Investigating some of the important antecedents and consequences of teachers' resiliency

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Introduction

Resiliency increases the capacity of individuals to face challenges and problems and leads to increased adaptability, and individuals achieve progress. The purpose of this study was to test the hypothesized causal model of antecedents and consequences of teachers' resiliency in different education levels.

Method

The statistical population consisted of all teachers working in primary, middle and secondary education in the city of Bushehr in the academic year of 1395. The sampling method was a multi-stage cluster sampling. First, schools were located in three clusters: primary, middle and secondary. Then the schools were classified into two male and female clusters, and finally seven girls' schools and seven boys' schools were selected from each level. All of the teachers in those schools were selected for this research. Thus, in the final sample 140 primary teachers, 120 middle school teachers and 140 secondary teachers were included. A total sample of 400 teachers, 200 female and 200 male. Connor-Davidson Resilience Inventory (2003), Work Preference Scale of Amabile et al., Emotion Regulation Questionnaire of John and Gross (2003), Life Orientation Test of *Scheier* and Carver (1994), General Self-Efficacy Scale of Sherer and Maddox (1982), Multidimensional Scale of Perceived Social Support of Zimet et al. (1988), The *Coping* Inventory for Stressful Situations of Endler and Parker (1990), Job Performance Questionnaire of Patterson (1970), Family Questionnaire of

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Asptain and Baldwin (1983), Quality of Life Questionnaire of Weir and Sherbon (1992) and King's Spiritual Intelligence Questionnaire (2008) were used to collect data. Structural Equation Statistical method also was used to test the research hypotheses.

Results

The results of direct relations of antecedent variables of resiliency in the given model showed that paths between coping strategies, internal-external motivation, emotional regulation, family performance and spiritual intelligence and resiliency were significant, but direct relationship of social support and optimism with resiliency were not-significant. Also, direct relationship of resiliency with outcome variables such as quality of life and job performance were significant but there was no significant relationship between resiliency and self-efficacy. All indirect paths of antecedent variables (internal-external motivation, emotional regulation, coping strategies, family functioning, and spiritual intelligence) to consequence variables (quality of life and job performance) through resiliency were significant, with the exception of indirect path of family function to job performance through resiliency which was not significant. In sum, the results of the overall model showed that the proposed model indices had acceptable fit. In order to have a better fit, a modified model was examined. In order to enhance the fitness of the model the non-significant paths (the social support path to the resiliency and the path of optimism to resiliency) were eliminated from the model. After removing non-significant paths, another analysis was made on the data.

Conclusion

The results of this analysis indicated that the improved fitness indices of the modified model were improved. According to the results of this research, one of the best path to resiliency prediction, was coping strategies. The use of problem-oriented coping strategies leads to increased resiliency and reduces the level of stress in individuals and ultimately provides more satisfaction. Also, based on the results of the research, increased teacher resiliency increased the quality of life and the job performance of teachers. Teachers who had more resiliency had better mental health, more willingness to work in school, and enjoy schooling.

Key words: resiliency, antecedent, consequence, teachers.