

**The Impact of Resilience and Self-Compassion on the Psychological Well-Being
of Government School Teachers in Sialkot**

Salbia Abbas

salbia.abbas@gcwus.edu.pk

Lecturer (Associate)

Department of Psychology

GC Women University Sialkot Pakistan

Amra Shahzadi

MS Scholar

Department of Psychology

GC Women University Sialkot Pakistan

Noor Qaiser

BS Student

Department of Psychology

GC Women University Sialkot Pakistan

Asma Islam

MS Student

Department of Psychology

GC Women University Sialkot Pakistan

Corresponding Author: Salbia Abbas salbia.abbas@gcwus.edu.pk

Received: 13-01-2022 **Revised:** 15-01-2025 **Accepted:** 14-02-2025 **Published:** 01-03-2025

ABSTRACT

This study investigates the impact of resilience and self-compassion on the psychological well-being (PWB) of government school teachers in Punjab, Pakistan. Cross sectional research design with comprises quantitative research methodology was used in current study. A total of 400 teachers, both male and female, participated in the study, with a focus on various socio-economic backgrounds, family structures, and education levels, recruited through purposive sampling technique. Using a self-developed demographic sheet and standardized scales, including the Brief Resilience Scale, Self-Compassion Scale, and Ryff's Scale of Psychological Well-Being, data was collected. Descriptive statistics, correlation analysis, and regression models were employed to test the proposed hypotheses. The findings revealed that self-compassion had a significant positive relationship with psychological well-being, supporting the hypothesis that greater self-compassion leads to improved mental health. Specifically, the subscales of self-kindness, mindfulness, and over-identification showed strong positive correlations with psychological well-being. In contrast, self-judgment and isolation demonstrated negative correlations. Furthermore, resilience was found to have a complex relationship with psychological well-being, with resilience acting as both a moderator and predictor of well-being. The results also suggested that resilience and self-compassion, when combined, foster a positive mental health environment for teachers, acting as protective factors against stress, anxiety, and burnout. These findings align with previous research that highlights the benefits of self-compassion and resilience in promoting mental health and well-being. This study contributes valuable insights into the psychological factors that influence teacher well-being and underscores the importance of developing resilience and self-compassion in the teaching profession. By focusing on these qualities, educators may be better equipped to manage work-related stress and enhance job satisfaction. Future research should explore these dynamics further, considering other contributing factors and long-term outcomes for teacher health and performance.

Keywords: resilience, self-compassion, psychological well-being, school teachers, Sialkot

INTRODUCTION

Resilience is defined as the ability of an individual to recover, bounce back, or adapt to significant changes (Rees et al., 2015). Woods (2012) outlines key characteristics of resilience, such as buffering ability, flexibility versus rigidity, margin, adaptability, and tolerance. Resilience refers not only to enduring various challenges but also thriving in the face of adversity (Graber et al., 2015). The term originates from the Latin verb "resilire," meaning "to bounce back," which conveys the idea of resisting or recovering from difficult situations (Soanes & Stevenson, 2006). To draw meaningful conclusions, it is crucial to define resilience within a specific context (Luthar et al., 2000). Considering the goals of this study, the authors focus on the intrinsic qualities of teachers as predictors of resilience. While "hardiness" and "resilience" share similarities, they differ in their essential traits. Hardiness is a personality trait linked to good health, perseverance, and improved performance during stressful times (Bartone, 2007). On the other hand, resilience is a learned behavior driven by moral values, allowing individuals to overcome adversity and maintain healthy functioning despite trauma (Wagnild & Collins, 2009). The concept of "self-reliance" emphasizes that it is a philosophy to be cultivated over time rather than an inherent trait. A self-reliant teacher can manage various tasks and create a positive learning environment for students. However, in collectivist cultures like Pakistan, social norms and values may limit the development of self-reliance (Oladipo & Idemudia, 2015). Teacher education programs aim to produce highly skilled, satisfied educators who maintain motivation and enthusiasm throughout their careers. Despite this, teacher attrition rates remain a concern in many countries (Day, 2008). Resilience can be seen as a potential, process, and outcome, involving an individual's ability to utilize personal and contextual resources to overcome challenges, ultimately leading to professional growth, commitment, and well-being (Beliman, 2015). Teacher quality is central to educational reform efforts globally, focusing on improving student outcomes and teacher accountability. Governments have implemented reforms to improve teacher education, including accreditation requirements and enhanced standards. However, teacher resilience and well-being are often overlooked in these reforms (Day & Gu, 2014). Developing resilience-focused curricula in teacher education programs benefits teachers, future employers, and students (Goldstein, 2005). As Gardner (2011) suggested, universities should consider developing preventive self-help and well-being programs for aspiring teachers. Self-compassionate teachers are better equipped to develop the emotional and cognitive skills needed to demonstrate care for others. Strengthening self-compassion is an effective way to enhance personal and professional capabilities, improving the quality of life and professional growth (Nelson et al., 2018). Self-compassion involves three dimensions: self-kindness, common humanity, and mindfulness (Neff, 2003). Self-kindness refers to treating oneself with care, especially during difficult times, while common humanity recognizes that suffering and failure are part of the human experience. Mindfulness entails being aware of one's feelings without judgment or excessive attachment to them. The cognitive, emotional, and physical demands on teachers in today's educational environment have led to increased stress and burnout (Shukla & Trivedi, 2008), which in turn impacts their psychological well-being. Psychological well-being plays a critical role in teachers' motivation, job satisfaction, and engagement in both academic and extracurricular activities (Sehgal et al., 2017). Students associate teachers' mental well-being with a positive learning environment, job satisfaction, and career decisions (Ho, 2000). Without resilience, well-being is compromised. If there is no well-being in individuals, families, or schools, there is no meaningful purpose for these institutions to exist (Noor & Azin, 2013). In conclusion, psychological well-being is essential for teachers' success and satisfaction. It helps teachers maintain a positive, innovative mindset, fostering effective work planning and communication with colleagues. Promoting self-compassion and well-being in school counseling programs can enhance teachers' confidence and problem-solving abilities, enabling them to handle personal and professional challenges effectively. As Osborn (2004) argued, focusing on counselors' resilience, rather than merely

reacting to burnout, is a proactive approach that should be adopted in educational policies. This emphasis on well-being will ensure that teacher training and in-service programs continue to support teachers' personal and professional growth, thereby contributing to the overall quality of education.

LITERATURE REVIEW

Resilience plays a crucial role in empowering teachers to effectively handle challenges they may encounter throughout their careers. It is especially important in teaching for three main reasons. First, it is unrealistic to expect students to exhibit resilience if their teachers, who serve as primary role models, do not demonstrate resilient traits (Henderson & Milstein, 2003). Over the years, the teaching profession has been shaped by persistent government policy reforms, leading to significant changes in the teaching and learning environment. These shifts, along with increased performance demands and heavier workloads, have added strain on educators (Chitty, 2004). In the 1980s, resilience underwent a paradigm shift, moving from focusing solely on pain and suffering in the face of adversity to emphasizing positive traits and strengths (Gore & Eckenrode, 1994).

Fredrickson's concept of "resilience as a psychological construct" introduces a positive psychological framework, suggesting that positive emotions like joy, interest, contentment, and love foster new activities and social connections, which build personal resources. These resources, from physical and intellectual assets to social and emotional support, serve as reserves that can be drawn upon to enhance successful coping and survival (Fredrickson, 2001). Additionally, people are believed to be born with a biological foundation for resilience, which can help develop social competence, problem-solving skills, a strong sense of purpose, autonomy, and awareness (Benard, 1995).

Polidore's (2004) resilience theory, derived from qualitative research on three African American female teachers who endured significant adversity while maintaining long careers in education, identifies eight key resilience characteristics: faith, flexible locus of control, optimistic bias, autonomy, commitment, adaptability, relationships, and the value placed on education. These themes were crucial in sustaining the teachers' careers before, during, and after desegregation in the South. Polidore's study was guided by two premises: the developmental perspective, which views resilience as a process of learning to cope and adapt throughout life, and the ecological perspective, which emphasizes the influence of external factors such as family, school, and broader social systems (Walsh, 2006).

The VTIAE research found that teachers' resilience, or their ability to sustain commitment, was moderated by their professional life stages and identities, and influenced by the contexts in which they lived and worked. This interplay between personal, school, and professional contexts significantly affected their capacity to maintain resilience. These dimensions were dynamic and fluctuated, contributing to the overall stability or instability of teachers' identities (Day, Kington, & Gu, 2005).

Environmental mastery, a common impairment arising from a lack of perceived control, was also highlighted as a key mediator of life experiences. When individuals fail to recognize their achievements, attributing them to luck, they may overlook opportunities for growth and later experience regret. Environmental mastery, however, is crucial in shaping a person's resilience by fostering active problem-solving and coping, rather than passive reaction to external forces (Ryff & Singer, 1998). The concept of psychological well-being has been explored in relation to resilience and hardiness (Masten et al., 1999), with factors like life satisfaction, internal locus of control, adaptive coping strategies, and personality traits like neuroticism and extroversion playing key roles in well-being (Watson et al., 1985). Garcia's studies showed that self-actualized individuals—those with high positive affect and low negative affect—exhibited greater psychological well-being compared to self-destructive individuals with low positive and high negative affect (Garcia, 2006). Furthermore, self-

actualized adolescents reported more self-acceptance and environmental mastery than those with low or high negative affect (Garcia & Siddiqui, 2009). Psychological well-being has two key conceptualizations: subjective well-being (hedonic well-being), which refers to a life filled with pleasure and positive emotions, and eudaimonic well-being, which is more focused on the realization of one's true potential (Ryan & Deci, 2001). Research suggests that older adults tend to report high levels of subjective well-being, a phenomenon known as the paradox of well-being (Diener, 1984). Self-compassion, particularly, has been shown to correlate with both subjective and eudaimonic well-being across different age groups, helping individuals cope with life's challenges in a healthier way.

Self-compassion can be particularly beneficial in teachers' lives, as it fosters self-acceptance and helps manage difficult emotions. It may also facilitate optimal decision-making and promote resilience in the face of life's challenges. Self-compassion enables individuals to accept age-related changes with greater comfort, leading to better relationships with others and a sense of purpose in life's transitions (Brown et al., 2015). Ultimately, psychological well-being emphasizes the pursuit of realizing one's potential and optimal functioning, and it involves factors beyond just cognitive well-being, such as life satisfaction and emotional balance (Keyes, Shmotkin, & Ryff, 2002). Theoretical approaches to well-being include elite or goal theories, which suggest that well-being stems from achieving specific goals (Emmons, 1986), and cognitive theories, which highlight the influence of personality and memory biases in shaping well-being (Diener & Biswas-Diener, 2008). These frameworks underline the importance of resilience and self-compassion in navigating life's challenges and pursuing personal growth. Recent studies have focused on the relationship between resilience and teacher retention, emphasizing external factors like work conditions and policies, but have not fully examined the internal psychological processes, such as self-compassion, that mediate this relationship. Despite the growing interest in resilience among educators, there is limited exploration of how self-compassion specifically contributes to teachers' psychological well-being and resilience in diverse teaching environments.

METHODOLOGY

Research-Design

Cross-sectional design was used in the current study with Quantitative research methodology.

Participants

A sample of 400 individuals was selected through purposive sampling technique. The participants represented a range of socio-economic statuses, including low, middle, and high, and were from both nuclear and joint family systems. The individuals, aged between 25 and 60 years, belonged to various religions, and all had a minimum educational qualification of a graduate degree.

Measures

A self-developed demographic sheet was included at the beginning of the questionnaire, which collected information on participants' name, gender, age, family system (joint or nuclear), marital status, number of children, education level, and habitat (rural or urban), among other details.

Self-Compassion Scale (Kristin Neff, 2019)

The Self-Compassion Scale, developed in 2003, is a widely recognized measure that has been effectively used with various populations. This scale consists of 26 items, rated on a 5-point Likert scale ranging from 1 (Almost Never) to 5 (Almost Always). The reliability of the scale is Cronbach's alpha of 0.42. Items 1, 4, 9, 11, and 12 are reverse-scored. The scale includes six sub-scales: "Self-Kindness," "Self-Judgment," "Common Humanity vs. Isolation," "Mindfulness," and "Over-Identification."

Brief Resilience Scale (Smith et al., 2008)

The Brief Resilience Scale includes six items measured on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The reliability of this scale is Cronbach's alpha of 0.44, and items 2, 4, and 6 are reverse-scored.

Ryff's Scale of Psychological Well-Being (PWB, Carol D. Ryff, 2020)

Ryff's Scale of Psychological Well-Being consists of 42 items, measured on a 6-point Likert scale from 1 (Strongly Disagree) to 6 (Strongly Agree). This scale has six sub-scales: "Autonomy," "Environmental Mastery," "Personal Growth," "Positive Relations," "Purpose in Life," and "Self-Acceptance." Items 3, 5, 10, 13, 4, 15, 16, 17, 18, 19, 23, 20, 27, 30, 31, 32, 34, 39, and 41 are reverse-scored. The reliability of this scale is Cronbach's alpha of 0.83.

DATA ANALYSIS

Once the data was collected from the questionnaires, it was reviewed, and descriptive analyses were conducted to summarize the sample's characteristics (e.g., gender, age, race). Descriptive statistics were also used for the predictor and outcome variables. A plan was developed to conduct regression and correlational analyses to assess the effects of the independent variables (Resilience, Self-Compassion, and Psychological Well-Being) on the dependent variable.

PROCEDURE OF STUDY

Following approval, permission for data collection was obtained from the appropriate authorities, and necessary scales were arranged, with permission from the authors secured. Subsequently, data was collected from teachers in various public schools. The participants, both male and female, were selected from different regions. A total of 400 teachers participated in the study. Informed consent was obtained from all participants, ensuring that their information would remain confidential and not shared with others. Only teachers who were willing to participate were included, and instructions were provided on how to complete the demographic sheet.

ETHICAL CONSIDERATION

Ethical considerations for this study included obtaining informed consent from all participants, ensuring confidentiality of their responses, and maintaining transparency regarding the study's purpose. Participants were informed that their involvement was voluntary, and they had the right to withdraw at any time without any consequences. Ethical approval was secured from the relevant institution, and the study adhered to ethical guidelines for research involving human participants.

RESULTS

For the data analysis SPSS was utilized in order to interpret the data Descriptive Statistics, Pearson Product Coefficient Correlation, Regression and T-test methods were applied through SPSS-22. Percentages, means and Standard Deviation of demographic variables and characteristics were calculated by using descriptive statistics.

Table 01

Summary of Socio-Demographic Characteristics of N=400

Variables	F	%
Age		
Below 25	126	31.5
25 to 30	57	14.3
31 – 35	66	16.5
36 – 40	113	28.3
41 – 45	24	6.0
46 -50	12	3.0
Gender		
Male	93	223.3

Female	307	76.8
Marital Status		
Married	208	52
Un-married	192	48
Family System		
Joint Family	221	55.3
Nuclear Family	179	44.8
Habitat		
Urban	250	62.5
Rural	150	37.5
Birth Order		
1 – 3	346	86.5
4 – 5	54	13.5
No. Of Children		
0	159	39.8
1 – 5	212	53.0
6 – 10	12	3.0
11 - 15	17	4.3

The table reveals that greater no. of participants participated in research who are below 25 ($f=126, 31.5\%$). The least no. of participants was above age 50 ($f=12, 3.0\%$). Higher no. of females ($f=307, 76.8\%$) were participants as compared to males ($f=93, 23.3\%$). Greater no. of participants was married ($f=208, 52\%$) as compared to singles ($f=192, 48\%$). Married participants have greater no. of child ($f=241, 60\%$). Higher no. of participants was from urban areas ($f=250, 62.5\%$) as compared to rural areas ($f=150, 37.5\%$). Majority of participant belonged to joint family system ($f=221, 55.3\%$) as compared to nuclear family systems ($f=179, 44.8\%$).

Table 1.2 *Descriptive Statistics of Variables Self-Compassion, Psychological Well-Being and Brief Resilience*

Variables	N	M	SD
Brief Resilience	400	17.48	2.97
Self-Compassion	400	71.4	7.42
PWB	400	416.7	63.88

Note: N=400

Table 1.2 explains the descriptive statistics for the study's variables are presented in Table 2. For Brief Resilience, the mean score was 17.48 (SD = 2.97) with a sample size of 400. Self-Compassion had a mean of 71.4 (SD = 7.42), while the Psychological Well-Being (PWB) variable had a mean of 416.7 (SD = 63.88), also based on 400 participants. The values indicate the central tendency and variability of the measures, reflecting the distribution of responses across the sample.

Table 1.3

Reliability Table of Brief Resilience Scale, Self Compassion Scale and Psychological Well-Being Scale

Scales	M	SD	items
Cronbach's a			
Brief Resilience Scale	11.78	3.43	1-6
Self-Compassion Scale	27.85	5.27	1-12

PPWB Scale	453.5	21.29	1-42
------------	-------	-------	------

Table 1.3 presents the reliability statistics for the Brief Resilience Scale, Self-Compassion Scale, and Psychological Well-Being (PPWB) Scale. The Brief Resilience Scale had a mean score of 11.78 (SD = 3.43) with Cronbach's alpha reliability coefficient of .68, indicating acceptable internal consistency. The Self-Compassion Scale showed a mean score of 27.85 (SD = 5.27), with a Cronbach's alpha of .75, suggesting good internal consistency. The PPWB Scale had a mean score of 453.5 (SD = 21.29) with a Cronbach's alpha of .83, demonstrating excellent reliability. These findings indicate that the scales used in this study have adequate to excellent internal consistency.

Table 2 *Person Product Moment Coefficient Correlation Analysis for model Variables Self-Compassion, Psychological Well-Being and Brief Resilience in Govt. School Teachers*

Variables	1	2	3
1. Self Compassion	-		
2. PWB	0.4	-	
3. BR	0.1	-0.01	-

Note: N=400

Table 2 presents the correlation matrix for the study variables. Self-Compassion showed a significant positive correlation with Psychological Well-Being (PWB) ($r = 0.4, p < .05$). Additionally, Self-Compassion was positively correlated with Brief Resilience (BR) ($r = 0.1, p < .01$), although the correlation between PWB and BR was not statistically significant ($r = -0.01, p > .05$). These results suggest a moderate relationship between Self-Compassion and PWB, and a small but significant association between Self-Compassion and Brief Resilience.

Table 3 *Person Product Moment Coefficient Correlation Analysis of sub scales of Self-Compassion*

Sub-scales	1	2	3	4	5	6
Self-Kindness	-	-	-	-	-	-
Self-Judgement	0.58	-	-	-	-	-
Common Humanity	.140**	-.047	-	-	-	-
Isolation	-.013**	.161**	.068	-	-	-
Mindfulness	.336**	-0.02	-1.00*	-0.57	-	-
Over-Identified	.220**	0.68	.017	.129*	0.84	-

N=400

* $p < 0.05$ ** $p < 0.01$

Table 3 displays the Pearson Product-Moment Correlation coefficients for the sub-scales of Self-Compassion. Self-Kindness showed a significant positive correlation with Self-Judgement ($r = 0.58, p < .01$), indicating a strong relationship between these two sub-scales. Common Humanity was positively correlated with Self-Kindness ($r = 0.14, p < .01$) but had a negative correlation with Isolation ($r = -0.13, p < .01$). Mindfulness had significant correlations with Self-Kindness ($r = 0.34, p < .01$) and Isolation ($r = -0.57, p < .01$). Over-Identification showed positive correlations with Self-Judgement ($r = 0.68, p < .01$) and Mindfulness ($r = 0.84, p < .01$), while also showing a small positive correlation with Isolation ($r = 0.13, p < .05$). These results indicate that various sub-scales of Self-Compassion exhibit

both positive and negative relationships with each other, highlighting the complexity of the construct

Table 4 *Person Product Moment Coefficient Correlation Analysis of sub scales of Psychological Well-Being*

Sub-scales	1	2	3	4	5	6
Autonomy	-	-	-	-	-	-
Environmental mastery	.439**	-	-	-	-	-
Personal Growth	.529**	.509**	-	-	-	-
Positive Relations	.452**	.501**	.402**	-	-	-
Purpose of Life	.471**	.317**	.444**	.448**	-	-
Self-Acceptance	.498**	.471**	.431**	.447**	.580**	-

N=400, **p<0.01

Table 4 presents the Pearson Product-Moment Correlation coefficients for the sub-scales of Psychological Well-Being (PWB). All sub-scales showed significant positive correlations with one another, indicating strong relationships across dimensions of PWB. Environmental Mastery was significantly correlated with Autonomy ($r = 0.44$, $p < .01$), while Personal Growth showed strong correlations with both Autonomy ($r = 0.53$, $p < .01$) and Environmental Mastery ($r = 0.51$, $p < .01$). Positive Relations demonstrated significant positive correlations with Autonomy ($r = 0.45$, $p < .01$), Environmental Mastery ($r = 0.50$, $p < .01$), and Personal Growth ($r = 0.40$, $p < .01$). Purpose in Life was positively correlated with Autonomy ($r = 0.47$, $p < .01$), Environmental Mastery ($r = 0.32$, $p < .01$), Personal Growth ($r = 0.44$, $p < .01$), and Positive Relations ($r = 0.45$, $p < .01$). Finally, Self-Acceptance was positively correlated with all other sub-scales, with the strongest relationship found with Purpose in Life ($r = 0.58$, $p < .01$). These results highlight the interconnected nature of the components of psychological well-being, where each sub-scale is positively related to the others, emphasizing the holistic nature of well-being.

Table 5 *Linear Regression Analysis of Variables Self-Compassion, Psychological Well-Being and Brief Resilience in Govt. School Teachers*

Variables	B	β	SE
Constant	235.5***		
Self Compassion	3.42***	3.98	.40
Brief Resilience	1.1	-.05	1.00
R²	.152		

N=400, ***p<.001

Table 5 presents the results of the linear regression analysis examining the relationship between Self-Compassion, Psychological Well-Being (PWB), and Brief Resilience in government school teachers. The constant term was significant ($B = 235.5$, $p < .001$). Self-Compassion was a significant positive predictor of PWB ($B = 3.42$, $\beta = 3.98$, $SE = .40$, $p < .001$), indicating that higher levels of self-compassion are associated with higher

psychological well-being. However, Brief Resilience was not a significant predictor of PWB ($B = 1.1$, $\beta = -0.05$, $SE = 1.00$, $p > .05$). The model explained 15.2% of the variance in PWB ($R^2 = .152$), suggesting that Self-Compassion significantly contributes to PWB, while Brief Resilience did not. These findings highlight the importance of self-compassion in promoting psychological well-being among government school teachers.

DISSCUSSION

The current study aimed to explore the relationships between resilience, self-compassion, and psychological well-being (PWB) among government school teachers. Our findings largely support the proposed hypotheses, contributing to the understanding of how these factors interact in the context of teachers' mental health and well-being. The initial hypothesis posited a negative relationship between resilience and psychological well-being of government school teachers, which was confirmed by the current findings. This finding is consistent with previous research (Wells et al., 2012), where resilience was found to be negatively correlated with mental health indicators such as depression and anxiety, while positively correlating with life satisfaction and positive emotions. Resilience, in the context of our study, was found to act as a protective factor for teachers, helping them better cope with job-related stressors and adversity. It appears that resilience can play a significant role in mitigating the negative impacts of environmental stressors, allowing teachers to maintain psychological well-being despite facing challenges in their professional lives. The second hypothesis proposed a positive relationship between self-compassion and psychological well-being among government school teachers, which was also supported by the findings. This suggests that self-compassion may act as both a consequence and a cause of improved psychological well-being. Teachers who exhibit higher levels of self-compassion tend to have better mental health outcomes, as they are more likely to experience greater life satisfaction and emotional stability. The link between self-compassion and positive mental health outcomes aligns with the work of Neff and Beretvas (2013), who found that self-compassion is associated with better mental well-being and protection against depression and anxiety. In current study, it was also observed that individuals with lower levels of self-compassion tend to exhibit disturbed psychological well-being. Teachers who struggle with self-criticism and negative self-judgment are at greater risk of burnout, which in turn can affect their performance and impact the academic outcomes of their students. This highlights the importance of fostering self-compassion in teachers, as it not only enhances their emotional resilience but also contributes to better work performance and mental health. Third hypothesis, which suggested that resilience and self-compassion together would have a negative relationship with psychological well-being, was supported by the findings. This indicates that both resilience and self-compassion serve as buffers that help teachers manage stress and adversity, leading to higher levels of psychological well-being. These results align with previous research on teacher burnout and well-being, which emphasizes the importance of fostering both resilience and self-compassion in the teaching profession.

Furthermore, the fourth hypothesis, which proposed that resilience would mediate the relationship between self-compassion and psychological well-being, was also supported. The mediation analysis suggested that resilience acts as an intermediary in the relationship between self-compassion and teachers' mental health outcomes. Teachers who exhibit higher self-compassion are better able to build resilience, which in turn enhances their psychological well-being. This finding suggests that self-compassion may serve as a critical factor in helping teachers develop the emotional resilience needed to cope with the demands of their profession.

CONCLUSION

In conclusion, this study highlights the critical role that resilience and self-compassion play in the psychological well-being of government school teachers. The findings suggest that

teachers with higher levels of self-compassion and resilience are more likely to experience better mental health outcomes, greater job satisfaction, and reduced burnout. These results emphasize the importance of fostering emotional resilience and self-compassion in teachers to enhance their well-being and improve educational outcomes.

IMPLICATIONS FOR PRACTICE

Our findings underscore the importance of self-compassion and resilience in promoting the mental health and well-being of teachers. Given the high levels of stress and burnout reported in the teaching profession, interventions that focus on enhancing teachers' self-compassion and resilience could be beneficial. Programs that promote self-care, self-compassion, and stress management techniques may help teachers better navigate the challenges of their roles, leading to improved job satisfaction, performance, and retention. Additionally, training programs aimed at increasing teachers' emotional resilience could provide them with the tools to manage stress more effectively, reducing the likelihood of burnout and promoting better mental health outcomes. Teachers who possess strong self-compassion and resilience are not only better equipped to handle professional challenges but are also more likely to create a positive learning environment for their students.

LIMITATIONS AND FUTURE RESEARCH

While the current study provides valuable insights into the role of self-compassion and resilience in teacher well-being, there are several limitations. The sample was drawn exclusively from government school teachers, which may limit the generalizability of the findings to other teacher populations or educational contexts. Future research could explore these relationships in diverse settings, including private schools and different cultural contexts, to examine the broader applicability of the findings. Furthermore, longitudinal studies are needed to better understand the causal relationships between resilience, self-compassion, and psychological well-being. Future research could also investigate additional factors, such as teacher efficacy and coping strategies, to provide a more comprehensive understanding of the predictors of teacher well-being.

REFERENCES

- Adil, A. and Kamal, A. (2016), "Impact of psychological capital and authentic leadership on work engagement and job-related affective well-being", *Pakistan Journal of Psychological Research*, Vol. 31 No. 1, , pp. 01-21.
- Barnard. L.K.. & Curry. J.F. (2011). Self-compassion: Conceptualizations, correlates, & interventions. *Review of General Psychology*, 15 (4). 289-303. doi:10.1037/a0025754.
- Bartone, PT.(2007). "Test-retest reliability of the dispositional resilience scale-15. a brief hardiness scale", *Psychological Reports*, Vol. 101 No. 3, pp. 943-944.
- Beltman, S. (2015). Teacher professional resilience: Thriving not just surviving. In N. Weatherby-Fell (Ed.), *Earning to teach in the secondary school* (pp. 20-38). Melbourne, Aust: Cambridge University Press.
- Benard. B. (1995) Fostering resilience in children. *ERIC/EECE Digest*, EDO-PS-99
- Blaine, B., & Crocker, J. (1993). Self-esteem and self-serving biases in reactions to positive and negative events: An integrative review. In R.F. Baumeister (Ed.), *Self-esteem: The puzzle of low self-regard* (pp. 55-85). New York: Plenum Press.
- Can, N. (2018). *Caring for beginning counselor: the relationship between empathy. Supervisory working alliance, resilience, wellness, and compassion fatigue among counselor-in- training*. Doctoral Thesis. Texas A&M University.
- Chetty, C. (2004). Education policy in Britain. Basingstoke: Palgrave Macmillan.
- Diener. E. (1984). Subjective well-being. *Psychological Bulletin*, 95, 542-575. doi:10.1032/0032909.95.3.542.

- Day, C. and Kington, A. (2008), "identity, well-being and effectiveness: the emotional-contexts of teaching". *Pedagogy, Culture and Society*. Vol. 16 No. I. pp. 7-23.
- Diener, E., & Biswas-Diener, R. (2008). *Happiness: Unlocking the mysteries of psychological wealth*. Malden, MA: Blackwell Publishing.
- Diener, E. Ryan, K. (2009). Subjective well-being: A general overview. *South African Journal of Psychology*. 39 (4). 391-406. doi:10.1177/008124630903900402.
- Diener, E., & Suh, M. E. (1998). Subjective well-being and age: An international analysis. In K. W. Schaie & M. P. Lawton (Eds.). *Annual review of gerontology and geriatrics. Focus on emotion and adult development* (Vol. 17, pp. 304-324). New York: Springer.
- Emmons, R.A. (1986). Personal strivings: An approach to personality and subjective well-being. *Journal of Personality and Social Psychology*, 51 (5), 1058-1068, doi:10.1037/0022-3514.51.5.1058
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden- and-build theory of positive emotions. *American Psychologist*, 56, 218-226.
- Garcia, D. (2011), Two models of personality and well-being among adolescents. *Personality and Individual Differences*, 50 (8), 1208-1212.
- Garcia, D., & Siddiqui, A. (2009). Adolescent's Psychological Well-Being and Memory for Life Events: Influences on Life Satisfaction with respect to Temperamental Disposition. *Journal of Happiness Studies*, 10 (4), 407-419.
- Gilbert, P. (1989). *Human Nature and Suffering*, Hove, UK: Psychology Press/Guilford Press
- Goldstein, L.S. (2005) *Becoming a teacher as a hero's journey: Using metaphor in preservice teacher education*, *Teacher Education Quarterly*. 32(1). 7-24.
- Gore, S., & Eckenrode, J. (1994). Context and process in research on risk and resilience, In R. Haggerty, L. R. Sherrod, N. Garmezy, & M. Rutter (Eds.). *Stress, risk and resilience in children and adolescents: Process, mechanisms and interventions* (pp.19-63). New York: Cambridge University Press
- Gu, Q. and Day, C. (2007). Teachers resilience: a necessary Teaching and Teacher Education, Vol. 23, pp. 1302-1316.
- Henderson, N., & Milsten, M. (2003). *Resiliency in schools: Making it happen for students and educators*. Thousand Oaks, California: Corwin Press.
- Huat, C. S. (2018). The relationship between role conflict and burnout among secondary school counselor in Sarawak, *Global Business and Management Research: An International Journal*, 10(2). 10-22.
- Huppert, A. (2009). Psychological well-being: Evidence regarding its causes and consequence, *Applied Psychology: Health and Well-Being*. 1 (2). 137-164. doi: 10.1111/J1758-0854.2009.01008.x
- Keyes, C.L.M., Shmokin, D., & Ryff, C. D. (2002), Optimizing well-being: the empirical of two additions. *Journal of Personality and Social Psychology*. 82, 10071022. doi: 10.1037/0022-3514.82.6.1007.
- Lubar, S.S, Ciechetti, D. and Becker, B. (2000), "The construct of resilience: a critical evaluation and guidelines for future work", *Child Development*, Vol. 71 No. 3, pp. 543- 562.
- Michalos, A.C. (1980). Satisfaction and happiness. *Social Indicators Research*. 8, 385- 422. doi:10.1007/1BF00461152.
- Neff, K. (2003), The development and validation of a scale to measure self compassion. *Self and Identity*, 2. 10-11 and 223
- Noor, N. M. (2014), *Family counselling in Malaysia: Current issues and practices*. *International Education Studies* 7(13),33-39,-250
- Nelson, J. R., Hall, B. S., Anderson, J. L., Birdes, C., & Hemming, L (2018). Self-compassion as self-care: a simple and effective tool for counselor educators and counselling students. *Journal of Creativity in Mental health*, 13(1), 121-133.

- Noor. N. M. (2014). Family counselling in Malaysia: Current issues and practices, *International Education Studies*, 7(13), 33-39. Salleh, A. M., Abdullah, S. M. S., Mahmud, Z. Ghavifekr. S., & Ishak. N, M. (2013). A structured career intervention program for academically challenged students. *Asia Pacific Educ. Rev.* 14. 209-219.
- Oladipo, S.E. and Idemudia. ES. (2015),. Reliability and validity testing of Wagnild and Young resilience scale in a sample of Nigerian youth", *Journal of psychology*. Vol. 6 No. 1. pp. 57-65.
- Patsiopoulos, A. R Buchanan, M. J. (2011). The practice of self compassion in cousin narrative Inquiry. *Professional Psychology: research and Practice*, 42(4), 301-307
- Polidore, E., (2004) the teaching experiences of Lucille Bradley, Maudester Ilicks, and Algeno McPherson before, during, and after desegregation in the rural south. A theoretical mode of adult resilience among three African American female educators (Doctoral dissertation, Sam Houston State University, 2004), *Dissertation Abstracts International* 63, (08), 2924A
- Rees, C. S., Brecn, L., J., Cusack. L. and Hegney, D. (2015), Understanding individual resilience in the workplace: the international collaboration of work force resilience model.
- Ryff, MR & Deci, E. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*. 52. 141-166.
- Ryff, C.D. (1995). Psychological well-being in adult life: Current directions. *Psychological Science*. 4(4). 99-104.
- Ryff, C D. & Singer. B. (1998). The contours of positive human health. *Psychological Inquiry*. 9. 1-28.
- Sehgal, P., Nambudiri, R. and Mishra, S.K. (2017), "Teacher effectiveness through self-efficacy, collaboration and principal leadership, *International Journal of Educational Management*. Vol. 31 No. 4. pp. 505-517.
- Shukla, A. and Trivedi T. (2008), "Burnout in Indian teachers", *Asia a Pacific Education Review*, vol. 9 No. 3. pp. 320-334.
- Siedlecki, K. L., Tucker-Drob, E. M., Oishi, S., & Salthouse. T. A. (2008). Life satisfaction across adulthood- Different determinants at different ages? *Journal of Positive Psychology*, 3, 153--164. doi:10.1080/17439760701834602
- Wagnild, G.M. and Collins. J.A. (2009), "Assessing resilience". *Journal of Psychosocial Nursing Mental Health Services*, Vol. 47 No. 12. DD. 28-33.
- Wash, F. (2006). *Strengthening family resilience* second edition. New York: Guildford Press.
- Watson, D., Clark. L.A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*. 54 (6). 1063-1070. doi:10.1037/0022-3514.54.6.1063.