

Resilience and Life Satisfaction: A Study among Secondary School Teachers of Telangana

*Dr. Madhukar Gampala**

ABSTRACT

The teaching profession is known for its inherent challenges, and understanding how teachers navigate and cope with stressors can offer valuable insights for educational institutions and policy makers. The primary purpose of this research is to probe the relationship between life satisfaction and resilience. Standardised resilience and life satisfaction scales will be given to a diverse sample of secondary school teachers in order to collect quantitative data. The direction and strength of the relationship between resilience levels and life satisfaction scores will be investigated using statistical analyses. The study's conclusions are intended to guide educational interventions and policies that assist educators in building resilience and raising students' general life satisfaction. Resilience, or the capacity to overcome hardship, is essential for people working in high-stress occupations like teaching. The purpose of this study is to investigate the connection between life satisfaction and resilience in secondary school teachers in the southern Indian state of Telangana. A survey was conducted with 314 secondary school teachers who worked in both government and private schools throughout Telangana. Life satisfaction and resilience were measured using standardised measures. According to the study, there is a strong positive correlation between life satisfaction and resilience, meaning that teachers who are more resilient also tend to have happier lives.

Keywords: *Resilience, Life Satisfaction, Secondary School Teachers and Telangana*

About authors

** Associate Professor, Dept. of Education, North Eastern Hill University, Tura Campus, Chasingre, West Garo Hills, Tura, Meghalaya state, India*

Introduction

The teaching profession is often regarded as one of the most demanding and emotionally taxing careers. Secondary school teachers, in particular, face unique challenges due to the critical stage of development of their students, the academic pressure associated with board examinations, and the responsibility of shaping young minds. Teachers are expected to manage classrooms, address the diverse needs of students, and meet administrative and parental expectations, all while maintaining their own personal and professional well-being. As a result, many teachers experience high levels of stress, which can negatively affect their job satisfaction, mental well-being, and the quality of life.

In this perspective, the term resilience is defined as the ability to adapt to stress & adversity, plays a pivotal role in maintaining a teacher's psychological

well-being. Resilient individuals tend to recover more quickly from setbacks, maintain a positive outlook, and manage stress effectively, which in turn contributes to higher levels of life satisfaction. Life satisfaction, a key indicator of subjective well-being, reflects an individual's overall assessment of their quality of life. The state of Telangana, known for its diverse educational landscape, presents a unique context for studying the resilience and life satisfaction of secondary school teachers. With a mix of rural and urban schools, government and private institutions, and varying levels of infrastructural and academic resources, teachers in Telangana face a range of challenges that may affect their resilience and well-being. Exploring the relationship between resilience and life satisfaction among this group is crucial to understanding how they cope with professional demands and how their well-being can be supported.

Satisfaction of the Life

The way some philosophers and psychologists have discussed the good life for humans and specifically concentrated on the principles that lead to it may help us understand and explain the concept of life satisfaction. Guignon (1999); Russell (1945). The term "life satisfaction describes how someone feels about their life as a whole; Instead of being based on a particular period of time or area of expertise, life satisfaction is a general assessment."

Life Satisfaction - Indian Context

"Life satisfaction, a core aspect of subjective well-being, refers to an individual's overall evaluation of their life quality based on their personal standards and expectations (Russel, 1945)". It encompasses emotional, social, and material aspects, offering insights into how satisfied individuals feel with their lives in relation to factors such as income, health, relationships, and personal achievements. In the Indian context, life satisfaction is influenced by unique cultural, social, and economic factors, making it a complex and multifaceted construct. A person's life satisfaction is often closely tied to their sense of belonging within their family and community. Social roles and responsibilities, such as caregiving for elderly parents or ensuring the well-being of children, also influence how individuals assess their quality of life.

Economic factors are significant determinants of life satisfaction in India. Although rapid economic development has lifted millions out of poverty, income disparities, employment opportunities, and access to resources continue to impact how individuals evaluate their lives. In rural areas of India, life satisfaction may be closely linked to factors such as agricultural productivity, social cohesion, and access to basic services like healthcare, water, and electricity. In contrast, urban areas may prioritize factors such as career growth, educational opportunities, and social mobility. However, life satisfaction in urban areas can also be impacted by challenges such as pollution, overcrowding, and work-related stress.

In the Indian educational sector, teachers' life satisfaction is influenced by factors such as job

security, working conditions, social status, and opportunities for professional growth. The emotional fulfilment derived from teaching, shaping future generations, and contributing to society's development plays a vital role in their overall well-being. However, issues such as low pay, lack of infrastructure, administrative burden, and societal expectations often reduce teachers' life satisfaction, especially in rural or under-resourced areas.

Resilience

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

Life Satisfaction & Resilience

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

Statement of the Problem

Resilience and Life Satisfaction: A Study among Secondary School Teachers of Telangana.

Need and Significance of the Study

Secondary school teachers play a crucial role in shaping students' futures. Their mental health and well-being are vital for their professional efficiency and their ability to foster a healthy learning environment. However, high stress levels, lack of coping mechanisms, and limited emotional support make it essential to explore factors that contribute

to their well-being. This study seeks to address this gap by examining the relationship between resilience and life satisfaction among secondary school teachers in Telangana.

Teachers' well-being directly influences student outcomes, classroom dynamics, and overall school performance. A resilient teacher is more likely to be engaged, motivated, and better equipped to handle the demands of the job, resulting in improved academic and emotional outcomes for students. This makes studying teacher resilience a crucial aspect of educational reform and policy planning in Telangana.

Telangana's educational system reflects a mix of urban and rural settings, government and private institutions, and varying socioeconomic conditions. Teachers in this region face diverse challenges that may affect their professional resilience and life satisfaction. Conducting a study in this context provides a localized understanding of the specific factors impacting teacher well-being, which can be applied to develop region-specific interventions and support systems.

Objective of the study

To examine the resilience among secondary school teachers in relation to their life satisfaction

Hypothesis

Resilience among secondary school Teachers is positively related to their life satisfaction.

Operational Definitions:

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

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

Life satisfaction: "Life satisfaction is an evaluation of a person's quality of life. It is assessed in terms of mood, relationship satisfaction, achieved goals, self-concepts, and self-perceived ability to cope with their life".

Limitations

1. The study is limited to study of the Resilience and Life satisfaction among School teachers.

2. The study is limited to two districts i.e Hyderabad and Medchal-Malkajgiri district.

Reviews of related Literature

Gu and Day (2007), resilience enables teachers to manage stress, prevent burnout, and maintain their commitment to teaching despite adversities. Their study emphasizes that resilient teachers are more likely to exhibit sustained job satisfaction and emotional stability. In the context of Telangana, where teachers often face large class sizes, inadequate infrastructure, and diverse student needs, resilience becomes even more critical.

Beltman, Mansfield, and Price (2011) resilience is discussed as a dynamic process influenced by personal, relational, and contextual factors. They highlight that the development of resilience is supported by positive relationships with colleagues, access to professional development, and a supportive school environment. These findings align with the current study's focus on how school environments in Telangana impact teacher resilience and, subsequently, their life satisfaction.

Diener et al. (1985) define life satisfaction as a cognitive evaluation of one's life circumstances, which encompasses both personal and professional domains. For teachers, life satisfaction is influenced not only by their personal lives but also by the challenges they face in their professional roles.

Skaalvik and Skaalvik (2011) found that teachers' life satisfaction is directly linked to their job satisfaction, motivation, and ability to manage stress.

Klassen and Chiu (2010) supports this view, emphasizing that life satisfaction among teachers is closely connected to their sense of efficacy and stress management capabilities.

Resilience and Life Satisfaction in Indian Teachers

Choudhary and Tiwari (2016) note that teachers in India often face high levels of stress due to a lack of resources, low salaries, and pressure to achieve

academic results. Despite these challenges, teachers with high resilience tend to report greater job satisfaction and a better overall quality of life.

Singh and Verma (2018) on teacher well-being in India highlights that resilience is a key predictor of life satisfaction. They found that teachers who could effectively manage work-related stress through coping strategies were more likely to experience higher life satisfaction.

Seligman and Csikszentmihalyi (2000), in their work on positive psychology, suggest that resilience is not only a personal trait but is also shaped by societal expectations, family support, and community values. In India, where collective well-being and family obligations are prioritized, teachers' resilience may be influenced by their social networks and family structures.

Kumar and Dixit (2014) examined the cultural aspects of life satisfaction among Indian teachers and found that teachers who reported strong family and community support also exhibited higher resilience and life satisfaction.

Methodology

Research Design:

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

Population

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

in these schools located in Hyderabad District and Medchal-Malkajgiri District.

Sample

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

Tools

1. Resilience scale developed by Connor-Davidson (2003): The Resilience Scale prepared by Connor-Davidson (2003) was used in this study. This scale is comprised of twenty-five items. The scale uses a response format which follows a five-point scale, ranging from completely untrue (1) to almost always true (5). This format applies to all twenty-five items. A higher score on this scale reflects a higher level of resilience. An average of the 25 items for each subject is taken as a score of resilience for each subject.

2. The Life Satisfaction Scale often referred to as the Satisfaction with Life Scale (SWLS), was developed by Ed Diener (1985), a prominent psychologist known for his work in subjective well-being and positive psychology. The life satisfaction scale is a widely used self-report instrument designed to measure an individual's overall life satisfaction and subjective well-being. It's a simple and concise questionnaire consisting of five items.

Pilot Study

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

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

Data Collection Procedure

Two scales are used in the present study along with their instructions was printed and bound into a form of a separate booklet. The first page of the booklet

Table 1 : Results of Multiple Regression Analysis with Resilience along with control variables predicting life satisfaction.

| Variable | F | df | Adj. R2 | β | Sig. |
|---|---------|-------|---------|---------|------|
| Dependent variable Life satisfaction | 7.291** | 6,307 | .125 | | |
| Age | | | | .053 | .615 |
| Experience | | | | .30 | .777 |
| Gender | | | | -.029 | .639 |
| Location | | | | .050 | .401 |
| Management | | | | .019 | .772 |
| Resilience | | | | .239 | .000 |

** $p < 0.01$

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

had a covering letter, informing briefly about the study and the general instructions to be followed while filling up the questionnaires. The teachers were then requested to indicate their level of agreement with each item by placing the corresponding number in the space provided next to each item.

Data Analysis Strategy

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

coefficients for resilience is found to be significant ($p < .001$). This indicates that resilience has emerged as a significant predictor of life satisfaction.

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

Table 2

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

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

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

Discussion:

Resilience

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

Resilience of the teachers was found to have significant positive relationships with psychological empowerment. Resilience of teachers was found to have significant positive relationships with all the dimensions of Psychological empowerment – Competence, Meaning, Self-Determination and Impact. Resilience of teachers showed a significant positive relationship with life satisfaction, additionally resilience emerged as a significant predictor of life satisfaction.

Life satisfaction

Life satisfaction is a subjective and overall assessment of a person's well-being and contentment with their life as a whole. It reflects an individual's evaluation of their life based on their own criteria, values, and perceptions. Life satisfaction is essential for teachers because it not only enhances their own well-being but also has far-reaching effects on job satisfaction, teaching effectiveness, student outcomes, and the overall school environment.

Limitations of the Study

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

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

Implications of the study

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

Conclusion

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

of their profession and lead fulfilling lives both inside and outside the classroom.

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