EXPLORING THE WORK RESILIENCE OF EDUCATORS IN HIGHER EDUCATION MANAGEMENT

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ABSTRACT

Purpose of the research. Understanding and fostering work resilience of teaching professionals is imperative for their well-being and work effectiveness. However, the lack of comprehensive review articles on teacher work resilience highlights a significant gap in existing scientific literature, emphasizing the need for systematic synthesis and analysis of current research. Therefore, this review article aims to provide a comprehensive examination of the collection of knowledge on teacher resilience and ensures a thorough understanding of its critical aspects for educators' well-being and professional excellence.

Methodology. To reach this goal, the article implemented a methodology of systematic search and thematic synthesis of topics.

Originality / value of the research is a synthesis of current knowledge on the topic of teacher resilience, which as not previously investigated. The article contributes a holistic understanding of teacher resilience, identifies research gaps, and proposes future directions for inquiry.

Findings. The results serve as a roadmap for scholars, encouraging further exploration into nuanced aspects of teacher resilience, thus contributing to the current scholarly discourse.

Keywords: resilience, work resilience, educators, university, HEI, review.

INTRODUCTION

Higher education serves as a key driver of societal progress by producing skilled professionals, advancing knowledge through research, and fostering innovation. However, the effectiveness of HEIs depends heavily on the performance and well-being of educators. Recent years challenges such as technological advancements, increasing workloads, evolving educational demands, and global crises as pandemic have significantly impacted educators' work environments, often leading to stress, burnout, and exhaustion. This led to the emergence of work resilience as a crucial factor in maintaining work performance and succeeding despite adversity.

Work resilience refers to an individual's ability to adapt, recover, and thrive in the face of workplace challenges and adversity [1]. In the context of higher education institutions (HEIs), resilience plays a critical role due to the multifaceted demands placed on educators. These include managing productivity expectations, delivering high-quality teaching, and fulfilling administrative responsibilities, all while navigating pressures such as limited resources, institutional restructuring, and global crises [2]. When educators lack resilience, it can result in burnout, reduced job satisfaction, and higher turnover rates [3]. Such outcomes have detrimental effects on the quality of education and research output. Conversely, resilient individuals are better equipped to adapt to challenges, maintain productivity, and contribute positively to institutional success [4]. Thus, the exploration of teacher work resilience in higher education context holds paramount importance in contemporary educational management. However, despite its significance, the concept of work resilience remains underexplored in higher education. Existing research mainly focuses on resilience in primary and secondary education or investigates organizational resilience without addressing the specific challenges faced by academic staff in universities [5]. Academic staff must balance high research productivity expectations with teaching responsibilities and administrative tasks, often under tight deadlines [6]. Resilient educators

are better equipped to manage change and create a positive learning culture for students, which is crucial for universities aiming to remain competitive in a rapidly changing global education system. Therefore, it is significant to understand and explore teacher work resilience in academe. To address this gap, this review article synthesizes existing literature on higher education teacher resilience. First, by reviewing papers on resilience in the workplace important contributions provided by synthesizing literature with the same thematic topic. Second, articles on educator resilience analyzed to provide a thorough research agenda for the future.

Literature review. The term resilience, which means in Latin «to jump back» emerged in academic literature in the 1970s [7]. In the last fifty years, resilience as a topic has seen a rise in popularity. Research on resilience has expanded into many fields, including psychology, engineering, economics, management, and environmental science. Today, resilience is a multidisciplinary topic that can be further divided into ecological, organizational, systemic, and psychological categories. Extensive investigation has been done in the field of psychology. Social psychology describes resilience as an ability to withstand and recover from adversity. Over the past twenty years, it has also been a key idea in mental health theory and research [8]. Positive adaptation, within the context of significant risk or hardship, is a dynamic process that is a part of resilience [9]. However, Kaufman and Ziegler demonstrate that the same adversity can result in different consequences [10]. In the social sciences, according to Masten resilience defined as an inference about a person's life that requires two fundamental elements: experience of adversity is the first defining factor, and positive adaptation, which allows the entity to regain a stable level of performance or well-being, is the second element [11]. Highlighting the relevance of resilience in managing stress, Masten also says that resilience involves not only the ability to endure stress but also the ability to flourish and adapt in the face of challenges. Resilient people are better able to control how they react emotionally to stimuli, which promotes more adaptive coping and less psychological discomfort [12]. Resilience plays a pivotal role in stress management, functioning as a protective factor that permits people to cope with and bounce back from challenging situations [13]. Resilience in stress management encompasses more than just overcoming adversity; it also involves constructive adaptation and personal progress, as highlighted in the work of Tedeschi and Calhoun's study on posttraumatic recovery [14].

In the context of organizations, research on resilience has been conducted across various businesses and professions, such as general business organizations [15], healthcare [16], or the military [17]. In the educational context most studies concentrate on work resilience in primary or secondary education organizations, overlooking the distinctive demands of the academic profession, such as research pressures, teaching responsibilities, and administrative duties. However, how the work resilience of educators in HEIs has been studied and developed is unknown. This gap necessitates a deeper exploration of educators' resilience in HEIs. Furthermore, understanding work resilience is essential for fostering supportive institutional environments that promote not only individual well-being but also institutional success.

MAIN PART
Methodology.
Data collection. Studying teacher resilience in higher education institutions requires a systematic and thorough methodology to navigate the extensive and diverse body of research on the topic. To ensure the maintenance of the integrity and validity of the review, this section outlines the methodology used to find, evaluate, and synthesize relevant articles. To comprehensively encompass the existing knowledge base, a systematic search was developed. Data extraction was performed utilizing sources from the Web of Science and Scopus publication databases. A combination of keywords such as "teacher work resilience", "higher education institutions", and related terms were carefully searched. Keyword search string produced 49 research papers. Further, data collection screened and refined by document type and language resulting 43 research papers. Only peer-reviewed articles were considered. The focus was primarily on empirical studies and scholarly reviews that specifically addressed teachers' resilience in higher education contexts. To ensure consistency and accessibility, publications in languages other than English were not included.

In the end of systematic search last dataset was refined by reading titles and abstracts to include relevant articles to the topic of interest. Literature which did not focus on the resilience of teachers in academia were excluded.

Identification
- **Search by keywords:** teacher resilience, "educator* resilience", "pedagogical resilience" AND higher education institution*" OR "university"
- n = 49

Screening
- **Refined By:** Document Types: Article and Review; Language: English;
- n = 43

Relevance
- Revising and refining all categories by relevance of articles
- n = 30

Included
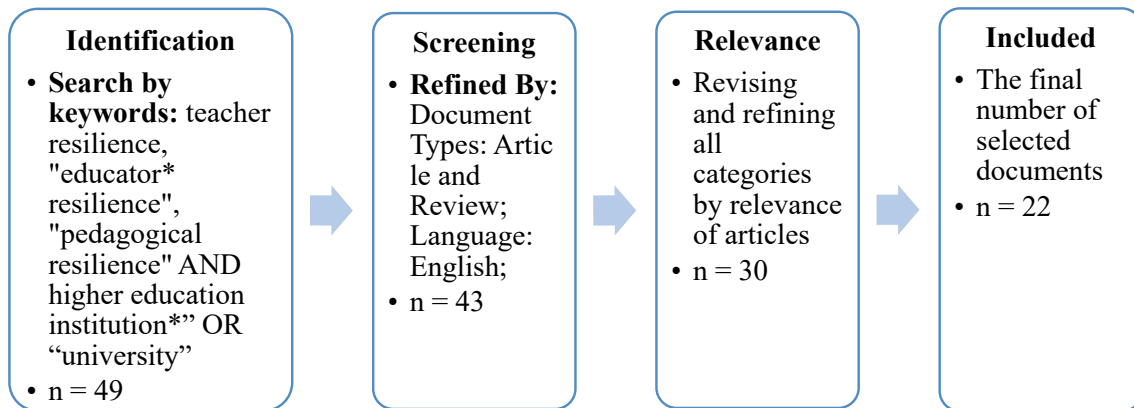- The final number of selected documents
- n = 22

Figure 1 – Dataflow through the different phases of a systematic review
Note – compiled by authors based on source [18]

As a result, thirty documents were sampled. Duplicate articles in two datasets have been identified and excluded. The final sample of documents included 22 papers. Figure 1 shows the step-by-step process of systematic literature search and its results. The synthesis process involved organizing the reviewed articles thematically to identify patterns within the literature.

Data analysis. The data analysis for this study involved a thematic analysis, a qualitative method used to systematically identify, analyze, and interpret patterns (themes) within the collected literature. For this purpose, the thematic analysis was conducted following the guidelines established by Braun and Clarke [19], which are widely used for synthesizing qualitative data, including systematic reviews and meta-analyses. This approach provides an in-depth understanding of the resilience of educators in higher education institutions and to synthesize the key findings from the 22 selected research articles.

The thematic analysis followed a rigorous and structured process, ensuring the reliability and validity of the synthesized results. The first step involved familiarization with dataset by thoroughly reading the 22 selected articles. Each article was reviewed to gain an understanding of its objectives, methodologies, key findings, and relevance to the topic of educator resilience in higher education. In the next step key information from each article was extracted and organized into codes. These codes captured recurring concepts related to teachers' resilience. The coding process was conducted using a systematic and iterative approach, ensuring that all significant aspects of the literature were captured.

After the coding process, similar topics were grouped to form broader themes. This step involved identifying patterns and relationships among the codes to uncover the main factors influencing educators' resilience. The identified themes were reviewed to ensure their accurate representation of the findings of the selected articles. Themes were validated by cross-checking with the original research objectives and focus on educators' resilience in higher education. Further each theme was clearly defined and labeled to reflect its nature. In the last step a narrative synthesis was developed by organizing the themes into a coherent framework.

The thematic analysis provided a structured and comprehensive overview of the current state of knowledge on educators' resilience in HEIs. It revealed gaps in the literature and areas for future research.

Results and Discussion. Having undertaken the systematic review of literature on teacher resilience in higher education, this section presents the synthesized results and encourages thoughtful discussion. The findings showcased here are the results of data extraction, thematic analysis, and the thorough process of examination. They provide insight into the various aspects of teacher resilience in higher education sector, and highlight current issues, problems, and new ideas in this research field. The results of review presented in an orderly manner, with each section thematically organized to unveil recurring themes and important takeaways from the evaluated studies. Each thematic category captures the various dimensions of teacher resilience and provides comprehensive representation of the current discourse within the academic community. Thus, the

resilience of teachers in higher education were studied specifically with regard to the next themes: 1) resilience building factors; 2) teacher work performance; 2) teachers well-being; and 3) teachers' adaptation to change.

Teacher resilience building factors. Resilience is not only a personal trait but also a dynamic process that can be advanced and strengthened over time. In the reviewed articles several authors explored resilience – building factors, emphasizing the importance of furnishing educators with skills and mindset necessary to navigate dynamic field of HE. Fan et al. study manifested individual agency of teachers as an important factor in development of teachers' resilience [20]. According to Kowitarttawatee and Limphaibool mindfulness is crucial for advancing teacher resilience [21]. Further, Namaziandost and Heydarnejad indicate that university professors who developed productive immunity and emotion regulation are more resilient to adversities [22]. Studying the experience of teachers during multiple crises Lu and Hua [23] demonstrate the importance of mutual support and co-learning for developing resilience, hence providing new perspectives on factors contributing to teacher resilience. These studies show that resilience building factors require highly selective and dynamic engagement of teachers with resilience development strategies. Resilient educators should be well prepared to adopt appropriate pedagogical skills [24], thus making significant contributions for advancing the quality of higher education.

Resilience for educators' performance. Research on the topic of teacher performance examines how resilience affects the process and the results of their work. The resilience of teachers varies greatly according to how long they have been in academe. For example, teachers with 10 years or more of experience were found to be much more resilient than teachers with one to three years of work experience by Estaji and Rahimi [25]. However, it is important to note, though, that resilience is not a function of experience years, but rather of an individual's ability to overcome a variety of challenges. These findings support studies, which describe resilience as a developable process to successfully adapt and prosper in the face of obstacles or challenges. Therefore, Ruge et al. [26] suggest teachers to develop and apply their own "teaching philosophy" for increased personal resilience, job performance, and career satisfaction. Xie performing correlation analysis, found strong association between teacher resilience and work engagement [27]. This means that teachers' work engagment significantly was predicted by their resilience.

Work resilience for teacher well-being. Developing the teacher's resilience is important for their teaching performance as well as for their wellbeing. For teachers being able to take care of their well-being plays a more significant role than strategies which focus directly on coping with everyday work challenges [28]. However, teachers must cope with everyday work challenges to stay physically and mentally healthy. To improve the mental health condition of teachers, schools can help them to strengthen psychological resilience through professional counseling activities. Psychological resilience as a crucial protective element of teacher's psychache, positively correlates with perceived social support [29]. However, stress is present in every workday, and it has a negative impact on overall wellbeing, causing anxiety, anguish and job burnout. Thus, Shang [30] suggests systematically foster resilience of teachers as a strategy for handling adverse work circumstances and preventing burnout. In crises such as pandemics, emotions of anxiety and stress are undoubtedly intensified. Understanding the sources of stress has the potential to shape teachers' resilience response [31]. Casimiro studied stress, anxiety and resilience of teachers in Covid-19 pandemic and came to conclusion that the emotional state of most of the teachers is low in isolation [32]. However, resilience response is positive in the way of facing and reacting to events. Confirming these results Delgado-Galleos et al. says that resilience seems to be a predictor of adaptation teachers have undergone to manage tension and anxiety during Covid-19 crisis [33].

Resilience of educators to change. Research on the resilience of teachers to changes covers articles on adapting them to a crisis such as pandemic. For instance, how teachers shifted from traditional teaching methods in lecture-rooms to remote and online teaching studied by many scholars. For instance, Zara et al., exploring the concept of pedagogical resilience, found that teachers' resilience influenced by their personal, professional, and social attitudes toward teaching and learning [34]. According to them they are resilient by being flexible and adaptive to the situation despite having no experience in online and remote teaching. However, according to Weidlich and Kalz [35] teachers demonstrated resilience in coping with remote teaching challenges by maintaining teaching qualities, personality factors as well as their work experience. Nevertheless, HE teachers showed higher adaptability response to new requirements of digitalization due to the greater freedom in using platforms and tools

for online teaching [36]. Badiozaman, further exploring online readiness of teachers, examine their transitioning experience to online teaching to understand what competencies were central during pandemic [37]. As a result, agentic competence emerged as crucial in shaping resilience during the transition. Findings of Paliwal and Singh connote that technical competencies possessed by the teachers meet the requirements to handle online education [38]. While technology have allowed teachers to work online, it eliminated the line between work and private life. Therefore, adoption of digitalization negatively linked with trauma among faculty members [39], although it shows positive connection with the psychological resilience of professors.

By discussing the results and systematizing the principal findings of the research papers, review provided a holistic and insightful narrative that summarizes the current state of knowledge regarding the resilience of teachers in higher education. In the next section the result of the literature analysis offers a future research direction for scholars.

Future research agenda. The results of the literature review show that the topic of teacher resilience in higher education has not been studied profoundly and it requires further research in several directions. Firstly, conduct longitudinal studies to track the evolution of educators' resilience over time. Examine how the resilience of teachers evolves throughout an educators' career and identify crucial points for assistance and support. Secondly, investigate how different aspects of teacher resilience are shaped by the intersections of gender, ethnicity, socioeconomic and academic background. This will allow to explore how these intersections influence the resilience in higher education. Thirdly, scholars further can investigate the role of community and peer support in fostering resilience. For example, the impact of collaborative networks, mentorship programs, peer-learning communities on teachers' capacity to overcome challenges and maintain their well-being can be explored. The intersection of teacher resilience with overall well-being is also subject to future research. Research can be expanded by investigating how practices promoting self-care, work-life balance contributes to teacher resilience, focusing on strategies for sustaining mental and emotional health. Finally, the influence of institutional policies as well as resilience enhancing interventions could be broadly analyzed. For example, scholars could investigate the effect of workload, career development initiatives, support systems within higher education institutions on educators' resilience levels. These research agendas will allow to deepen understanding of teacher resilience in HE, suggesting valuable knowledge for teachers themselves, policymakers and researchers focused in creating favorable academic environments.

CONCLUSION

Work resilience is a vital factor in ensuring educators' productivity and well-being in higher education institutions (HEIs). However, its development is deeply influenced by how educational institutions are managed. When viewed through the lens of educational management, the concept of work resilience highlights the interplay between institutional policies, leadership practices, and the organizational culture that either promotes or hinders resilience among academic staff. Findings from this review indicate that work resilience of educators is developed over time and experiences but also requires internal and external factors that help them to stay still and develop work resiliency. From a practical point, this review has identified future research directions related to the work resilience of teachers in academe. The systematic review's focus on papers published in database journals is one of its limitations. As a result, it's possible that important findings published in books or research reports were excluded. Despite this limitation, the review of existing research papers allowed to identify key findings as well as suggest further research directions for scholars.

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ЖОҒАРЫ БІЛІМ БЕРУДІ БАСҚАРУДА ОҚЫТУШЫЛАРДЫҢ КӘСІБИ ҚЫЗМЕТТЕГІ ТҰРАҚТЫЛЫҒЫН ЗЕРТТЕУ

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АҢДАТПА

Зерттеу мақсаты. Жоғары оқу орындары педагог мамандарының психологиялық тұрақтылығын түсіну және қолдау олардың әл-ауқаты мен жұмысының тиімділігі үшін өте маңызды. Дегенмен, жоғары оқу орындары профессор-оқытушылар құрамының психологиялық тұрақтылығы туралы терең шолу мақалаларының жоқтығы зерттеу әдебиеттеріндегі айтарлықтай олқылығын және ағымдағы зерттеулердің жүйелі синтезі мен талдауының қажеттілігін көрсетеді. Бұл мақала жоғары оқу орындарының профессор-оқытушылар құрамының психологиялық тұрақтылығы туралы әдебиеттерге жан-жақты талдау жасауға бағытталған және оның профессорлық-оқытушылық құрамының әл-ауқаты мен кәсіби шеберлігі үшін маңызды аспектілерін терең түсінуді қамтамасыз етеді.

Әдіснамасы. Осы мақсатқа жету үшін мақалада жүйелі іздеу және тақырыптық синтездеу әдістемесі қолданылды.

Зерттеудің бірегейлігі / құндылығы жоғары оқу орындары профеессор-оқытушыларының психологиялық тұрақтылығы тақырыбы бойынша бұрын зерттелмеген ағымдағы білімдердің синтезі болып табылады.

Зерттеу нәтижелері жоғары білім саласындағы профессор-оқытушылардың кәсіби қызметтегі психологиялық тұрақтылығын тұтас түсінуге ықпал етеді, зерттеу олқылықтарын анықтайды және зерттеудің болашақ бағыттарын ұсынады. Бұл ғалымдар үшін жоғары булум беру ұйымдары профессор-оқытушыларының психологиялық тұрақтылығының кемшіліктерін одан әрі зерттеуді ынталандыруда болашаққа бағдар ретінде қызмет етеді, және сол арқылы осы саладағы үздіксіз академиялық дискурсқа үлес қосады.

Түйін сөздер: тұрақтылық, оқытушы, университет, ЖОО, шолу.

ИЗУЧЕНИЕ УСТОЙЧИВОСТИ РАБОТЫ ПРЕПОДАВАТЕЛЕЙ В УПРАВЛЕНИИ ВЫСШИМ ОБРАЗОВАНИЕМ

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АННОТАЦИЯ

Цель исследования. Понимание и повышение устойчивости педагогических работников высшего образования крайне важно для их благополучия и эффективности работы. Однако отсутствие подробных обзорных статей по устойчивости профессорско-преподавательского состава высших учебных заведении подчеркивает значительный пробел в существующей научной литературе, подчеркивая необходимость систематического синтеза и анализа текущих исследований. Таким образом, эта обзорная статья нацелена обеспечить всестороннее исследование совокупности знаний об устойчивости профессоров-преподавателей высших учебных заведении и тем самым обеспечить глубокое понимание ее важнейших аспектов для благополучия и профессионального мастерства педагогов.

Методология. Для достижения этой цели в статье реализована методика систематического поиска и тематического синтеза тем.

Оригинальность / ценность исследования заключается в синтезе современных знаний по теме психологической учтойчивости профессоров-перподавателей высшего образования, которая ранее не исследовалась в совокупности. Статья способствует целостному пониманию устойчивости профессоров-преподавателей высшего образования, выявляет пробелы в исследованиях и предлагает будущие направления исследований.

Результаты исследования служат дорожной картой для ученых, поощряя дальнейшее исследование нюансов устойчивости профессоров-преподавателей высших учебных организации, тем самым способствуя постоянному академическому дискурсу в этой области.

Ключевые слова: устойчивость, преподаватели, университет, вуз, обзор.

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