

Evaluating Resilience of Administrative Staff and Teaching Professionals

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ABSTRACT

Resilience is a term used to describe positive adaptability, coping style or the capacity to preserve or regain mental health in the face of difficulty. The present study aims at assessing the level of resilience in administrative staff and primary teachers with age range between 50 to 60 years. A total sample of 80 geriatrics comprised of 40 primary teachers and 40 administrative staff selected using simple random sampling method. The data was randomly collected from Nainital and Almora district from kumaon region of Uttarakhand, using resilience scale developed by Lakshmi and Narain (2017). For statistical analysis t-test and correlation was performed. The result showed that primary teachers and administrative staff had no significant difference in their level of resilience and its all dimensions. Furthermore, there is low significant correlation found between administrative staff and primary teachers on the different dimensions of resilience. Also, low significant inter-variable correlations found in administrative staff and primary teachers.

Keywords: Resilience, Well-Being, Primary Teachers, Administrative Staff

From the first day of stepping into the workplace, fueled by dreams and purpose, to the final chapter of retirement, a career becomes more than just a job, it's a path of responsibility, contribution, and growth. Along the way, the work shapes not only the individual but the world around them, leaving behind a legacy of dedication, and proving that every role played, no matter the scale, has a lasting impact. Seligman (2011), defined work as an avenue for individuals to find meaning and purpose in their lives. He emphasized that jobs that align with personal values enhance well-being and fulfillment. Jobs are a fundamental part of the modern economy and society. They serve as a means for individuals to earn a living and contribute to the production of goods and services. Job is a way by which individuals contribute to society, sustain themselves, and find purpose and fulfilment. However, they also encounter unique challenges in the modern workplace. As Chen et al. (2022) found that adopting healthier lifestyle, suggesting that while some adversity can build resilience, excessive negative experiences may diminish it. It is essential to evaluate the resilience of these professionals because in the dynamic landscape of educational institutions and administrative offices, the ability to respond to adversity and stress is a vital attribute for both administrative officers and primary teachers.

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As primary teachers foster resilience in their classrooms, the dedication of administrative staff to overcoming hurdles outside the educational realm illustrates a collective commitment to building a more resilient society, where every individual is empowered to thrive. Resilience is defined as, “the capacity to recover or bounce back, as is inherent in its etymological origins, wherein resilience “derives from the Latin words *salire* - to leap or jump, and *resilire* - to spring back” (Davidson et al., 2005). Masten, (2001) opines, “that class of phenomena which is characterized by good outcomes in spite of serious threats to adaptation or development,” can be called Resilience. While Carver (1998) considered resilience as the capacity to bounce back from “disruptions in functioning that result from stress appraisals,” and “to the ability to return to the previous level of functioning”. Wagnild & Young, (1993) quoted that “the quality of resilience is attributed to individuals who, in the face of overwhelming adversity, are able to adapt and restore equilibrium to their lives and avoid the potentially deleterious effects of stress”. Kamboj et al. (2021) investigated how intrinsic factors like emotional intelligence and resilient character traits influence teachers' psychological well-being and indicated that perseverance serves as a vital mediator, while self-reliance played a more inconsistent role in the relationship between emotional intelligence and well-being.

Individuals react very differently to adversities, such as the loss of a loved one. One person may face years of prolonged grief and depression after bereavement, while another may begin to heal within months. The recovery process varies widely based on emotional resilience and coping mechanisms. As Rutter M, (2012) found that resilience is an inference drawn based on evidence that some individuals have a better outcome than other who have experienced a comparable level of stressful event; moreover, the negative experience may have either a sensitizing effect or a strengthening “steeling” effect in relation to the response to later stress or adversity. Glasmer (1981) suggested that during the latter years of one’s working life, employees cognitively adjust their views on the importance of work so that they arrive at a position of cognitive balance by the time that retirement occurs, thereby avoiding cognitive dissonance by Festinger, (1962). The professionals, often in pre-retirement age, bring a wealth of experience and expertise to their roles. However, they also encounter unique challenges in the modern workplace. It is essential to evaluate the resilience of these professionals because in the dynamic landscape of educational institutions and administrative offices, the ability to respond to adversity and stress is a vital attribute for both administrative officers and primary teachers.

Administrative staffs are the backbone of any institutions or organization, responsible for managing a wide range of tasks, from financial planning to logistical coordination. Their resilience directly impacts the institution's ability to navigate challenges effectively and maintain operational stability. Similarly, primary teachers are at the forefront of education, shaping the minds of young learners. Their capacity to manage the demands of teaching, address diverse student needs, and adapt to evolving pedagogical methods profoundly affects the quality of education provided. Amin et al. (2022) conducted a descriptive study on university teachers in Indonesia, revealing that a significant majority (86.6%) exhibited high resilience when navigating changes in educational policies during the pandemic, reinforcing the notion that resilience is crucial for educators facing rapid shifts in their work environment. Sharifian et al. (2023) indicated that teachers with higher resilience levels were better equipped to cope with trauma, underscoring the importance of resilience in challenging educational environments. The ability of teachers to evaluate instruction from the perspective of students who bring a variety of experiences and frames of reference to the classroom is a key contribution of teacher (Darling-Hammond, L. 2000). Resilient professionals can pivot swiftly, maintaining stability and continuity in the face of uncertainty. Raghunathan et al.

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(2022) examined the resilience of teachers during the uncertain situations like Covid-19 pandemic, concluded that strong academic leadership, fostering trust, and enhancing communication between students and teachers are vital for promoting resilience and ensuring continuity in learning.

Hence the present study aims to assessing resilience which can lead to targeted support and development programs. Identifying areas where administrative staff and teachers may need additional resources or training to enhance their resilience can result in a more resilient workforce, ultimately benefiting the institution, and the professionals themselves. It is not only a matter of personal well-being; it's a strategic imperative for educational institutions aiming to thrive in an increasingly complex and challenging world. This assessment can serve as a foundational step towards fostering a resilient, adaptable, and high-performing community that helps in building better society.

Based on the literature review, the research objectives were to compare the relationship between the level of resilience and its all dimensions in administrative staff and primary teachers and to examine the inter-variable relationship in administrative staff and primary teachers.

Hypotheses:

- There would be no significant difference on the level of resilience and its all dimensions between administrative staff and primary teacher.
- There would be no significant correlation between administrative staff and primary teachers on different dimensions of resilience.
- There would be no significant inter-variable correlations in administrative staff.
- There would be no significant inter-variable correlations in primary teachers.

METHOD

Sample:

In this research, data were gathered from urban regions of the Almora and Nainital districts in Uttarakhand's Kumaon area using a stratified random sampling technique. Currently employed administrative staff and primary teachers from the government sector, selected based on equal pay criteria. A total sample of 80 geriatrics, aged 50 to 60 years, comprised 40 primary teachers and 40 administrative staff members. The researcher employed a Personal Data Schedule to record information such as name, gender, and age. Data collection from administrative staff involved visits to government offices with representing various departments, including animal husbandry, social welfare, fisheries, agriculture, revenue, women's welfare, child welfare, youth welfare, rural development, and the Uttarakhand Transport Corporation. Ten government schools were randomly selected from each district for the data collection from primary teachers.

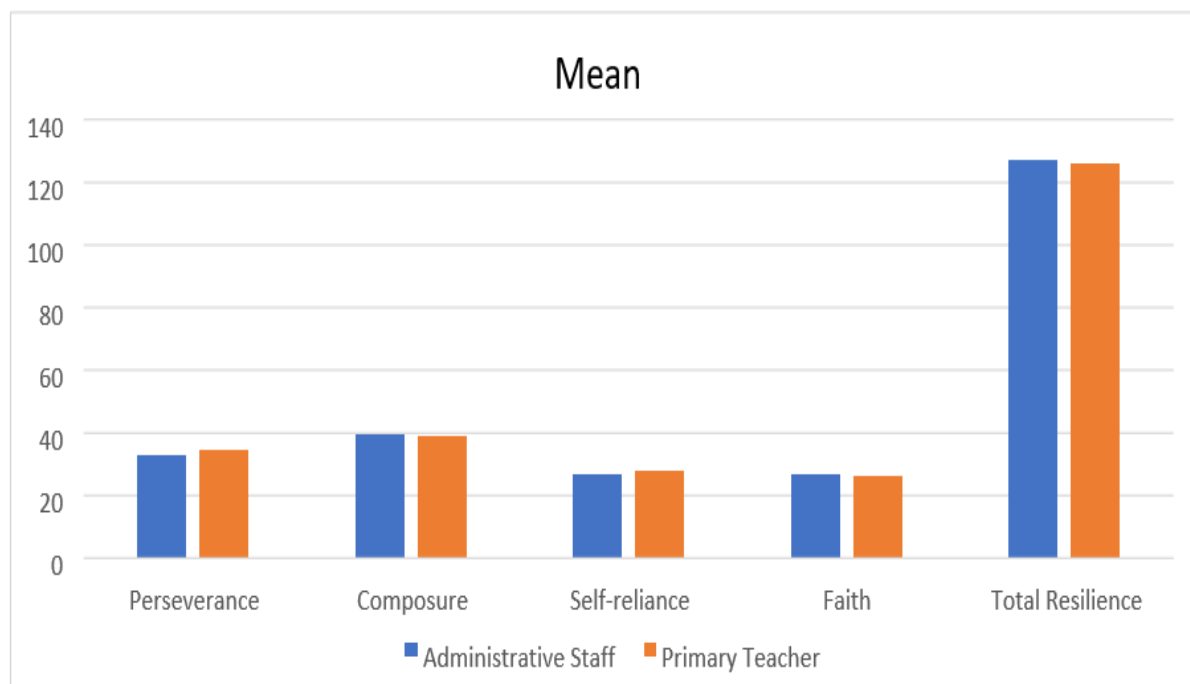
Tools for Data Collection;

- **Personal Data Schedule:** The self developed questionnaire that include all demographic details like name, gender, age, socioeconomic status.
- **The Resilience scale:** The Resilience Scale, developed by Lakshmi and Narain (2017), measures resilience in individuals aged 14 and above. It consists of 30 items—26 positive and 4 negative—using a 5-point Likert scale. The test-retest reliability is 0.87, and the split-half reliability is 0.84, both significant at the .01 level. The concurrent validity was also significant, with a value of 0.86.

RESULT

Table 1; t - test and Correlation Analysis of Resilience

DIMENSIONS	NATURE OF WORK	MEAN (SD)	SE _d	t-value	Significance at 0.05 level	Correlation (r)
Perseverance	Administrative staff	33.03 (3.68)	1.31	0.96	NS	-0.07
	Primary teacher	34.3 (7.46)				
Composure	Administrative staff	39.58 (3.55)	0.95	0.60	NS	-0.04
	Primary teacher	39 (4.85)				
Self-reliance	Administrative staff	26.9 (3.61)	1.00	1.07	NS	0.07
	Primary teacher	27.98 (5.21)				
Faith	Administrative staff	26.58 (2.53)	0.69	0.61	NS	-0.02
	Primary teacher	26.15 (3.58)				
TR	Administrative staff	126.98 (9.83)	2.89	0.29	NS	-0.14
	Primary teacher	126.13 (15.47)				



Graph; Mean Scores of All Dimensions of Resilience

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Table 2: Correlations of Administrative staff

Dimensions	Perseverance	Composure	Self-Reliance	Faith	Total Resilience
Perseverance	1	.198	.457**	.485**	.735**
Composure		1	.451**	.221	.662**
Self-reliance			1	.505**	.826**
Faith				1	.708**
total resilience					1
*. sig at the 0.05 level = 0.30 significant value					
**. sig at the 0.01 level = 0.39 significant value					

Upon evaluating Table 1, the analysis revealed that the level of perseverance, composure, self-reliance, faith and total resilience among administrative staff and primary teachers had a t-value of 0.96, 0.60, 1.07, 0.61, 0.29 respectively with significance level of 0.05. Therefore, no significant differences were found between administrative staff and primary teachers on the level of resilience and its various dimensions at 0.05 significance level. Consequently, our hypothesis 1 got rejected.

Further the correlations between administrative staff and primary teacher on the level of perseverance (-0.07), composure (-0.04), faith (-0.02) and total resilience (-0.14) had negatively negligible correlation. While self-reliance (0.07) had positively negligible correlation between administrative staff and primary teacher. Therefore, our hypothesis 2 got rejected.

Table 3: Correlations of primary teacher

	Perseverance	Composure	Self-reliance	Faith	Total Resilience
Perseverance	1	.025	.343*	.233	.134
Composure		1	.358*	.270	-.050
Self-reliance			1	.510**	-.167
Faith				1	.116
Total resilience					1
*. Sig at the 0.05 level = 0.30 significant value					
**. Sig at the 0.01 level = 0.39 significant value					

The correlation of perseverance with composure (0.198) was found non-significant at the 0.01 level among administrative staff. Furthermore, correlation of composure with faith (.221) was found non-significant at the 0.01 level. Furthermore, all other inter-variable correlations were found to be significant at the 0.01 level. Thus, hypothesis 3 partially got rejected.

The correlation of perseverance with self-reliance was found significant (0.34) at 0.05 level and correlation on the level of composure with self-reliance (0.35) is significant at the 0.05 level among primary teacher. However, correlation on the level of self-reliance with faith (0.51) is found to be significant at 0.01 level. Furthermore, all other inter-variable correlations were found to be non-significant at the 0.05 level Thus hypothesis 4 partially got rejected.

DISCUSSION

From the statistical analysis, it was found that both primary teachers and administrative staff have similar levels of perseverance in their roles. The possible reason could be quoted as similarity in their work environment. Both primary teacher and administrative staff share a common work environment or organizational culture that promotes same level of resilience in both the groups. As both the role faces various works related challenges in daily life they would have develop similar level of endurance capacity, which affect their perseverance level in same way. Another reason could be similarity in their culture as both the administrative and primary teacher from selected area they may share common culture or community members who can provide emotional and practical assistance.

Furthermore, the finding suggests that both primary teachers and administrative staff demonstrate comparable levels of composure in their roles. The possible reason could be quoted as individuals with strong mental health and effective coping skills may demonstrate similar levels of composure in the face of stress or adversity. Another possible reason could be that the both groups may have similar effective emotional regulations skills. Administrative staff and primary teacher may have strong support system. Knowing that you have a network of people to rely on can help people stay composed. Professional requirements of both the profession may require individuals to maintain composure in high-pressure situations as part of their job responsibilities.

While discussing the result obtained the levels of self-reliance among primary teachers and administrative staff are comparable. As both the roles selected in our study have age have wealth of experiences, they would have faced various life challenges and strategies to cope up with the situations, which makes them having similar reliance and believe in their own capabilities. The possible reason could be that, at this stage, both roles often need to work independently to carry out their responsibilities effectively. Slempp's (2021) findings, suggest that employees in workplaces characterized by high job autonomy and meaningful work are more likely to maintain a healthy psychological state and experience a harmonious enthusiasm for their tasks. Thus, the ability to work autonomously contributes to both effective role fulfillment and overall job satisfaction. As they both share similar influential position, in this age they are provided with support and assistance which makes both the groups more confident in their daily activities and decisions which increases their self-belief.

Additionally, the findings reveal that there is a similarity in faith levels between primary teachers and administrative staff. According to the World Values Survey (2010–2014), 78.6% of individuals under 60 in India identify as religious, suggesting that elderly people often share similar faiths. Administrative staff and teachers aged 50 to 60 likely have confidence in their abilities to assess situations, analyze options, and make sound decisions related to their responsibilities. As they age, self-confidence and faith in their interpersonal skills typically increase, which is essential for building and maintaining relationships. Additionally, facing health challenges may lead them to rely more on others for support, fostering deeper trust and a greater understanding of its significance in relationships. This aligns with findings by Poulin and Haase (2015), which suggest a strong connection between trusting behavior and emotional well-being, indicating that older adults often invest more effort into building trust, thereby strengthening interpersonal bonds.

Findings suggests that both groups exhibit similar levels of resilience. Aligning the result Sinha et al. (2020) compared the resilience and happiness and found that there is no significant difference on the level of resilience between the disadvantaged and non-disadvantaged

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employees. While, the mean difference of resilience level in primary teacher and administrative staff due to the chance factor. The possible reason could be; in both the roles, individuals encounter various challenges and obstacles, such as handling administrative tasks, managing classrooms, and addressing student needs. Individuals in this age typically have a wealth of life experience and wisdom that comes from having lived through various ups and downs. The concept of 'healthy aging' underscores the ongoing ability to navigate the evolving challenges that individuals face as they approach retirement (Juster (2010)). They often play a vital and supportive role within families, serving as pillars of strength even during challenging times. MacLeod et.al (2016) in his study on resilience quoted that older persons can be resilient despite their socioeconomic backgrounds, personal experiences, and decreasing health. As these professions are emotionally and mentally demanding as Administrative staff often deal with complex processes, while teachers face diverse student needs and behaviors as a result of having similar resilience level that is vital for maintaining mental and emotional well-being in the face of stress and work pressure.

Statistical analysis indicated that the difference in resilience levels between primary teachers and administrative staff is statistically non-significant. This finding aligns with Sinha et al. (2020), who reported no significant differences in resilience between disadvantaged and non-disadvantaged employees. The observed mean difference in resilience levels may be attributed to chance. Both primary teachers and administrative staff face various challenges in their roles, such as managing administrative tasks, handling classroom dynamics, and addressing student needs. Individuals in this age group typically possess accumulated wisdom as they all are near the pre-retirement range, enabling them to navigate the complexities of their jobs effectively. The concept of "healthy aging" emphasizes the ability to adapt to challenges as individuals approach retirement (Juster, 2010). Furthermore, both groups often serve as pillars of strength within their families, demonstrating resilience even in financial or other difficult times. MacLeod et al. (2016) noted that older individuals can exhibit resilience regardless of their socioeconomic backgrounds or personal experiences. Given the emotionally and mentally demanding nature of both professions, with administrative staff managing complex processes and teachers addressing diverse student needs, it is understandable that they maintain similar levels of resilience essential for their mental and emotional well-being amid stress and work pressure.

The correlation analysis between administrative staff and primary teachers reveals weak relationships on the level of resilience. Perseverance, composure, faith and total resilience all show low negative correlations, indicating minimal differences between the two groups. These results suggest that both groups display similar levels of persistence in their work as same level of pressure, emotional stability, same level of belief systems, and resilience, with only slight inverse tendencies. On the other hand, self-reliance shows a weak positive correlation, suggesting a small direct relationship between administrative staff and primary teachers in their ability to work independently. Overall, the low correlations indicate that the two groups share comparable traits, with no significant differences observed across the variables studied. The correlation analysis revealed that the relationships between perseverance and composure and between composure and faith were non-significant among administrative staff. However, all other inter-variable correlations were significant, indicating stronger relationships between other dimensions. The analysis among primary teachers revealed significant correlations between perseverance and self-reliance and between composure and self-reliance. Additionally, the correlation between self-reliance and faith was significant, indicating a stronger relationship. It suggests that as these professionals become more self-reliance, trusting their own abilities and judgment, they also tend to develop stronger

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faith in others, such as colleagues, students, or the educational system. This relationship indicates that confidence in one's own capabilities can foster a greater belief in the competence and reliability of those around them, creating a balanced dynamic where self-reliance and trust in others work together to enhance collaboration and effectiveness in their roles. However, all other inter-variable correlations were found non-significant, while self-reliance is significantly linked to perseverance, composure, and faith, the anticipated associations with other variables were not observed. The significant link between self-reliance and traits like perseverance, composure, and faith highlights how these qualities mutually reinforce one another. Self-reliance, or the ability to depend on oneself, often fosters perseverance i.e. the determination to push through challenges as individuals trust their own capabilities to overcome obstacles. Composure, or the ability to stay calm under pressure, is also strengthened by self-reliance, as confidence in oneself can help maintain balance in stressful situations. Faith, whether in oneself or in a larger purpose, becomes an anchor, supporting self-reliance and reinforcing a steady, resilient approach to life's challenges. Together, these qualities form a foundation for both personal and professional success.

CONCLUSION

The study revealed that;

There is no Significant difference was found between administrative staff and primary teacher on the level of resilience and its all dimensions. Furthermore, there is low significant correlation found between administrative staff and primary teachers on the different dimensions of resilience. Also, low significant inter-variable correlations found in administrative staff and primary teachers.

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Conflict of Interest

The author(s) declared no conflict of interest.

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