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RESILIENCE AND PSYCHOLOGICAL WELLBEING AMONG PRIVATE SCHOOL TEACHERS IN ENUGU METROPOLIS.

EzeUchenna Gerald¹, Okoli Paul Chibuike¹, EukoraNkiru Abumchukwu², Ezeme Mark Sunday¹, Ugwu Chika Gloria³, Akpoke Victor Okorieh⁶, Onah Thompson Adagba⁵, OnahKedichukwu Luke², Ogwuche Helen Chinelo⁴, Eze Elijah Uchechukwu⁴, Fabian Sunshine Chiezugorom², Aneke Ifunanya² Genevieve Chimaoge Ebulum⁷ Ezeh Leonard Nnaemeka⁸

1. Department of Psychiatry, College of Medicine Enugu State University of Science and Technology, Enugu.
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8. Department of psychology, Nnamdi Azikiwe University, Awka

ABSTRACT

The thought-provoking nature of teaching profession as well as the administrative tasks often results to stress, fatigue and degenerated mental health. This study evaluates the relationship between resilience and psychological wellbeing among private school teachers in Enugu metropolis. Three hundred and forty three teachers with the mean age of 18-60 years and SD of 1.16 were selected as participants. Two instruments were employed for the study: resilience scale developed by Nicholson McBride (2020) and psychological wellbeing scale developed by Carol Ryff. This is a cross-sectional design and it employs convenience sampling to select the participants. Regression was employed for data analysis. The hypothesis states that resilience will significantly influence psychological wellbeing (autonomy, environmental mastery, positive relations, purpose in life, self-acceptance and personal growth) of private school teachers in Enugu Metropolis. The result indicated that there is a significant relationship between resilience and psychological well-being [autonomy, environmental mastery, positive relations, purpose in life, self-acceptance]. More so, the result indicated that there is no significant relationship between resilience and psychological well-being [personal growth]. It is recommended that the school administrators should implement policies promoting flexible schedules and mental health support to improve teachers work balance. These measures would directly enhance psychological wellbeing and reduce balance.

Keywords: Psychological wellbeing, Resilience, Private school teachers.

INTRODUCTION

Psychological well-being is a positive condition of mind with pleasure and gratification. It assesses the factors that portray and influence mental health and wellbeing, nurturing understanding of the cultural, social and economic contexts in which they develop (Bryden, Field, & Francis, 2015). Therefore, an individual can feel relaxed without any stress either before walking into a workplace or while going back to their households. The extent to which an individual experiences positive feelings and emotions of their happiness and is referred to as subjective well-being, and is also a part of psychological well-being (Bryden, Field, & Francis, 2015).

However, studies have examined the possible role of psychological well-being, considered a global construct, as a personal resource that could favor adaptive coping to academic demands. Significant differences in coping strategies have been observed in adolescent students according to their level (high vs. low) of psychological well-being (Diener, Lucas & Oishi, 2002).. Higher levels of psychological well-being led to the adoption of adaptive strategies such as commitment, positive reappraisal, or seeking for instrumental and emotional support.

Conversely, students with lower levels of psychological wellbeing used dysfunctional coping strategies such as ignoring the problem, blaming themselves about the situation, or taking refuge in fantastic thoughts. Diener, Lucas and Oishi (2002) used a median split technique to determine

the level of psychological well-being in their samples. This research in order to bridge gap in knowledge examined resilience as correlates of psychological wellbeing among private school teachers in Enugu metropolis.

Resilience is seen as a dynamic procedure of effective adaptation to adversity, exposed through the prism of evolving psychopathology. Researchers who have narrowly focused on developmental risk often view resilience in response to adversity as an exception rather than a rule (Chitra & Karunanidhi, 2021)). Accordingly, Chitra and Karunanidhi, (2021)) stated that resilience reflects a person's ability to alter possibly lethal stress into a more enabling one and reduce the harmful physiological and psychological effects of such stressors that occur in childhood (National Scientific Council on the Developing Child, 2015).

More, so Chitra and Karunanidhi, (2021)) identified three stages: in the first stage, researchers identify the qualities of individuals who respond completely to difficult living circumstances; in the second one, resilience is considered in the context of dealing with stressors and difficulties; in the third one, they study the motivation of individuals and groups, which leads to self-realization. It should be noted that the definition of resilience approved by the American Psychological Association (APA) is the most common and widely used today, in which resilience is understood as "the process of positive adaptation in the face of adversity, trauma, tragedy or significant stress" (APA Dictionary of Psychology, 2023).

Similarly, Chitra and Karunanidhi, (2021) evaluated the psychological well-being and factors associated with post-traumatic stress disorder among front-line nurses during the coronavirus disease-2019 (COVID-19) pandemic using a predictive study design. In this study the nurses working at First Affiliated Hospital of Bengbu Medical College, Anhui, China subjected survey two times, before and after the nurses worked at the Covid-19 facility. The statistically significant results reported a higher association.

This study focused on resilience as correlates of psychological wellbeing among private school teachers in Enugu metropolis. Additionally, modern scientists approach studying and definition of resilience comprehensively. Thus, Chitra and Karunanidhi, (2021)., conceptualizing this phenomenon, singles out its two main components - physical resilience as an indicator of stress resistance and tolerance and psychological resilience, which includes the development and maintenance of social contacts, the use of social support, finding meaning in difficult events or situations, increasing the educational level and mastering various psycho-technologies that help the development and overcoming of negative consequences after stress (Chitra & Karunanidhi, 2021).,).Chitra and Karunanidhi, (2021), stated that resilience requires learning social skills and abilities, including the ability to solve problems. The list of such skills includes sociability, the ability to restrain anger and control the manifestations of emotions, the ability to plan one's activities and interact with others. Modern approaches to consideration of resilience includes:

Resilience as an individual characteristic (ego-resiliency), a personality trait that protects against the adversities of life and prevents the development of mental disorders as a result of psycho-traumatization, manifests itself as flexibility, agility, creativity and character grit, as well as the ability to adapt to functioning in various external conditions (Chitra & Karunanidhi,2021).,). Resilience as a dynamic process (the term "resilience" is used) in which positive adaptation occurs in the face of adversity. In this sense, resilience is conceptualized as a continuous, active process of the emergence or development of new forces and resources for adaptation and recovery, which has uneven dynamics in the face of the emergence of new risks (Chitra & Karunanidhi, 2021).. Whether resilience is a trait or a process is still debated, but there is a common understanding that the concept describes the ability of individuals, families, and groups to successfully function, adapt, and cope despite psychological, social, cultural, and/or physical

adversity. Resilience (as a trait and a process) appears in people along the continuum of their development (Fink, 2016).

Resilience can be defined as an approach that can be used in societies to help avoid deep trauma for people exposed to terrifying or risky conditions (Chitra & Karunanidhi, (2021).. Currently, the term "resilience" is widely used in psychology, medicine, and social sciences and is considered in connection with the issues of the impact on a person of adverse (extreme, threatening, stressful) conditions and the ability to normal functioning of a person and/or social system (family, communities, organizations) during and after such an impact. Resilience is the ability of a person or a social group (community) to absorb the impact of emergency situations, that is, to "mitigate" the effect of their social and psychological consequences through the actualization of the resources of individuals, groups, organizations and communities capable of preventing the exacerbation of psychological problems and disorders among participants and witnesses of adverse events. (Chitra & Karunanidhi, 2021)., Resilience is a dynamic process in which positive adaptation occurs in the face of adversity. This interpretation focuses attention on the conceptualization of resilience as incessant, active process of the emergence or expansion of new forces and resources for adaptation and recovery, which has uneven dynamics in the face of the emergence of new risks.

Resilience is highly dependent on the cultural context, society, and family. Researchers agree that resilience should be considered not only at the individual level, but also at the interpersonal level, which leaves the interpretation of resilience only as an individual trait in the past (Assonov, & Haustova, 2019). The trajectory of resilience is characterized by researchers as stable mental functioning during stress exposure, and as, a quick return to normal after the destructive effect of psycho-traumatic factors, and as the acquisition of qualitatively new traits and more successful functioning as a result of overcoming psychological trauma. In most reviews, the authors concluded that resilience is a return to normal functioning and restoration of the previous state after a certain period of maladaptation due to a stressful experience (Assonov, & Haustova, 2019). A much smaller number of researchers additionally indicate that resilience is the acquisition of qualitatively new traits and properties or resistance to stress.

Thus, recently in numerous scientific studies and literary sources in Nigeria, various options for defining the concept of "resilience" are offered. Whether resilience is a trait or a process is still debated, but there is a mutual understanding that the concept describes the ability of individuals, families, and groups to effectively function, adapt, and cope despite psychological, social, cultural, and/or physical difficulty. Resilience emerges in people along the continuum of their development. Resilience is considered as the ability of an organism, person or social group to maintain balance and integrity in a difficult situation, to effectively solve not only the task of adapting to changing conditions but also the task of development. Some scholars who favour scientific parsimony argue that the concept of resilience adds nothing to the more general term "positive adaptation".

Others challenge this view, arguing that resilience is a useful heuristic in developmental science because it provides a framework for developmental learning that differs from many classical theories (Wang et al., 1994). Oladinrin, Adeniyi, and Udi, (2014). rely on three propositions regarding the concept of resilience. First, they understand resilience as coping with stress, and thus a description of populations that cope well with adversity. Second, because most knowledge about resilience (positive coping with stress) is almost entirely based on research and clinical experience, this concept needs further study in different contexts and cultures. Therefore, it was proposed in this research that resilience will significantly correlates of psychological wellbeing among private school teachers in Enugu metropolis.

Research Questions

To what extent will resilience significantly predict psychological wellbeing (autonomy, environmental mastery, personal growth, positive relations, purpose in life and self- acceptance) among private school teachers in Enugu metropolis

Research Objectives

To examine if resilience will significantly predict psychological wellbeing (autonomy, environmental mastery, personal growth, positive relations, purpose in life and self- acceptance) among private school teachers in Enugu metropolis

Research hypotheses

Resilience will significantly predict psychological wellbeing (autonomy, environmental mastery, personal growth, positive relations, purpose in life and self- acceptance) among private school teachers in Enugu metropolis

METHOD

Participants: out of 250 approved private primary schools in Enugu metropolis with about 1, 067 teachers, 343 teachers were drawn as participants. Their age ranges from 18-35 years (22.4%) while 36 and above were (18.9%). The educational level indicated that, OND were (13.1%), First degree were (25.9%) while M.SC and above were (10.8%). Their marital status indicated that singles were (2.86%) married were (29.9%), divorces were (31.7. %) while widows were (34.6. %).

Resilience Scale

The scale was developed by Nicholson McBride (2020). The Resilience Questionnaire (NMRQ) is a 12-item, self-administered tool designed to qualitatively assesses resilience using a five-point Likert scale ranging from “1” (strongly disagree) to “5” (strongly agree). Alpa coefficients for the sub dimensions of the scale ranged from 0.66 to 0.81 and the test-retest reliability of the factors ranged from 0.68 to 0.81

Psychological wellbeing Scale: it is **42-item Scale**, developed by **Carol Ryff**, is a widely used tool to measure psychological well-being across **six key dimensions**. Each dimension reflects a central aspect of positive psychological functioning. They include: Autonomy, environmental mastery, personal growth, positive relations to others, purpose in life, self-acceptance. All the dimensions have high and low scores. The Internal Consistency (Reliability):Cronbach’s alpha for the 42-item **version** generally ranges from 0.70 to 0.90 for each subscale.

Procedure

The researcher first went to the ministry of education to get official permission from management before carrying out the research. The researcher recruited research assistants in each of the schools. The researcher trained the research assistance on how the questionnaires were administered. The participants were selected using convenient sampling. The researcher administered the questionnaires to the teachers who showed willingness by signing the consent form in their different schools through the trained research assistance. The participants were given enough time (20mins) to fill the questionnaire.

Design and Statistics

This is a cross-sectional design and it employs a Regression for data analysis

RESULT

Table 1: Linear regression analysis summary table showing the influence of resilience on psychological well-being[autonomy]among private school teachers in Enugu Metropolis

Variables	R	R ²	β	F	T	P
Constant	.148	.022		7.676	17.263	0.05
Resilience			.148		2.771	

Table 1 shows the result of a linear regression indicating that there is a significant relationship between resilience and psychological well-being [autonomy] [$f(1, 342) = 7.676$; $p < .05$, $R = .148$ and $R^2 = .022$, the value of $R = .148$ shows the level of relationship between resilience and psychological well-being[autonomy], and $R^2 = .022$, shows that resilience explains 2.2% of variability on psychological well-being[autonomy]. The β value of .148 indicates that there is a positive relation between resilience and psychological well-being. That is, as resilience increases, the psychological well-being[autonomy] increases and vice versa. Therefore, hypothesis one was confirmed.

Table 2: Linear regression analysis summary table showing the influence of resilience on psychological well-being[environmental mastery]among private school teachers in Enugu Metropolis

Variables	R	R ²	β	F	T	P
Constant	.118	.014		4.822	10.847	.05
Resilience			.118		2.196	

Table 2 shows the result of a linear regression indicating that there is a significant relationship between resilience and psychological well-being[environmental mastery] [$f(1, 342) = 4.822$; $p < .05$, $R = .118$ and $R^2 = .014$, the value of $R = .118$ shows the level of relationship between resilience and psychological well-being[environmental mastery], and $R^2 = .014$, shows that resilience explains 1.4% of variability on psychological well-being[environmental mastery]. The β value of .118 indicates that there is a positive relation between resilience and psychological well-being[environmental mastery]. That is, as resilience increases, the psychological well-being[environmental mastery] increases and vice versa. Therefore, hypothesis two was confirmed.

Table 3: Linear regression analysis summary table showing the influence of resilience on psychological well-being[personal growth]among private school teachers in Enugu Metropolis

Variables	R	R ²	β	F	T	P
Constant	.078	.006		2.108	10.169	.147
Resilience			-.078		-1.452	

Table 3 shows the result of a linear regression indicating that there is no significant relationship between resilience and psychological well-being[personal growth] [$f(1, 342) = 2.108$; $p > .05$, $R = .078$ and $R^2 = .006$], Therefore, hypothesis three was not confirmed.

Table 4: Linear regression analysis summary table showing the influence of resilience on psychological well-being[positive relation]among private school teachers in Enugu Metropolis

Variables	R	R ²	β	F	T	P
Constant	.248	.061		22.386	2.442	.000
Resilience			.248		4.731	

Table 4 shows the result of a linear regression indicating that there is a significant relationship between resilience and psychological well-being[positive relations] [$f(1, 342) = 22.386$; $p < .05$, $R = .248$ and $R^2 = .061$, the value of $R = .248$ shows the level of relationship between resilience and psychological well-being [positive relations], and $R^2 = .061$, shows that resilience explains 6.1% of

variability on psychological well-being[positive relations]. The β value of .248 indicates that there is a positive relation between resilience and psychological well-being[positive relations]. That is, as resilience increases, the psychological well-being[positive relations] increases and vice versa. Therefore, hypothesis four was confirmed.

Table 5: Linear regression analysis summary table showing the influence of resilience on psychological well-being [purpose in life] among private school teachers in Enugu Metropolis

Variables	R	R ²	β	F	T	P
Constant	.121	.015		4.927	4.083	.027
Resilience			.121		2.220	

Table 5 shows the result of a linear regression indicating that there is a significant relationship between resilience and psychological well-being [purpose in life] [$f(1, 342) = 4.927$; $p < .05$, $R = .121$ and $R^2 = .015$] The value of $R = .121$ shows the level of relationship between resilience and psychological well-being [purpose in life], and $R^2 = .015$, shows that resilience explains 1.5% of variability on psychological well-being [purpose in life]. The β value of .121 indicates that there is a positive relation between resilience and psychological well-being [purpose in life]. That is, as resilience increases, the psychological well-being [purpose in life] increases and vice versa. Therefore, hypothesis five was confirmed.

Table 6: Linear regression analysis summary table showing the influence of resilience on psychological well-being[self-acceptance] among private school teachers in Enugu Metropolis

Variables	R	R ²	β	F	T	P
Constant	.467	.217		95.474	3.270	.000
Resilience			.467		9.771	.000

Table 6 shows the result of a linear regression indicating that there is a significant relationship between resilience and psychological well-being [purpose in life] [$f(1, 342) = 95.474$; $p < .05$, $R = .467$ and $R^2 = .217$] The value of $R = .467$ shows the level of relationship between resilience and psychological well-being [self-acceptance], and $R^2 = .217$, shows that resilience explains 21.7% of variability on psychological well-being [self-acceptance]. The β value of .467 indicates that there is a positive relation between resilience and psychological well-being[self-acceptance]. That is, as resilience increases, the psychological well-being [self-acceptance] increases and vice versa. Therefore, hypothesis six was confirmed.

DISCUSSION

The findings of this study reveals that resilience significantly predict psychological wellbeing (autonomy) among private school teachers in Enugu metropolis. This implies that as resilience increases, the psychological well-being [autonomy] increases and vice versa. This finding of this study did not agree with the previous studies. The study revealed that private school teachers in Enugu Metropolis exhibited predominantly moderate to high resilience levels. This is consistent with prior research indicating that; teachers' well-being can influence their effectiveness in the classroom (Corrente et al., 2022). RithvikLancy and Manoj (2024) observed that most of the dimensions of psychological well-being except Autonomy and Purpose in Life had been found to be significantly associated with the overall perceived self-efficacy of teacher's to be MHFs and its sub-domains. Positive relations with others dimension had been positively associated with preparedness, self-efficacy and overall self-efficacy of teachers to be MHFs but no significant relationship was found with likelihood.

This study found out that resilience significantly predict psychological wellbeing (environmental mastery) among private school teachers in Enugu metropolis. This shows that as resilience increases, the psychological well-being [environmental mastery] increases and vice versa. This agrees with the findings of Rithvik, Lancy and Manoj (2024) that resilience is significantly associated with the overall psychological wellbeing of teachers. Reporting that the lower level of resilience will affect the overall wellbeing of teachers, Macintyre, Gregersen, and Mercer (2020) reveled that related with higher teacher burnout, controlling for demographic effects (gender, educational level, previous physical, or mental health problems). Furthermore, this study showed that resilience significantly did not predict psychological wellbeing (personal growth) among private school teachers in Enugu metropolis. This shows that there is no significant relationship between resilience and psychological well-being [personal growth]

Again, resilience significantly predicts psychological wellbeing (positive relations) among private school teachers in Enugu metropolis. This reveals that as resilience increases, the psychological well-being [positive relations] increases and vice versa. This is very plausible as positive relations encompass the quality of the teacher's social connections and interactions with peers and families are more common south-East where Enugu metropolis is located

The finding of this study reveals that resilience significantly predicts psychological wellbeing (purpose in life) among private school teachers in Enugu metropolis. This implies that as resilience increases, the psychological well-being [purpose in life] increases and vice versa. The findings agrees with Diener et al., (2002) who observed life satisfaction is an indicator of well-being It is also observed by this study that resilience significantly predict psychological wellbeing (self-acceptance) among private school teachers in Enugu metropolis. This indicates that as resilience increases, the psychological well-being [self-acceptance] increases and vice versa.

Implications of the study:

The findings of this study have important implications for policy and practice in education and mental health support. For the education policy maker, it is a call on their part to mandate resilience training in schools especially private schools. And on a more practical level to organize workshops for teachers on coping skills and mentorship programs to enhance resilience among teachers especially in private schools. The study has set a pace for further longitudinal studies, a sort of qualitative investigation of cultural buffers like family-kinship.

Summary of Finding

1. Resilience significantly predicts psychological wellbeing (autonomy) among private school teachers in Enugu metropolis
2. Resilience significantly predicts psychological wellbeing (environmental mastery) among private school teachers in Enugu metropolis
3. Resilience significantly predicts psychological wellbeing (personal growth) among private school teachers in Enugu metropolis
4. Resilience significantly predicts psychological wellbeing (positive relations) among private school teachers in Enugu metropolis
5. Resilience significantly predicts psychological wellbeing (purpose in life) among private school teachers in Enugu metropolis
6. Resilience significantly predicts psychological wellbeing (self-acceptance) among private school teachers in Enugu metropolis

Limitations of the study:

The research has shown that resilience correlates with psychological wellbeing among private school teachers in Enugu metropolis. However, the result should be viewed within the context of the limitations posed by the method and sample size. The cross-sectional design limits the ability

to establish causal relationships between variables. Longitudinal studies would offer a more comprehensive understanding of the dynamics between resilience as correlates of psychological wellbeing among private school teachers in Enugu metropolis. Additionally, the reliance on self-report measures may introduce response bias, and future research could benefit from multi-method approaches to validate the findings.

Conclusion and recommendations:

In conclusion, this study sheds light that resilience has a critical correlate of with psychological wellbeing among private school teachers in Enugu metropolis. The findings underscore the importance of supporting teachers' mental health to enhance their psychological wellbeing. Therefore, there is need to promote resilience as an effective coping strategy to adapt to stressful life events of diverse nature among private school teachers. This will help greatly to mitigate private school teachers in Enugu metropolis' retention crisis. School managements should integrate resilience assessments in their staff development programme. On the part of the government, educational policy makers should include mental health support in their policy development programme. Then, among the teachers themselves, they should strive to build peer support network to help them navigate life crisis and those already consumed by one or two life challenges should seek professional help for a problem shared is a problem half solved.

Authors' contribution

The authors affirm being the sole contributors of this work and has approved it for publication.

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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