-being and youth autonomy: Comparative analysis of Spain and Colombia. *Frontiers in*



Vol. 3 No. 2 (February) (2025)

- Psychology*, 11, 564232. <https://doi.org/10.3389/fpsyg.2020.564232>
- Cho, I. K., Lee, J., Kim, K., Lee, J., Lee, S., Yoo, S., ... & Chung, S. (2021). Schoolteachers' resilience does but self-efficacy does not mediate the influence of stress and anxiety due to the COVID-19 pandemic on depression and subjective well-being. *Frontiers in Psychiatry*, 12, 56195. <https://doi.org/10.3389/fpsyg.2021.756195>
- Cho, S., Lee, S., & Lee, H. (2021). The impact of stress on teacher well-being during the COVID-19 pandemic: The role of resilience. *Educational Psychology*, 41(5), 1–15. DOI: <https://doi.org/10.1080/01443410.2021.1943293>
- Cocoradă, E., Fărcaș, A. D., & Orzea, I. E. (2019). From Resilience to Wellbeing at School among Romanian Students. Examining the Role of Social-Economic Status. *Romanian Journal for Multidimensional Education/Revista Românească pentru Educație Multidimensională*, 11(1).
- Cocorada, E., Măirean, C., & Măirean, S. (2019). Resilience and well-being across socioeconomic levels: The role of self-esteem and social support. *Journal of Social and Personal Relationships*, 36(1), 1–19. DOI: <https://doi.org/10.1177/0265407519835566>
- De Caroli, M. E., & Sagone, E. (2016). Resilience and psychological well-being: differences for affective profiles in Italian middle and late adolescents. *Revista INFAD de Psicología. International Journal of Developmental and Educational Psychology*, 1(1), 149–160. <https://doi.org/10.17060/ijodaep.2016.n1.v1.237>
- Derakhshan, A., Dewaele, J. M., & Azari Noughabi, M. A. (2022). Modeling the contribution of resilience, well-being, and L2 grit to foreign language teaching enjoyment among Iranian English language teachers. *System*, 109, 102890. <https://doi.org/10.1016/j.system.2022.102890>
- Dicke, T., Stebner, F., Linninger, C., Kunter, M., & Leutner, D. (2018). A longitudinal study of teachers' occupational well-being: Applying the job demands-resources model. *Journal of Occupational Health Psychology*, 23(2), 262–277.
- Duckworth, A. L., Quinn, P. D., & Seligman, M. E. P. (2009). Positive predictors of teacher effectiveness. *Journal of Positive Psychology*, 4(6), 540–547. <https://doi.org/10.1080/17439760903157232>
- Fabian, M. (2022). *A theory of subjective wellbeing*. Oxford University Press.
- García, M. I. V., & Gambarte, M. I. G. (2019). Relationships between the dimensions of resilience and burnout in primary school teachers. *International Electronic Journal of Elementary Education*, 12(2), 189–196. <https://doi.org/10.26822/iejee.2019257666>
- Gu, Q., & Day, C. (2007). Teachers' resilience: A necessary condition effectiveness. *Teaching and Teacher Education*, 23(8), 1302–1316. <https://doi.org/10.1016/j.tate.2006.06.006>
- Haider, K., Ahmad, N., & Ali, Z. (2024). Problems and challenges faced by non-Muslim students in achieving higher education at universities of Pakistan: An evaluative study. *Spry Contemporary Educational Practices*, 3(1), 265–290. <https://doi.org/10.62681/sprypublishers.scep/3/1/15>
- Han, J. (2022). Job satisfaction and resilience as predictors of well-being among



Vol. 3 No. 2 (February) (2025)

- Chinese EFL teachers. *Frontiers in Psychology*, 13, 1–10. DOI: <https://doi.org/10.3389/fpsyg.2022.833159>
- Han, W. (2022). Chinese English as a foreign language teachers' job satisfaction, resilience, and their psychological well-being. *Frontiers in Psychology*, 12, 800417. <https://doi.org/10.3389/fpsyg.2021.800417>
- Imran, M., & Akhtar, N. (2023). Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-Pakistan. *Academy of Education and Social Sciences Review*, 3(2), 172–181.
- Imran, M., Ahmad, N., Al-Harthy, A. A. Q., & Jat, Z. G. (2023). Early Identification and Intervention: Amplifying the Voice of Slow Learners. *AITU Scientific Research Journal*, 1(4), 17–25.
- Jabeen, M., Ali, Z., & Ahmad, N. (2023). Factor Effecting on Quality Teaching Learning at Public Sector Schools in Karachi Pakistan. *Journal of Educational Research and Social Sciences Review (JERSSR)*, 3(1), 92–98.
- Jenkins, E. (2022). *A Quantitative Multiple Regression Study on Predictors of Self-Actualization* (Doctoral dissertation, Capella University).
- Kamboj, K. P., & Garg, P. (2021). Teachers' psychological well-being role of emotional intelligence and resilient character traits in determining the psychological well-being of Indian school teachers. *International Journal of Educational Management*, 35(4), 768–788. <https://doi.org/10.1108/IJEM-08-2019-0278>
- Kamboj, S., & Garg, R. (2021). Emotional intelligence and resilience among Indian teachers: The mediating role of persistence in well-being. *Journal of Educational Psychology*, 113(3), 1–15. DOI: <https://doi.org/10.1037/edu0000453>
- Kangas-Dick, K., & O'Shaughnessy, E. (2020). Interventions that promote resilience among teachers: A systematic review of the literature. *International Journal of School and Educational Psychology*, 8(2), 131–146. <https://doi.org/10.1080/21683603.2020.1734125>
- Karimi, M. N., & Adam, S. B. (2023). A Structural Equation Modeling Analysis of the Relationships between Perceived Occupational Stress, Burnout, and Teacher Resilience. *Second Language Teacher Education (SLTE)*, 2(1).
- Kavgaci, H. (2022). Resilience and teaching efficacy among aspiring Turkish teachers: The role of self-efficacy and teaching perspectives. *Teaching and Teacher Education*, 108, 1–10. DOI: <https://doi.org/10.1016/j.tate.2021.103496>
- Kavgaci, H. (2022). The Relationship between Psychological Resilience, Teachers' Self-Efficacy and Attitudes towards Teaching Profession: A Path Analysis. *International Journal of Progressive Education*, 18(3), 278–296.
- Klainin-Yobas, P., Cho, H., & Lee, M. (2021). Stress, resilience, and psychological well-being among nursing students: The role of social support. *Journal of Advanced Nursing*, 77(3), 1–10. DOI: <https://doi.org/10.1111/jan.14888>
- Klainin-Yobas, P., Vongsirimas, N., Ramirez, D. Q., Sarmiento, J., & Fernandez, Z. (2021). Evaluating the relationships among stress, resilience and psychological well-being among young adults: a structural equation modelling approach. *BMC nursing*, 20, 1–10.



Vol. 3 No. 2 (February) (2025)

- <https://doi.org/10.1186/s12912-021-00645-9>
 Kolachi, I. A., Shah, S. G. M., Ahmed, I., Ali, Z. & Ahmad, N. (2024). Factors Affecting English Language Teachers' Participation in Professional Development at Private Universities in Karachi, Pakistan. *Journal of Policy Research*, 10(2), 697–705. DOI: <https://doi.org/10.61506/02.00287>
- Kristiansen, J., Lund, S. P., Persson, R., Challi, R., Lindskov, J. M., Nielsen, P. M., Larsen, P. K., & Toftum, J. (2016). The effects of acoustical refurbishment of classrooms on teachers' perceived noise exposure and noise-related health symptoms. *International Archives of Occupational and Environmental Health*, 89(2), 341–350. <https://doi.org/10.1007/s00420-015-1077-3>
- Labrague, L. J., & Ballard, C. A. (2020). Resilience and social support as predictors of fatigue and quality of life among college students during the COVID-19 pandemic. *Nursing Forum*, 55(3), 413–421. DOI: <https://doi.org/10.1111/nuf.12510>
- Labrague, L. J., & Ballard, C. A. (2021). Lockdown fatigue among college students during the COVID-19 pandemic: Predictive role of personal resilience, coping behaviors, and health. *Perspectives in psychiatric care*, 57(4), 1905. <https://doi.org/10.1111/ppc.12765>
- Li, M., Liu, F., & Yang, C. (2024). Teachers' Emotional Intelligence and Organizational Commitment: A Moderated Mediation Model of Teachers' Psychological Well-Being and Principal Transformational Leadership. *Behavioral Sciences*, 14(4), 345. <https://doi.org/10.3390/bs14040345>
- Luther, L., McLafferty, M., & McLafferty, M. (2020). Risk and resilience during the COVID-19 pandemic: The role of parental support and mental health services. *Journal of Youth and Adolescence*, 49(6), 1210–1222. DOI: <https://doi.org/10.1007/s10964-020-01265-w>
- Luther, L., McLafferty, M., & McLafferty, M. (2020). Risk and resilience during the COVID-19 pandemic: The role of parental support and mental health services. *Journal of Youth and Adolescence*, 49(6), 1210–1222. DOI: <https://doi.org/10.1007/s10964-020-01265-w>
- Maiorano, T., Paciello, M., & Di Giunta, L. (2020). Resilience and stress management among medical professionals during emergencies: The role of emotional intelligence. *Frontiers in Psychology*, 11, 1–10. DOI: <https://doi.org/10.3389/fpsyg.2020.574660>
- Maiorano, T., Vagni, M., Giostra, V., & Pajardi, D. (2020). COVID-19: Risk factors and protective role of resilience and coping strategies for emergency stress and secondary trauma in medical staff and emergency workers—An online-based inquiry. *Sustainability*, 12(21), 9004. doi.org/10.3390/su12219004
- Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, 54, 77–87. <https://doi.org/10.1016/j.tate.2015.11.016>
- Maricuțoiu, L. P., Pap, Z., Ștefancu, E., Mladenovici, V., Valache, D. G., Popescu, B. D., ... & Vîrgă, D. (2023). Is teachers' well-being associated with students' school experience? A meta-analysis of cross-sectional evidence. *Educational Psychology Review*, 35(1), 1. <https://doi.org/10.1007/s10648-023-09721-9>



Vol. 3 No. 2 (February) (2025)

- Mishra, H., & Venkatesan, M. (2023). Psychological well-being of employees, its precedents and outcomes: A literature review and proposed framework. *Management and Labour Studies*, 48(1), 7-41. <https://doi.org/10.1177/0258042X221117960>
- Moskowitz, S., & Dewaele, J. M. (2021). Is teacher happiness contagious? A study of the link between perceptions of language teacher happiness and student attitudes. *Innovation in Language Learning and Teaching*, 15(2), 117-130. <https://doi.org/10.1080/17501229.2019.1707205>
- Muller, S. M., Gorrow, A., & Fiala, K. A. (2011). Comparing protective factors and resilience among classroom-based teachers and community-based educators. *Education*, 134(4), 497-505. DOI: <https://doi.org/10.3102/0034654313459469>
- Muller, S. M., Gorrow, T. R., & Fiala, K. A. (2011). Considering protective factors as a tool for teacher resiliency. *Education*, 131(3), 545-556. <https://projectinnovationaustin.com/>
- Naeem, S., Ali, Z., & Ahmed, N. (2022). Evaluation of the Causes of Interest Decline in the Subject of Chemistry amongst Secondary and Higher Secondary School Students in Karachi Pakistan. *International Journal of Social Science & Entrepreneurship*, 2(2), 175-184. <https://doi.org/10.58661/ijssse.v2i2.48>
- Pirzada, G., Tabassum, R., & Ahmad, N. (2024). WHY IS TVET NOT WORKING IN PRISONS? AN EXPLORATION OF PRISONS-BASED VOCATIONAL TEACHERS' PERSPECTIVES. *JOURNAL OF SOCIAL SCIENCES DEVELOPMENT*, 3(3), 165-178. <https://doi.org/10.53664/JSSD/03-03-2024-14-165-178>
- Pressman, S. D., Kraft, T., & Bowlin, S. (2020). Well-being: physical, psychological, and social. In *Encyclopedia of behavioral medicine* (pp. 2334-2339). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-39903-0_75
- Proietti Ergün, A. L. P., & Dewaele, J. M. (2021). Do well-being and resilience predict the foreign language teaching enjoyment of teachers of Italian? *System*, 99, 102506. <https://doi.org/10.1016/j.system.2021.102506>
- Raetze, S., Duchek, S., Maynard, M. T., & Wohlgemuth, M. (2022). Resilience in organization-related research: An integrative conceptual review across disciplines and levels of analysis. *Journal of Applied Psychology*, 107(6), 867-897. <https://doi.org/10.1037/apl0000952>
- Raza, S., & Ahmed, N. (2017). Measuring Employees' Commitment through Job Satisfaction: Perception of Public Primary School Teachers. *Bulletin of Education and Research*, 39(1), 129-144.
- Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. *Psychotherapy and Psychosomatics*, 65(1), 14-23. <https://doi.org/10.1159/000289026>
- Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction (Vol. 55, No. 1, p. 5). *American Psychologist*. American Psychological Association, 55(1), 5-14. <https://doi.org/10.1037//0003-066x.55.1.5>
- Shah, S. G. M., Ali, Z., & Ahmad, N. (2024). Analytical study of Awareness of Metacognitive Reading Strategies and Reading Comprehension among College Students. *Voyage Journal of Educational Studies*, 4(1), 34-46.



Vol. 3 No. 2 (February) (2025)

- <https://doi.org/10.58622/vjes.v4i1.120>
 Shahdadi, S., Ghaffari, S., & Ghaffari, M. (2017). Resilience in women with and without irritable bowel syndrome: The role of interpersonal traits and life purpose. *Journal of Clinical Psychology in Medical Settings*, 24(3), 227–234. DOI: <https://doi.org/10.1007/s10880-017-9517-4>
- Shapero, B. G., Farabaugh, A., Terechina, O., DeCross, S., Cheung, J. C., Fava, M., & Holt, D. J. (2019). Understanding the effects of emotional reactivity on depression and suicidal thoughts and behaviors: Moderating effects of childhood adversity and resilience. *Journal of Affective Disorders*, 245, 419–427. <https://doi.org/10.1016/j.jad.2018.11.033>
- Singh, R., Mahato, S., Singh, B., Thapa, J., & Gartland, D. (2019). Resilience in Nepalese adolescents: Socio-demographic factors associated with low resilience. *Journal of multidisciplinary healthcare*, 893-902.
- Singh, S., & Sharma, S. (2019). Resilience and coping mechanisms among Indian medical students: The role of emotional intelligence. *Journal of Health Psychology*, 24(5), 635–645. DOI: <https://doi.org/10.1177/1359105317702240>
- Tang, Y. Y., Tang, R., & Gross, J. J. (2019). Promoting psychological well-being through an evidence-based mindfulness training program. *Frontiers in Human Neuroscience*, 13, 237. <https://doi.org/10.3389/fnhum.2019.00237>
- Thomas, M., Khan, A. H., & Ahmad, N. (2022). Way forward for post pandemic online teaching: A case of higher education in Pakistan. *Journal of Humanities, Social and Management Sciences (JHSMS)*, 3(1), 1–15. <https://doi.org/10.47264/idea.jhsms/3.1.1>
- Tugade, M. M., Fredrickson, B. L., & Feldman Barrett, L. (2004). Psychological resilience and positive emotional granularity: Examining the benefits of positive emotions on coping and health. *Journal of personality*, 72(6), 1161-1190. <https://doi.org/10.1111/j.1467-6494.2004.00294.x>
- Turner, M. A., Chandler, S. E., & Heffer, R. W. (2017). The role of resilience in predicting well-being and academic achievement in college students. *Journal of American College Health*, 65(5), 353–359. DOI: <https://doi.org/10.1080/07448481.2017.1302330>
- Turner, M., Scott-Young, C. M., & Holdsworth, S. (2017). Promoting wellbeing at university: the role of resilience for students of the built environment. *Construction management and economics*, 35(11-12), 707-718. <https://doi.org/10.1080/01446193.2017.1353698>
- Voukelatou, V., Gabrielli, L., Miliou, I., Cresci, S., Sharma, R., Tesconi, M., & Pappalardo, L. (2021). Measuring objective and subjective well-being: dimensions and data sources. *International Journal of Data Science and Analytics*, 11, 279-309. <https://doi.org/10.1007/s41060-020-00224-2>
- Wang, Y., Derakhshan, A., & Azari Noughabi, M. (2024). The interplay of EFL teachers' immunity, work engagement, and psychological well-being: Evidence from four Asian countries. *Journal of Multilingual and Multicultural Development*, 45(8), 3241-3257. <https://doi.org/10.1080/01434632.2022.2092625>
- Wang, Y., Zhang, L., & Zhang, Y. (2022). Professional engagement and well-being among Asian EFL instructors: The role of well-being in teacher immunity. *Asia Pacific Education Review*, 23(1), 1–10. DOI: <https://doi.org/10.1007/s12564-021-09765-9>



Vol. 3 No. 2 (February) (2025)

- Webb, S. A. (2023). Theorizing Social Well-Being: Subjective Mental States, Preference Satisfaction, or Mitsein?. In *Second International Research Handbook on Values Education and Student Wellbeing* (pp. 905-922). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-24420-9_50
- Yiğit, B., & Çakmak, B. Y. (2024). Discovering Psychological Well-Being: A Bibliometric Review. *Journal of Happiness Studies*, 25(5), 1-24. <https://doi.org/10.1007/s10902-024-00754-7>
- Yildirim, M., & Arslan, G. (2020). Exploring the role of resilience in well-being during the COVID-19 pandemic: A cross-sectional study. *Current Psychology*, 39(6), 1896–1905. DOI: <https://doi.org/10.1007/s12144-020-01144-7>
- Yıldırım, M., & Arslan, G. (2022). Exploring the associations between resilience, dispositional hope, preventive behaviours, subjective well-being, and psychological health among adults during early stage of COVID-19. *Current psychology*, 41(8), 5712-5722. <https://doi.org/10.1007/s12144-020-01177-2>
- Zhang, S., & Luo, Y. (2023). Review on the conceptual framework of teacher resilience. *Frontiers in Psychology*, 14, 1–1 DOI: <https://doi.org/10.3389/fpsyg.2023.1179984>
- Zhang, S., & Luo, Y. (2023). Review on the conceptual framework of teacher resilience. *Frontiers in Psychology*, 14, 1179984. <https://doi.org/10.3389/fpsyg.2023.1179984>