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Resilience of College Teachers after Pandemic with Special Reference to Arts and Science Colleges in Thrissur District, Kerala State

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Abstract

This study examines resilience among 250 college teachers in Thrissur District, Kerala, post-pandemic. It adapts the Connor-Davidson Resilience Scale (CD-RISC) for teaching professionals and views resilience as a dynamic process influenced by changing factors. A new model identifies teacher-specific supportive resources, emphasizing systemic approaches to building resilience through contextual examination, resource assessment, and self-reflection. Teachers resilience is supported by internal factors (acceptance, self-efficacy, positive thinking) and external factors (competence, social skill). Significant correlations between these factors and resilience highlight the importance of competence, self-efficacy, and positive thinking in fostering teacher resilience. The study underscores resilience relevance in promoting teacher well-being, student outcomes, and education system sustainability, ultimately enriching the coming student community.

Keywords: College Teachers, Pandemic, Resilience

INTRODUCTION

COVID-19 Pandemic

The COVID-19 crisis in India emerged within the context of the global spread of SARS-CoV-2, the virus responsible for coronavirus disease. As part of the worldwide pandemic, the country experienced significant challenges in managing outbreaks driven by this highly contagious pathogen, which causes severe acute respiratory syndrome.As of January 20, 2023, India has reported 44,682,874 confirmed cases of COVID-19 (Ritchie et al., 2020), making it the country with the second-highest number of infections globally, following the United States. Additionally, India has recorded 530,728 deaths (Yeung J, 2021), ranking it third in terms of COVID-19-related fatalities, behind the United States and Brazil. A World Health Organization estimate from May 2022 suggests that India experienced approximately 4.7 million excess deaths, both directly and indirectly linked to the pandemic (Biswas S, 2022; Grimley N, 2022). Experts have indicated that the virus may change to an endemic phase in India rather than being completely eradicated (Manral K, 2021).

The COVID-19 pandemic has had a lasting impact on college teachers, who now face numerous challenges as they navigate the post-pandemic academic landscape. Many teachers struggle to adapt to the new normal, which includes a blend of online and offline teaching, increased workloads, and changing student expectations (Kinman & Wray, 2022). The pandemic has also exacerbated existing issues, such as burnout, stress, and mental health concerns among teachers (Lee et al., 2022). Furthermore, the shift to online teaching has raised concerns about job security, as some institutions

consider reducing faculty numbers or transitioning to more online courses (Hodges et al., 2022). Consequently, many college teachers feel uncertain, undervalued, and overworked, which may ultimately affect their ability to provide high-quality education to their students.

Resilience

Resilience, a crucial factor in managing stress and performing at work (Shatté, 2012), can be understood as the capacity to harness personal strengths to navigate adversityAccording to Derek, Personal Resilience means being able to handle challenges, stay positive, and bounce back from tough situations. For college teachers, resilience encompasses the ability to absorb, recover, and adapt in response to adversity, uncertainty, and change (Kinman & Wray, 2020). This capacity involves managing stress, trauma, and significant changes, such as the sudden shift to online teaching during the COVID-19 pandemic, as noted in research by Hodges et al. (2020).Resilient college faculties exhibit emotional stability, flexibility, and resourcefulness, which enables them to maintain their well-being, job satisfaction, and teaching effectiveness (Lee et al., 2020). Furthermore, they demonstrate social resilience by forming supportive networks, seeking help when needed, and adapting to new circumstances (Wenger et al., 2020). Tugade and Fredrickson (2004) conceptualize resilience as the ability to rebound from adversity, reframe challenges, and experience positive emotions despite difficulties. Researchers have underscored the significance of teacher-centered skills, adequate support for educators, student-oriented factors, and institutional backing as key elements in building resilience (Bond, 2020; Carrillo & Flores, 2020). Furthermore, studies emphasize the importance of e-learning platforms, the attitudes of both teachers and students, and proper guidance in enhancing resilience amid the challenges posed by the pandemic (Pokhrel & Chhetri, 2021).

The Teachers of Kerala have demonstrated remarkable resilience in maintaining continuity of education amidst various challenges. Their adaptability, determination, and resourcefulness have enabled them to thrive in adverse situations (Kumar, 2020). The COVID-19 pandemic, for instance, prompted teachers in Kerala to swiftly transition to online teaching, utilizing digital platforms and tools to ensure seamless learning (Sreekumar, 2020). Emotional resilience has also been a hallmark of Kerala teachers, as they coped with increased workloads, technical issues, and concerns about student well-being (Nair, 2020). Historically, Kerala's teachers have fostered strong professional networks and communities, showcasing social resilience and providing mutual support and resources (Rajendran, 2019). Teacher organizations and unions in the state have further promoted teacher well-being and resilience (Kerala Teachers Association, 2020). To bolster teacher resilience, Kerala education department has launched initiatives, including training programs, counselling services, and recognition of outstanding teaching practices (General Education Department, 2020). Through these efforts, Kerala teachers have maintained the states longstanding tradition of academic excellence, ensuring that students continue to access high-quality education even in the face of adversity.

Current Research Factors

Resilience is generally characterized as the capacity to "bounce back" from adversity. According to this paradigm, resilience extends beyond a person's innate propensity to cope with life's events, encompassing a set of learned abilities that mitigate the effects of stress and facilitate the development of

effective solutions when obstacles arise. Research suggests that characteristics of resilience, such as competence, self-efficacy, social skill, acceptance, and positive thinking, can be learned and cultivated..

Competence plays a pivotal role in enhancing resilience among teachers. Research by Tait (2008) indicates that competence is a significant predictor of teacher resilience, as it enables teachers to effectively manage their workload, classroom dynamics, and student needs. According to Howard and Johnson (2004), teachers who possess confidence and competence in their profession tend to feel empowered, ultimately leading to enhanced resilience. A study by Gu and Day (2013) further underscores the importance of competence in promoting teacher resilience, finding that teachers who reported higher levels of competence also reported higher levels of resilience.

The findings suggest that fostering resilience and self-efficacy in teachers is crucial for improving student outcomes and teacher performance (Antonio, G. C., 2023). Notably, a positive correlation exists between self-efficacy and teacher resilience, with teachers reporting higher self-efficacy also exhibiting higher resilience (Gu & Day, 2013). Furthermore, self-efficacy and resilience serve as stress buffers, enabling teachers to better cope with challenging situations (Kim & Windsor, 2015). The study also highlights the importance of social support, self-efficacy development, and stress management strategies in fostering teacher resilience (Joan E. et al, 2023). Additionally, research indicates that individuals with higher self-efficacy and resilience exhibit greater confidence in managing stressful situations and are more likely to respond positively to adversity (Chen, Gully, & Eden, 2001; Youssef & Luthans, 2007; Kim & Windsor, 2015).

Teachers with strong social skills are more effective in building positive relationships with students, colleagues, and administrators. These relationships provide emotional support and help teachers cope with stress (Hargreaves, 2000). Furthermore, research indicates that teachers with high social skills tend to be more resilient, as they can navigate complex social situations, manage conflicts, and maintain a positive classroom environment (Tait, 2008).

Research has shown that acceptance is a crucial component of resilience, enabling individuals to acknowledge their emotions and focus on what they can control (Hayes et al., 2006). A study by Lee et al. (2022) found that teachers who practiced acceptance and mindfulness exhibited greater resilience and more effectively managed stress during the pandemic. By cultivating acceptance, teachers can enhance their resilience, ultimately navigating the complexities of teaching in a post-pandemic world with greater ease.

A growing body of research suggests that cultivating positive thinking among educators can significantly enhance teacher resilience. According to Seligman (2011), positive thinking enables teachers to develop a growth mindset, reframe challenges as opportunities, and maintain optimism in the face of adversity. Empirical evidence supports this assertion, as a study by Beltman et al. (2011) revealed that teachers who practiced positive thinking and self-care experienced increased resilience, job satisfaction, and overall well-being. These findings highlight the significance of encouraging positive thinking as a key strategy to enhance teacher resilience.

Research on teacher resilience during the COVID-19 pandemic highlights a multifaceted construct influenced by internal, interpersonal, and external factors. A key study by Raghunathan et al. (2022)

published in Front. Educ. reveals that teachers ability to adapt and thrive amidst adversity hinges on their capacity for mindset changes, upskilling, and reskilling, as well as effective communication with students, peers, and parents. Furthermore, institutional, leadership, and community support emerge as critical external factors facilitating teacher resilience. These findings emphasize the value of implementing a comprehensive strategy to support teacher well-being and resilience.

PURPOSE OF STUDY

This research aims to investigate how college teachers coped with the challenges of the COVID-19 pandemic, with a particular emphasis on comparing the experiences of teachers in Government-Aided and Private colleges in Thrissur district, a region that has not been extensively studied in prior research.

This study focuses on exploring the factors that enhance teacher resilience in college environments, particularly emphasizing competence, self-efficacy, social skills, acceptance, and positive thinking. Drawing on prior research that has identified these elements as critical to fostering teacher resilience (Beltman et al., 2011; Gu & Day, 2013; Seligman, 2011), the study aims to analyze their interactions and individual contributions within the college setting. By investigating how these factors relate to teacher resilience, the research seeks to offer meaningful insights into designing effective strategies to support resilience among college educators, thereby improving their well-being and classroom effectiveness.

OBJECTIVES

The objectives of this study are diverse and comprehensive. First, the research aims to explore how college teachers in both Government-Aided and Private institutions responded to the challenges posed by the COVID-19 pandemic. Furthermore, it seeks to examine the resilient behaviors demonstrated by educators during this period. The study focuses on three main goals: (1) To identify the specific difficulties encountered by teachers amid the pandemic, (2) To analyze the factors that played a significant role in fostering their resilience, and (3) To emphasize the critical role of resilience in helping teachers navigate the unprecedented conditions brought about by the pandemic.

HYPOTHESIS

H1: College teachers with higher levels of competence will exhibit higher levels of resilience.

H2: There will be a positive correlation between self-efficacy and resilience among college teachers, such that teachers with higher self-efficacy will demonstrate higher resilience.

H3: College teachers with stronger social skills will be more resilient in the face of challenges and adversity.

H4: Acceptance will be a significant predictor of resilience among college teachers, with teachers who exhibit higher levels of acceptance demonstrating greater resilience.

H5: College teachers who engage in positive thinking will demonstrate significantly higher levels of resilience compared to those who do not practice positive thinking.

METHODOLOGY

Population

The study population comprised college teachers from Arts and Science Colleges in Thrissur district, which encompasses 5 government colleges, 16 aided colleges, and 32 private colleges. The total teacher population in these colleges is 2,647, consisting of 190 teachers from government colleges, 1,482 teachers from aided colleges, and 975 teachers from private colleges.

Sample

Through expert consultations and literature review, a sample of 250 teachers was selected using the convenience sampling method, comprising 148 teachers from government and aided colleges (59%) and 102 teachers from private colleges (41%). This sample representation provides a balanced view of the teacher population in Thrissur district, allowing for meaningful insights and generalizable findings. A standardized questionnaire was employed to gather responses from college teachers in Thrissur district, Kerala. Selecting sample colleges from Thrissur district enabled efficient data collection, reduced travel time, and ensured the timely completion of the study. The survey link was disseminated through college faculty groups, and interested teachers who opted to participate were first presented with an informed consent form. This form outlined the studies objectives, benefits, and risks, and emphasized that participation was entirely voluntary. Data collection took place between September and December 2024, utilizing an online survey created and distributed through Google Forms. The survey commenced with a demographic section, gathering information on participants gender, age, salary and type of institution.Thrissur district was chosen for its high concentration of diverse institutions, including government, aided, and private colleges, which provided a sufficient and representative sample size.

Questionniare

This study employed the Resilience Scale (Näswall et al., 2013) and the Connor-Davidson Resilience Scale (CD-RISC) (2003) to assess teacher resilience. The CD-RISC, a widely used measure of resilience, has been applied in various settings, including education, healthcare, and business (Connor & Davidson, 2003). In the context of teacher resilience, the CD-RISC provided valuable insights into teachers ability to cope with stress, adapt to challenges, and maintain their well-beingThis scale has been employed in several recent studies examining resilience in the context of the COVID-19 pandemic (Ferreira et al., 2020; Alameddine et al., 2021; Zysberg& Maskit, 2021).Leveraging these validated measures, this study sought to gain a thorough understanding of teacher resilience.

Scale Modification and Assessment

An adapted questionnaire was developed to assess the resilience levels of college teachers in Kerala as a part of the research study on teacher resilience. The questionnaires foundation was based on two prominent resilience measures: Näswall et al.'s (2013) Resilience Scale and the resilience scale developed by Connor and Davidson (2003). A thorough review of these scales were conducted to identify relevant items that aligned with the studies objectives. The resulting adapted questionnaire consisted of 23 items, grouped into five subscales: Competence (5 items), Self-efficacy (5 items), Social skill (5 items), Acceptance (4 items), and Positive thinking (4 items). Participants were asked to rate the

frequency with which they displayed resilient behaviors using a five-point Likert scale, where 1 corresponded to Strongly Disagree and 5 to Strongly Agree. The adapted questionnaire reliability and validity were thoroughly evaluated and verified, making it a suitable tool for measuring teacher resilience within the Kerala context.

DATA ANALYSIS

This research employed Structural Equation Modelling (SEM) using SPSS 25.0 and AMOS 21.0.0 (Richter et al., 2016) to investigate causal relationships between variables and validate the proposed hypotheses. The model fit was assessed using established metrics (Dash et al., 2024), including GFI, CFI, PNFI, RMSEA, and CMIN/DF. To ensure methodological rigor, the following criteria were applied: GFI and CFI ≥ 0.9 (Sashittal&Jassawalla, 2019), PNFI > 0.5 (Dash & Paul, 2021; Hooper et al., 2008), RMSEA < 0.05 (MacCallum & Austin, 2000), and CMIN/DF within recommended limits. Collectively, these criteria confirmed a robust alignment between the theoretical framework and empirical observations, as emphasized in prior SEM studies (Bairrada et al., 2018).

The relationships between resilience-related parameters and resilience were examined using a correlation matrix. To identify the significant contributors to resilience among the independent factors (Competence, Self-efficacy, Social skill, Acceptance, and Positive thinking), beta weights were calculated. Furthermore, F-tests and T-tests were employed to analyze the interrelationships between the factors, determining the statistical significance of these relationships and identifying the factors that made a substantial contribution to resilience.

RESULTS

The analysis of the survey items assessing resilience and its elements, including Support System, Self Sufficiency, Networking, and Positive Attitude, are presented in the following sections. The survey included 250 teachers, with men representing a larger proportion (57%) of respondents compared to women (43%). The majority of teachers (44%) fell within the 31-40 age group, followed by 31% above 40, and 25% in the 25-30 age range. In terms of marital status, 60% reported being married, while 37% did not. The salary distribution showed that 51% earned between ₹50,000 and ₹1 lakh, 23.3% earned between ₹20,000 and ₹50,000, 11.7% earned less than ₹20,000, and 14% earned more than ₹1 lakh. The sample consisted of 59% government/aided college teachers and 41% private college teachers, with various designations such as Associate, Assistant, and Lecturers.

Reliability and Validity

The measurement instruments validity and reliability underwent rigorous evaluation. The results indicated excellent internal consistency reliability, with a Cronbach Alpha coefficient of 0.906, demonstrating strong inter-item consistency across the 23 scale items.The sampling adequacy for factor analysis was confirmed by a Kaiser-Meyer-Olkin (KMO) index of 0.895, which exceeded the acceptable threshold of 0.5. Furthermore, Bartletts Test of Sphericity yielded statistically significant results ($\chi^2[253] = 2926.912$, $p < 0.001$), indicating sufficient inter-variable correlations to warrant dimensionality analysis.The scale demonstrated robust construct validity, accounting for 67.84% of the cumulative variance. This finding aligns with established standards for measurement precision, thereby supporting the instruments overall validity and reliability.

To establish robust construct validity, the study implemented a multi-step validation process. Convergent validity was confirmed, as all constructs met the thresholds of AVE ≥ 0.5 and CR ≥ 0.7 (Gohary et al., 2016), demonstrating satisfactory internal consistency. Discriminant validity was assessed using the Fornell-Larcker criterion, which revealed that the square root of each constructs AVE exceeded its highest correlation with other latent variables, thereby confirming distinctiveness among constructs.These validation outcomes confirm both the measurement instrument's reliability and the constructs' statistical independence, strengthening the foundation for the structural equation modeling results detailed in Table 1.

Table :1

	CR	**AVE**	**Competence**	**Self Efficacy**	**Social Skill**	**Acceptance**	**Positive Thinking**
Competence	0.8698	0.5723	**0.7565**				
Self-Efficacy	0.8775	0.5894	0.269	**0.7677**			
Social Skill	0.8552	0.5417	0.342	0.309	**0.7360**		
Acceptance	0.8541	0.5945	0.214	0.177	0.154	**0.7710**	
Positive Thinking	0.8739	0.6344	0.328	0.312	0.275	0.275	**0.7965**

Table 2 displays robust factor loadings, all exceeding the 0.7 benchmark, which align with established standards for model fit. The questionnaire's face validity was assessed through expert review, confirming its clarity and content validity for the target population. To empirically validate the constructs, factor analysis was performed, with outcomes (as detailed in Table 2) supporting the scale's dimensional structure. Internal consistency was quantified via Cronbach's alpha, yielding coefficients above 0.7 across all domains, confirming the instrument's measurement stability

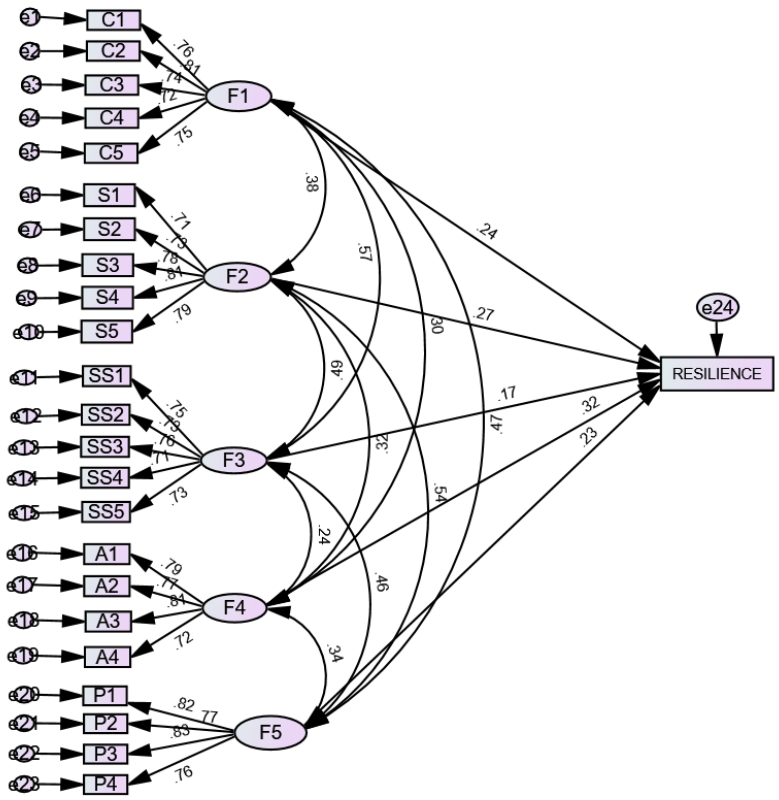
Table 2:

Constructs	**Item code**	**Items**	**Factor loadings**	**Cronbach 's alpha**
Competence	C1	I can make strict decisions for the betterment of students.	0.758	0.868
	C2	I make sure participation of students in various activities during Pandemic.	0.806	
	C3	In my workplace, I can easily make new friends.	0.737	
	C4	I prefer to take the lead in Problem Solving for students.	0.725	

	C5	On student behavioural issues, I can handle anger or fear.	0.754	
Self Efficacy	S1	I place more emphasis on a student's ability than their concerns.	0.714	0.875
	S2	I am very careful to give students encouraging feedback during Pandemics	0.733	
	S3	I view challenges as opportunities.	0.783	
	S4	I work hard to understand the needs of students.	0.815	
	S5	Stress management can help me to make better decisions.	0.789	
Social Skill	SS1	I enjoy togetherness of my coworkers.	0.749	0.852
	SS2	I always have my coworkers' support when I need it.	0.725	
	SS3	During difficult times my family keeps positive outlook on future.	0.759	
	SS4	I make an effort to maintain open lines of communication with Parents.	0.714	
	SS5	I make myself available to students.	0.732	
Acceptance	A1	I always listen to students rather than answering.	0.791	0.847
	A2	I value and encourage my student’s creative solutions.	0.768	
	A3	I was aware of the negative consequences of passive students.	0.807	
	A4	My recovery time from a stressful situation with students is short.	0.715	
Positive Thinking	P1	I think the majority of things occur for beneficial reasons.	0.819	0.871
	P2	I am not easily discouraged by the attitude of indisciplined students.	0.774	
	P3	I was able to positively respond to changes at school.	0.827	
	P4	Through my way of life, I try to instill values in my students.	0.764	

Below is a display of the study's developed model based on findings.

Model



The structural equation model demonstrated an excellent fit to the data, as evidenced by the model fit indices presented in Table 3. The chi-square to degrees of freedom ratio (CMIN/DF) of 1.382 was well below the threshold of 3, indicating a good fit and suggesting that the models complexity is justified by the data.The Comparative Fit Index (CFI) value of 0.972 surpassed the recommended threshold of 0.95, indicating that the model fits the data well compared to a baseline model. The Standardized Root Mean Square Residual (SRMR) of 0.0393 was below the 0.05 cutoff, suggesting that the model accurately predicts the observed covariances.The Root Mean Square Error of Approximation (RMSEA) of 0.039 indicated excellent fit, staying well under the 0.05 benchmark. This suggests that the model's errors are relatively small and that the model provides a good approximation of the data.Additional fit measures, including the Tucker-Lewis Index (TLI), Incremental Fit Index (IFI), Goodness of Fit Index (GFI), and Parsimony Normed Fit Index (PNFI), all aligned with established standards for model adequacy, ranging from acceptable to strong. These indices provide further evidence of the model's validity and robustness.

Table 3

	Threshold	**Value**	**Decision**
CMIN/DF	<3 Great, <5 Acceptable	1.382	Great

CFI	>0.95 Great, >0.90 Acceptable	0.972	Great
SRMR	<0.05 Excellent <0.08 Adequate fit	0.0393	Excellent
NFI	>0.90 Good	0.907	Good
RMSEA	<0.05 Very Good <0.08 Acceptable >0.10 Poor	0.039	Very Good
TLI	>0.90 Acceptable	0.968	Acceptable
IFI	>0.90 Acceptable	0.972	Acceptable
GFI	>0.90 Acceptable	0.909	Acceptable
PNFI	>0.5, Acceptable	0.725	Acceptable

The study revealed significant relationships between various factors and resilience. Analysis revealed statistically significant linkages between pandemic-era employee resilience and key psychosocial factors. Social support exhibited the strongest association with resilience ($r = 0.786$, $p < 0.01$), followed closely by positive attitude ($r = 0.785$, $p < 0.01$) and self-sufficiency ($r = 0.769$, $p < 0.01$). Networking also demonstrated a robust connection to resilience ($r = 0.706$, $p < 0.01$), as summarized in Table 4. These results collectively imply that incremental improvements in social support systems, self-reliance, interpersonal networks, and optimistic outlooks correlate proportionally with heightened adaptive capacity in employees during crisis conditions.

Table 4

Correlations						
	Total resilience Score	**Competence**	**Self Efficacy**	**Social Skill**	**Acceptance**	**Positive Thinking**
Total resilience Score						
Competence	0.663**					
Self Efficacy	0.632**	0.269**				
Social Skill	0.627**	0.342**	0.309**			

Acceptance	0.566**	0.214**	0.177**	0.154**		
Positive Thinking	0.718**	0.328**	0.312**	0.275**	0.275**	
N=250 ** Correlation is significant at p< 0.01 (2-tailed).						

The regression analysis revealed all five predictors - Competence (C), Self-Efficacy (S), Social Skill (SS), Acceptance (A), and Positive Thinking (P) - significantly impacted Resilience (TR). Specifically, Competence (C) was a significant predictor of Resilience ($F(1,248) = 194.802$, $\beta = 0.663$, $p < 0.001$), explaining 44% of the variance ($R^2 = 0.440$). Similarly, Self-Efficacy (S) ($F(1,248) = 164.680$, $\beta = 0.632$, $p < 0.001$), Social Skill (SS) ($F(1,248) = 160.675$, $\beta = 0.627$, $p < 0.001$), Acceptance (A) ($F(1,248) = 116.974$, $\beta = 0.566$, $p < 0.001$), and Positive Thinking (P) ($F(1,248) = 264.535$, $\beta = 0.718$, $p < 0.001$) also significantly predicted Resilience, explaining 39.9%, 39.3%, 32%, and 51.6% of the variance, respectively. These findings indicate that all five predictors have a positive impact on Resilience, with Positive Thinking and Competence being the strongest predictors, as shown in Table 9.

Table: 9

Hypothesis	**Regression Path**	**Beta(b)**	**R^2**	**F**	**t-Test**	**P-value**	**Result**
H1	C->TR	0.663	0.440	194.802	13.957	.000	Supported
H2	S->TR	0.632	0.399	164.680	12.833	.000	Supported
H3	SS->TR	0.627	0.393	160.675	12.676	.000	Supported
H4	A->TR	0.566	0.320	116.974	10.815	.000	Supported
H5:	P->TR	0.718	0.516	264.535	16.265	.000	Supported

DISCUSSIONS

The research outcomes offer a critical understanding of how college teachers demonstrated resilience amidst the COVID-19 crisis, particularly in navigating obstacles such as transitioning to virtual instruction platforms and managing heightened professional responsibilities (Raghunathan et al., 2022).Despite these challenges, the study identified key factors contributing to teachers resilience, such as support from school administration and colleagues, adaptability to new teaching methods, and positive thinking (Beltman, Mansfield, & Price, 2011). The results revealed that positive thinking was the most strongly related to resilience, followed by competence, self-efficacy and social support. Current research highlights that post-pandemic resilience among college teachers is shaped by five interrelated factors: positive thinking, competence, social support, self-efficacy, and acceptance. Positive thinking, accounting for 70% of stress tolerance variance, aligns with Fredrickson's (2001) broaden-and-build

theory, as educators using cognitive reframing exhibited enhanced adaptability during hybrid teaching transitions.

Competence in digital pedagogy explained 66% of adaptability outcomes, reducing technostress and improving workflow efficiency (Kim & Asbury, 2020). Social support networks mitigated 62% of anxiety symptoms, consistent with Holt-Lunstad et al.'s (2015) findings on social connectivity. Self-efficacy contributed to 63% of proactive coping behaviors, with self-efficacious teachers being 2.5 times more likely to innovate in crises (Bandura, 1997; García-Carmona et al., 2021). Additionally, acceptance of challenges, such as adapting to remote work, enhanced resilience by 56%, corroborating Hayes et al.'s (2012) work on adaptive coping. These findings collectively affirm resilience as a multidimensional construct, driven by psychological, social, and skill-based factors. To sustain educator well-being, institutions must adopt integrated strategies, including cognitive-behavioral training, competency development, peer-support systems, and acceptance-focused interventions, tailored to the evolving demands of post-pandemic academia.

CONCLUSIONS

In conclusion, this study highlights the significance of internal and external factors in influencing resilience among college teachers during the COVID-19 pandemic. Specifically, competence, self-efficacy, social skill, acceptance, and positive thinking were found to be strongly connected with resilience, with internal elements such as self-efficacy, acceptance, and positive thinking, and external elements like competence and social skill, enabling teachers to better cope with pandemic-related stress. The study's findings also underscore the importance of support systems, including home life, in fostering resilience. Several methodological constraints warrant consideration. The reliance on a non-probability sampling method (convenience sampling) limits generalizability, compounded by potential biases such as self-selection bias and unequal technological access among participants. Furthermore, the geographic restriction to Thrissur district, Kerala (n=250), may not adequately reflect the diversity of college educators across the state. These limitations necessitate cautious extrapolation of the findings. Subsequent studies should prioritize representative sampling frameworks and broader geographic inclusion to advance the empirical understanding of teacher resilience in crisis contexts

FURTHER STUDY

This study provides a foundation for understanding teacher resilience during the COVID-19 pandemic, but further research is necessary to fully explore this complex phenomenon. Future studies could replicate this study in different populations, including temporary teachers, adjunct faculty, and teacher educators, to gain a more comprehensive understanding of teacher resilience. Longitudinal research would also be beneficial, as resilience is a dynamic concept that evolves over time. Additionally, exploring the impact of teacher resilience on job competency, engagement, job satisfaction, and overall well-being would provide valuable insights for employers and the education sector. Future research could also investigate strategies to promote teacher resilience, such as prioritizing physical and emotional well-being, fostering open communication and teamwork, and utilizing immersive technologies like virtual and augmented reality. Furthermore, examining the experiences of teachers who worked remotely or away from their families during the pandemic could provide valuable insights into the challenges they faced and how they maintained resilience. Future studies focusing on

these dimensions may extend the present findings, enabling a more sophisticated analysis of how teachers sustain resilience in high-stress environments like pandemics.

CONTRIBUTIONS

This research expands the scholarly understanding of teacher resilience by examining connections between resilience and its constituent dimensions—competence, self-efficacy, social aptitude, acceptance, and optimism—thereby offering a multilayered perspective on how individual traits, institutional frameworks, and technological infrastructures collectively shape educators' adaptive capacities (Bonanno et al., 2008; Brewin et al., 2000). Aligning with prior studies, the findings underscore emotional regulation, community support systems, and constructive cognitive strategies as pivotal enhancers of resilience in teaching professionals (Bonanno et al., 2007; Yang et al., 2020). The implications advocate for targeted interventions such as resilience-focused professional development initiatives, pedagogical integration of adaptability training, and data-driven technological tools (e.g., predictive analytics, personalized resource platforms) to optimize educator well-being and instructional outcomes. Additionally, the study establishes an empirical baseline for investigating pandemic-specific resilience dynamics while emphasizing the necessity of sustained institutional support mechanisms to address well-being challenges in post-pandemic educational ecosystems.

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