



**ORGANISATIONAL SUPPORT AND EMOTIONAL WELL-BEING AS
DETERMINANTS OF TEACHER RESILIENCE AMONG ARTS AND SCIENCE
COLLEGE FACULTY**

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Abstract

Teacher resilience has become an essential attribute in higher education as faculty members face increasing academic responsibilities, technological changes, and institutional expectations. The ability of teachers to cope with challenges and sustain professional commitment is strongly influenced by organisational support and emotional well-being. The present study examines the role of these factors in strengthening resilience among Arts and Science college teachers. Primary data were collected using a structured questionnaire from faculty members working in higher education institutions. The study employed statistical tools such as Exploratory Factor Analysis, Correlation Analysis, and descriptive statistics to examine the relationship between organisational support, emotional well-being, and teacher resilience. The findings indicate that institutional support mechanisms such as leadership encouragement, collaborative culture, and professional development opportunities significantly enhance teachers' resilience. Emotional well-being also demonstrates a strong association with resilience, indicating that psychologically balanced teachers are more capable of managing work-related challenges and maintaining professional effectiveness. The study highlights the importance of creating supportive institutional environments that foster faculty well-being and professional growth. The results provide valuable insights for educational administrators and policymakers in designing strategies that strengthen teacher resilience and improve the overall quality of higher education.

Keywords: Teacher Resilience, Organisational Support, Emotional Well-Being, Higher Education, Faculty Development

1. Introduction

Higher education institutions play a crucial role in shaping knowledge, innovation, and societal development. Teachers in these institutions are responsible not only for imparting knowledge but also for guiding students, conducting research, and contributing to institutional growth. In recent years, the professional responsibilities of teachers have expanded significantly due to technological advancements, curriculum reforms, and increasing expectations from stakeholders.

In this changing environment, teachers often face challenges such as workload pressure, administrative responsibilities, research expectations, and the need to continuously update their skills. These demands require teachers to possess psychological strength and adaptability. Resilience enables teachers to overcome difficulties, maintain motivation, and continue performing their professional duties effectively.

Organisational support and emotional well-being are two important factors that influence teacher resilience. When institutions provide supportive leadership, professional development opportunities, and a collaborative work culture, teachers are more likely to feel valued and motivated. Similarly, emotional well-being helps teachers maintain psychological balance, enabling them to cope with stress and maintain positive relationships with students and colleagues.

The present study attempts to examine the role of organisational support and emotional well-being in determining teacher resilience among Arts and Science college faculty.

2. Objectives of the Study

The study is conducted with the following objectives:

1. To examine the role of organisational support in strengthening teacher resilience.
2. To analyse the relationship between emotional well-being and teacher resilience.
3. To identify the influence of institutional support mechanisms on teachers' professional adaptability.

3. Research Methodology

The study adopts a **descriptive research design** to examine the determinants of teacher resilience.

Data Collection

Primary data were collected from Arts and Science college teachers using a **structured questionnaire** designed to measure organisational support, emotional well-being, and resilience factors.

Statistical Tools Used

The following statistical tools were applied for data analysis:

- Percentage Analysis
- Exploratory Factor Analysis (EFA)
- Correlation Analysis
- Descriptive Statistics

4. Data Analysis and Interpretation

Table 1

Descriptive Statistics of Organisational Support and Emotional Well-Being

Variables	Mean	Standard Deviation
Organisational Support	4.12	0.68
Emotional Well-Being	4.05	0.71

Teacher Resilience	4.18	0.65
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Interpretation

The results indicate that teachers perceive a relatively high level of organisational support and emotional well-being. The mean score of teacher resilience is also high, suggesting that faculty members demonstrate strong adaptability and professional commitment.

Table 2**Correlation between Organisational Support, Emotional Well-Being and Teacher Resilience**

Variables	Organisational Support	Emotional Well-Being	Teacher Resilience
Organisational Support	1	0.54	0.62
Emotional Well-Being	0.54	1	0.67
Teacher Resilience	0.62	0.67	1

Interpretation

The correlation analysis reveals a **positive relationship** between organisational support, emotional well-being, and teacher resilience. Emotional well-being shows the strongest relationship with resilience, indicating that psychological balance plays an important role in helping teachers manage professional challenges.

Table 3**Factor Analysis Results**

Factors	Factor Loading
Institutional Encouragement	0.78
Professional Development Opportunities	0.74
Collaborative Work Culture	0.72
Emotional Stability	0.76
Positive Work Attitude	0.73

Interpretation

The factor analysis identifies key dimensions contributing to teacher resilience, including institutional encouragement, professional development opportunities, collaborative culture, emotional stability, and positive work attitudes.

5. Findings of the Study

The major findings of the study are as follows:

1. Organisational support plays a significant role in strengthening teacher resilience.
2. Teachers who perceive greater institutional encouragement tend to demonstrate higher adaptability and professional commitment.
3. Emotional well-being shows a strong positive relationship with teacher resilience.
4. Faculty members who maintain psychological balance are more capable of managing professional challenges.
5. Collaborative work environments contribute to improved teacher motivation and resilience.

6. Suggestions

Based on the findings, the following suggestions are proposed:

1. Higher education institutions should develop supportive leadership practices that encourage teacher participation and collaboration.
2. Regular faculty development programmes should be organised to enhance teachers' professional skills and confidence.
3. Institutions should create mechanisms that promote teacher well-being and work-life balance.
4. Mentoring systems can be introduced to support young faculty members in coping with academic challenges.
5. Institutional policies should focus on creating a positive and inclusive academic environment.

7. Scope for Future Research

Future research can explore the following areas:

1. Comparative studies between government and private higher education institutions.
2. The influence of digital teaching technologies on teacher resilience.
3. Longitudinal studies examining changes in teacher resilience over time.
4. The relationship between teacher resilience and student learning outcomes.

8. Conclusion

Teacher resilience plays a crucial role in ensuring the effectiveness and sustainability of higher education systems. The findings of this study indicate that organisational support and emotional well-being significantly contribute to strengthening resilience among college teachers. Supportive institutional environments not only enhance teachers' psychological strength but also encourage professional growth and innovation in teaching practices. Therefore, higher education institutions should prioritise policies and initiatives that promote teacher well-being and organisational support in order to improve the overall quality of education.

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