

Examining the Relationship between Teachers and Students' Resilience at the Higher Education Level

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ABSTRACT: Resilience is the capability to show a positive attitude towards others, face many difficulties, and continue performing effectively against challenges due to stress and adversity. In education, resilience is very necessary for both students and teachers because it promotes academic success, emotional well-being, and a positive learning environment. The objectives of the study were: examine the relationship between students and teacher's resilience at higher education level, effects of teacher's resiliency on teaching effectiveness (job satisfaction and job stress), effects of student's resilience on student's performance, identify the strategies that promotes the teachers and student's resilience. The target population was all the public and private universities of the City Lahore. The accessible population was the two public and two private universities, which were selected through stratified sampling techniques. Through stratified sampling techniques, 100 teachers and 100 students were selected from the same universities. Two types of research scales were used for the study. After the pilot-test procedure, the data were analyzed through statistical measures. The results interpreted that the teacher's resilience has positive and strong effects on teachers' job satisfaction and teachers' job stress. It also reveals that students' resilience is strongly and positively correlated with teachers' resilience, and it has strong effects on students' performance.

KEYWORDS: Teachers' Resilience, Students Resilience, Teachers Job Satisfaction, Teachers Job Stress, Students Performance

Introduction

Teachers' resilience refers to the ability to stay positive and adaptive a positive thinking towards negative behavior. It is the ability to manage stress and stay positive towards challenges in daily life and at the workplace. Resilience is the key to success. Teachers' resilience is the skill of emotional regulation, teaching skills and strategies, problem-solving, and staying positive in difficult situations (Ainsworth, 2019).

Teacher resilience is defined as the capacity to adapt and stay positive, bear and face negativity, handle challenges, manage stress, and fulfil the educational requirements. Teachers when they show resilience, it's a positive gesture for the teachers and the students as well. Resilient teachers stay positive, have good classroom management, a strong sense of responsibility, a positive attitude, and are more focused on outcomes and performance of the students.

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Resilient teachers face the pressure of tasks and manage personal and professional life difficulties. A resilient teacher has a positive sense of professionalism and a strong command of teaching methods.

The resilience of teachers shows the positive outcomes and performance of students. It also shows leadership and strength for students. Teacher resilience has a positive relationship with students' success, and it shows the teacher's professional development in the workplace. Teachers maintained a stable work-life atmosphere. The majority of previous studies indicate that resilient teachers enhance the teachers' level of job satisfaction; it also enhances the teaching-learning process and effective teaching, reduces the dropout rate of students, and shows a very positive and stronger commitment of teachers to their profession in the workplace. Therefore, teacher resilience also increases teachers' well-being, that effects on students' teaching and learning, students' performance, and improves overall quality of education.

Student resilience refers to the ability to face difficult situations and challenges and stay positive. It is the ability to manage a difficult teaching-learning environment. Resilience shows the ability to manage emotions, problem-solving ability, self-efficacy, and the ability to maintain and face different challenges from different perspectives.

Significance of the Study

The present study indicates and shows that teacher resilience affects the students' performance and resilience at the higher education level. The study shows that teacher resilience at the higher level addresses the teachers' effectiveness and all their professional tasks. Teacher resilience involves handling challenges, classroom problems, classroom teaching, emotional intelligence, and staying positive.

This research holds importance as it investigates how teacher resilience impacts students' academic and personal achievements in higher education. This study may be helpful for prospective teachers. This study also helps educational educators and policy developers.

Statement of Problem

At the higher level institute has some quality and global challenges that faced. Teachers and students face different challenges at different levels. At the higher education level, the problem is that institutions of higher learning are tasked with delivering exceptional teaching and learning experiences that foster students' academic achievements and personal growth.

At the higher education level, teachers faced many problems, as well as teachers at the college and school levels facing some challenges that affect students' performance and outcomes. The pressure of the job, meeting deadlines of higher education level teachers in universities and colleges faced these difficulties. These issues directly affect the teachers' well-being, teaching effectiveness, and the teaching and learning process. The support of teachers, teachers' resilience, and teachers' well-being directly affect the students' resilience. The teacher's resilience affects the student's resilience, performance, and outcomes, and also teachers' stress management level and job satisfaction.

Objectives of the Study

1. To find teachers' resilience level among higher education teachers.
2. To find students' resilience level at the higher education level.
3. To investigate the relationship between teacher resilience and students' academic engagement.
4. To examine the relationship between teacher resilience and students' resilience.
5. To determine the relationship between teacher resilience and students' academic performance.

6. To examine whether teacher resilience significantly predicts students' academic engagement, motivation, and academic performance.

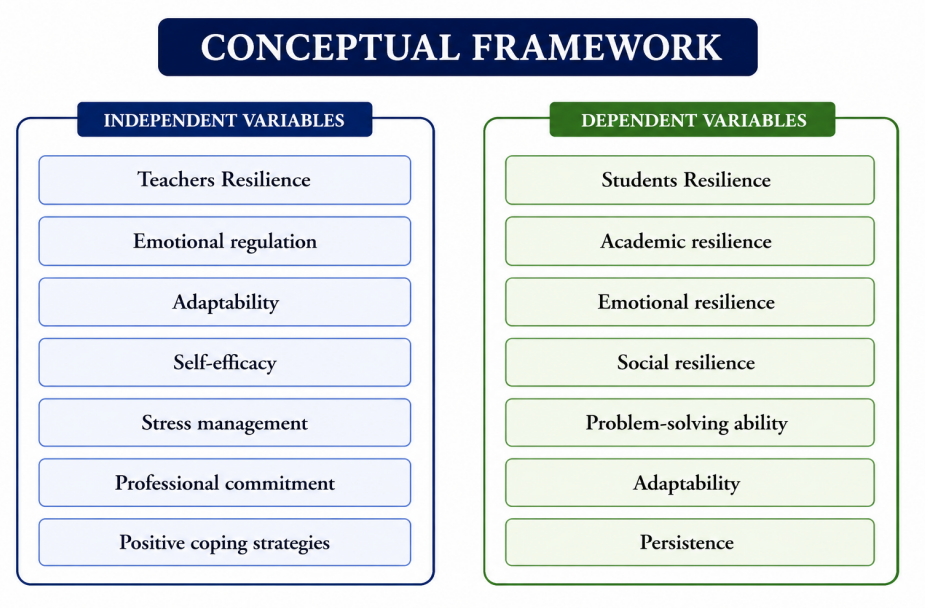
Delimitation of the Study

- ▶ The study was delimited to only higher education institutes of Lahore
- ▶ Only students of higher education level
- ▶ Only teachers of higher education level
- ▶ Only relationship study
- ▶ Only two universities of Lahore

Conceptual Framework of the study

The study reveals the different sub-concepts related to teachers’ resilience and students. Teachers are resilient and show a positive impact on students’ resilience, performance, and participation, and show positive interactions with teachers in the classroom. Teachers also handle situations, stress, and difficulties; teachers handle stress with resilience, that improved and attain the good outcomes, and it improved educational results of the students. The present study examines the connection between students' and teachers’ resilience in higher education.

Figure 1
Conceptual Framework



Theoretical Framework of the Study

Social Cognitive Theory (Albert Bandura)

The concept of resilience, according to Albert Bandura, is derived from the behaviors and emotions of people. At higher education level institutes, teachers face many challenges and play a great role as mentors. The resilience theory is connected to teachers’ resilience by managing stress, handling challenges, staying positive, and observing students’ behaviors. According to the theory coping these strategies and to show this resilience. Resilient teachers may show supportive behavior towards students that directly enhances the students' resilience through showing supportive connections.

Review of Related Literature

In higher education, previous studies indicate that the teacher's resilience made a significant impact on students' performance. Teachers' job satisfaction level, stress management, and staying positive in situations and their effects on students' achievement. The literature says that the teacher's resilience affects the student's resilience and performance.

Indicators of Teachers resilience

- ▶ Emotional regulation
- ▶ Adaptability
- ▶ Self-efficacy
- ▶ Stress management
- ▶ Professional commitment
- ▶ Positive coping strategies

Indicators of Students Resilience

- ▶ Academic resilience
- ▶ Emotional resilience
- ▶ Social resilience
- ▶ Problem-solving ability
- ▶ Adaptability
- ▶ Persistence

Research Methods and Procedure

The quantitative approach was used for this study. It was a correlational type of research. The positivist paradigm was used for the study.

Population

The target population of the study was all the public and private sector universities that were located in the city of Lahore (HEC, 2026). The accessible population was the only one public university (Punjab University), and only one Private University (The University of Lahore) was selected for the study.

Sampling Techniques and Procedure

Through stratified sampling techniques, 100 university teachers and 100 students of 8th semester students were selected for the study.

Research Instruments

The researcher used two self-developed questionnaires for the study. One questionnaire was for university teachers and the other was for students.

Reliability and Validity of Tools

The content face validity was measured through expert opinion, and reliability was measured through statistical procedures. The values of Cronbach's Alpha were 0.98 for questionnaire one and 0.97 for questionnaire two. The

exploratory factor analysis was also used for the study. KMO and Bartlett's Test were used to check the adequacy of the items.

Data Analysis and Interpretations

The data were analyzed through descriptive and inferential measures for the interpretation of the results.

Descriptive Analysis of Scale Teachers' Resilience

Table 1

University Type (Public and Private)

University (Type)	F	% Public	% Private
Public	48	48	52
Private	52		

Table 1 presents the descriptive statistics about university type in Lahore City. Public university teachers were 48, and Private university teachers were 52. The mean score of the university types was (.08), and the SD score was (.13). The percentage of the public university type was 48, and the private university type was 52. The results indicate that the number of private university teachers was larger than public university teachers.

Table 2

University Type (Names) of public and private

University Names	F	% University
University of the Punjab	48	48.30
The University of Lahore	52	51.70
Total	100	100

Table 2 presents the descriptive statistics about the names of public and private universities in Lahore City. The total number of University of the Punjab teachers was (48.30). The number of University of Lahore teachers was (51.70). The mean score value of all universities is (3.55), and the S.D score is (1.611).

Table 3

Frequency Distribution regarding Gender

Gender	f	%	University (Type)	
			% Public	% Private
Male	63	62.30	54.90	58.20
Female	37	37.70	45.10	41.80
Total	100	100		

Table 3 shows the frequency distribution of gender wise comparison of university teachers of City Lahore. The male teachers of public and private universities were 63, and female teachers were 37. The mean value of gender is (.15), and the value of SD is (.09). The percentage of male university teachers was (62.30%), and the percentage of female university teachers was (37.70%) in both public and private universities. The percentage of male teachers was (54.90%), and the percentage of female teachers was (45.10%) in Public sector universities. While the percentage

of male teachers was (58.20%) and the percentage of female teachers was (41.80%) in Private sector universities. The total number of university teachers of public and private sector universities was 100.

Table 4

Frequency Distribution Regarding Department, Public and Private Sector Universities

Departments/Disciplines	f	%	University (Type)	
			% Public	% Private
Business	43	40	25.20	20.70
Education	57	60	24.80	30.30
Total	470	100		

Table 4 shows the frequency distribution of department-wise comparison of university teachers. The total number of public and private university teachers was 100. The number of Department of Business teachers was 43, and the number of Department of Education teachers was 57. The mean value of departments is (.61), and the value of SD is (.016).

Table 5

Frequency Distribution regarding Designation in Public and Private Sector University

Designation	f	%	University (Type)	
			% Public	% Private
Assistant Professor	36	28.90	31.10	27.40
Lecturer	64	71.10	68.90	72.60
Total	100			

Table 5 shows the frequency distribution regarding designation and public/private sector universities. The total number of assistant professors was 36, and lecturers were 64. The mean value of designation of teachers was (.071), and the value of SD was (.053). The percentage of assistant professors was (28.90%), and lecturers were (71.10%) in both public and private sector universities. The percentage of assistant professors in public universities was (31.10%), and lecturers were (68.90%). The percentage of assistant professors in private universities was (27.40%), and lecturers were (72.60%). The total number of assistant professors and lecturers was 100 in both public and private universities.

Descriptive Statistics of Instrument I (Teachers Resilience)

Table 6

Percentage of the Respondents of Teachers Resilience Scale

Dimensions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Emotional regulation	26.0	47.4	17.0	1.7	0.1
Adaptability	25.4	48.1	16.1	2.1	1.6
Self-efficacy	34.2	23.1	15.2	3.2	1.2
Stress management	54.1	32.2	1.7	1.2	0.1
Professional commitment	48.1	51.2	1.3	3.1	1.2
Positive coping strategies	62.2	38.2	1.4	5.1	0.3

Table 6 shows the percentage of the respondents of Scale I Teachers Resilience. Overall, the percentage of the respondents who remained undecided ranged from 16.1% (Adaptability factor); those who disagreed ranged from 0% to 5.1% (positive coping strategies); and those who agreed and strongly agreed ranged from 62% to 93.2%.

Table 7

Percentage of the Respondents of Students' Performance (Resilience)

Dimensions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Academic resilience	36.0	53.4	7.0	1.7	1.1
Emotional resilience	45.4	48.1	2.1	1.1	2.6
Social resilience	65.2	33.1	11.2	0.2	1.2
Problem-solving ability	64.1	52.2	1.5	2.2	2.1
Adaptability	38.1	31.2	1.2	0.1	0.2
Persistence	52.2	28.2	1.5	1.1	1.3

Table 7 shows the percentage of the respondents of Scale II Students Resilience. Overall, the percentage of respondents who remained undecided ranged from 11.2% (Social resilience factor); those who disagreed ranged from 0% to 1.7% (Academic resilience); and those who agreed and strongly agreed ranged from 65% to 96.2%

Table 8

Level of Teacher's Resilience among University Teachers

Dimensions	N	Mean	Std. Deviation	% High	% Very High
Teachers Resilience	100	1.43	.21	42%	56%

Table 8, the variable teachers' resilience was N=100. The mean score of the teachers' resilience was (m= 1.18) and SD (.21). The scale indicates that university teachers generally have a high level of Resilience. The percentages of 42% were high, and 56% were very high, which indicates the maximum possible score; it indicates that most teachers have strong resilience in their professional attitudes and behaviors at the workplace.

Table 9

Gender- wise Comparison of Teacher's Resilience among University Teachers

Study Variable	Gender	N	Mean	SD	t	p-value
Teacher's Resilience	Male	63	2.56	.42	.92	0.01
	Female	37	1.52	.30		

Level of significance= 0.05

Table 8 shows the gender wise comparison of teachers' resilience. The mean score of males was (2.56) and female was (1.52). The difference was statistically significant (p-value = 0.01). The result shows that the level of resilience of male and female university teachers is not the same. The mean score shows that the male teachers' resilience level is high compared to female teachers.

Table 9*University-wise Comparison of Teacher's Resilience among University Teachers*

Study Variable	University	N	Mean	SD	t	p-value
Teacher's Resilience	University of the Punjab	48	1.56	.42	.92	0.001
	The University of Lahore	52	4.52	.30		

Level of significance= 0.05

Table 9 shows the university-wise comparison of teachers' resilience. The mean score of the University of the Punjab was (1.56), and the mean score of The University of Lahore was (4.52). The difference was statistically significant (p -value = 0.001). The result shows that the level of resilience of The University of Lahore teachers was high as compared to the level of University of the Punjab teachers.

Table 10*Relationship between Teacher's Resilience and Students' Performance (Resilience) (Pearson Correlation)*

Variables	N	R	P
Teacher's resilience	100	.924**	.000
Students' Performance			

Note. ($p < 0.05$) level (2-tailed)

Table 10 shows the correlation between teachers' resilience and students' performance (resilience). The result shows that there is a very strong correlation between teachers' resilience and students' performance (resilience). There is a significant relationship between teachers' resilience and students' performance (resilience).

Regression Model

Table 11*Multiple Regression of Teachers' Resilience on Students' Performance and Resilience*

Predictor	B	SE	B	T	p-value
(Constant)	14.287	2.261	—	2.422	< .000
Students' Performance	.316	.032	.362	7.342	< .000
Students Resilience	.609	.034	.572	4.102	< .000

Note. $R = .89$, $R^2 = .820$, Adjusted $R^2 = .71$, Df (2, 231), $F = 401.218$, $p < .000$

a. Predictors: (Constant), Students' Performance and Resilience

b. Dependent Variable: Teacher's Resilience

Table 11 shows the results of the regression analysis model. After the result of the correlation, a strong and positive correlation was found. The analysis of regression finds and checks the association between variables. The result of the regression analysis was conducted to examine the predictive role of students' resilience and students' performance with teachers' resilience among university teachers in Lahore. The overall model was statistically significant, $F(2, 358) = 401.218$, $p < .000$, demonstrating that the predictors significantly explained the variance in teachers' resilience. The model yielded a high coefficient of determination ($R = .89$), indicating a strong positive relationship between the predictors and the outcome variable. The R^2 value of .820 suggests that approximately 82% of the variance in teachers' resilience can be explained collectively by students' performance and resilience. The adjusted R^2

(.82) confirms the stability of the model by accounting for sample size and number of predictors, showing that the model is highly reliable.

These results indicate that both students' performance and resilience are statistically significant and positively associated with teachers' resilience among university teachers. Accounting for 89% of the variance ($R^2 = .89$). Higher levels of students' performance and resilience were associated with teachers' resilience (students' performance, $B = 0.316$, $\beta = 0.32$, $p < .000$), (resilience, $B = 0.609$, $\beta = 0.36$, $p < .000$).

Findings of the Study

The present study reveals the following findings.

1. The findings revealed that the public university teachers were 48, and Private university teachers were 52. The percentage of the public university type was 48%, and the percentage of the private university type was 52%. The only two universities, one public and one private university, were from City Lahore. The total number of university of the Punjab teachers were (48.30). The University of Lahore teachers were (51.70).
2. The male teachers of public and private universities were 63, and female teachers were 37. The percentage of male university teachers was (62.30%), and the percentage of female university teachers was (37.70%) in both public and private universities. The percentage of male teachers was (54.90%), and the percentage of female teachers was (45.10%) in the public sector university. While the percentage of male teachers was (58.20%) and the percentage of female teachers was (41.80%) in Private sector universities. The total number of university teachers of public and private sector universities was 100.
3. The frequency distribution of department-wise comparison of university teachers. The total number of public and private university teachers was 100. The number of Business teachers was 43, and the number of Department of Education teachers was 57. The mean value of departments is (.61), and the value of SD is (.016).
4. The total number of assistant professors was (36), and lecturers were (64). The percentage of assistant professors was (28.90%), and lecturers were (71.10%) in both public and private sector universities. The percentage of assistant professors in public universities was (31.10%), and lecturers were (68.90%). The percentage of assistant professors in private universities was (27.40%), and lecturers were (72.60%). The total number of assistant professors and lecturers was 100 in both public and private universities.
5. The percentage of the respondents of Scale I Teachers Resilience. Overall percentage of the respondents who remained undecided ranged from 16.1% (Adaptability factor); those who disagreed ranged from 0% to 5.1% (positive coping strategies); and those who agreed and strongly agreed ranged from 62% to 93.2%.
6. The percentage of the respondents of Scale II Students' Resilience. Overall, the percentage of respondents who remained undecided ranged from 11.2% (Social resilience factor); those who disagreed ranged from 0% to 1.7% (Academic resilience); and those who agreed and strongly agreed ranged from 65% to 96.2%
7. The variable teachers' resilience was $N=100$. The mean score of the teachers' resilience was ($m= 1.18$) and SD (.21). The scale indicates that university teachers generally have a high level of Resilience. The percentages of 42% were high, and 56% were very high, which indicates the maximum possible score; it indicates that most teachers have strong resilience in their professional attitudes and behaviors at the workplace.
8. The gender wise comparison of teachers' resilience. The mean score of males was (2.56) and female was (1.52). The difference was statistically significant ($p\text{-value} = 0.01$). The result shows that the level of resilience of male and female university teachers is not the same. The mean score shows that the male teachers' resilience level is high as compared to female teachers.

9. The university-wise comparison of teachers' resilience. The mean score of the University of the Punjab was (1.56), and the mean score of The University of Lahore was (4.52). The difference was statistically significant (p -value = 0.001). The result shows that the level of resilience of The University of Lahore teachers was high as compared to the level of University of the Punjab teachers.
10. The correlation between teachers' resilience and students' performance (resilience). The result shows that there is a very strong correlation between teachers' resilience and students' performance (resilience). There is a significant relationship between teachers' resilience and students' performance (resilience).
11. The result of the regression analysis model. After the result of the correlation, a strong and positive correlation was found. The regression analysis finds and checks the association between variables. The result of the regression analysis was conducted to examine the predictive role of students' resilience and students' performance with teachers' resilience among university teachers in Lahore. The overall model was statistically significant, $F(2, 358) = 401.218$, $p < .000$, demonstrating that the predictors significantly explained the variance in teachers' resilience. The model yielded a high coefficient of determination ($R = .89$), indicating a strong positive relationship between the predictors and the outcome variable. The R^2 value of .820 suggests that approximately 82% of the variance in teachers' resilience can be explained collectively by students' performance and resilience. The adjusted R^2 (.82) confirms the stability of the model by accounting for sample size and number of predictors, showing that the model is highly reliable.

These results indicate that both students' performance and resilience are statistically significant and positively associated with teachers' resilience among university teachers. Accounting for 89% of the variance ($R^2 = .89$). Higher levels of students' performance and resilience were associated with teachers' resilience (Students' performance, $B = 0.316$, $\beta = 0.32$, $p < .000$), (Teachers' resilience, $B = 0.609$, $\beta = 0.36$, $p < .000$).

Conclusion of the Study

1. The only two universities, one public and one private, were from City Lahore. The University of Lahore teacher sample was large then university of
2. The male teachers of public and private universities were 63, and female teachers were 37. The total number of university teachers of public and private sector universities was 100.
3. The frequency distribution of department-wise comparison of university teachers: the total number of public and private university teachers was 100. The department of Business teachers was 43, and the Department of Education teachers were 57.
4. The total number of assistant professors was 36, and lecturers were 64. The total number of assistant professors and lecturers was 100 in both public and private universities.
5. The variable teachers' resilience was $N=100$. The scale indicates that university teachers generally have a high level of Resilience; it indicates that most teachers have strong resilience in their professional attitudes and behaviors at the workplace.
6. The gender wise comparison of teachers' resilience. The result shows that the level of resilience of male and female university teachers is not the same. The mean score shows that the male teachers' resilience level is high as compared to female teachers.
7. The university-wise comparison of teachers' resilience. The difference was statistically significant (p -value = 0.001). The result shows that the level of resilience of The University of Lahore teachers was high as compared to the level of University of the Punjab teachers.

8. 8-The correlation between teachers' resilience and students' performance (resilience). The result shows that there is a very strong correlation between teachers' resilience and students' performance (resilience). There is a significant relationship between teachers' resilience and students' performance (resilience).
9. The result of the regression analysis model. After the result of the correlation, a strong and positive correlation was found. The regression analysis finds and checks the association between variables. The result of the regression analysis was conducted to examine the predictive role of students' resilience and students' performance with teachers' resilience among university teachers in Lahore. The predictors significantly explained the variance in teachers' resilience. The model yielded a high coefficient of determination, indicating a strong positive relationship between the predictors and the outcome variable. 82% of the variance in teachers' resilience can be explained collectively by students' performance and resilience. These results indicate that both students' performance and resilience are statistically significant and positively associated with teachers' resilience among university teachers. Accounting for 89% of the variance ($R^2 = .89$). Higher levels of students' performance and resilience were associated with teachers' resilience.

Discussion of the Study

The present study has aligned with one previous study (Gu & Day, 2013) teacher's resilience has a significant impact on students' performance. The present study also revealed the relationship between these two variables. One more study (Mansfield et al., 2016) emphasized that resilient teachers have strong effects on students' performance, and they have a high level of resilience; the present study indicates these findings. One international study (Beltman et al., 2011) also concluded that resilience has a strong relationship with job satisfaction, stress management, and students' performance.

Recommendations for Future

1. Future research may be conducted using a qualitative approach.
2. Higher education institutes may introduce professional training that focuses on teachers' resilience, stress management, and job satisfaction.
3. University administration should support a relaxed work environment for all faculty members.
4. Resilience-based activities and approaches should be introduced at a higher level that promote the faculty and faculty development programs.
5. Further studies may be conducted on case studies, and add other factors of teachers' and students' resilience.

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