

# SHORT COMMUNICATION

## FIVE-PRONGED APPROACH TO BUILDING RESILIENCE AT WORKPLACE IN TEACHERS' COMMUNITY IN ANDAMAN ISLANDS DURING COVID-19

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**Abstract:** In today's continuously fluctuating scenario and coronavirus (COVID-19) crisis, resilience is a newscaster that will help individuals handle pressure, sustain efficiency, and augment the performance and quality of their workplace. Resilience theory is the capability of one to acclimate effectively and bounce back from hardship, catastrophe, stress, hindrance, and depression. Resilience helps individuals make decisions and validate their investment. Resilience among teachers helps them cope with risk factors, and builds self-esteem during the pandemic. There is more need for stress management and self-care now than during any other situation. This study will review the stress level among teachers during the COVID-19 pandemic, with the 5-pronged approach to building resilience at the workplace. Being 1,375 km from mainland India, the least focus has been given to the teachers' community on the Andaman, during COVID-19. This paper highlights the professional, physical, psychological, social, and financial aspects that are triggered to build resilience. Hence, it is vital for a teacher to resist stress and requires an adaptive response to all changes at the workplace. To understand stress and manage it better at the workplace, resilience therapy was used on 50 teachers from different schools, who were allotted various responsibilities related to COVID management. Perceived stress scale and stress overload scale were used to determine the stress levels pre- and post-application of the resilience therapy on teachers.

**Keywords:** Stress, Resilience, Coronavirus, Teachers, Andaman, Workplace, Therapy, 5-Pronged Approach

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### INTRODUCTION

Coronavirus (COVID-19) is a communicable disease triggered by a newly exposed coronavirus (Coronavirus, 2020). This virus causes respiratory tract infections that can range from minor to fatal health issues. The name "coronavirus" is derived from the Latin word corona, meaning "crown" or "wreath", itself a borrowing from Greek κορώνη korōnē, "garland, wreath" (Definition of Coronavirus by Merriam-Webster, 2020). The name was devised by June Almeida and David Tyrrell, who first experimented and studied human coronaviruses (Tyrrell & Fielder, 2002). There is an urgent need to adopt resilience in the current situation, during the pandemic. Resilience is essential to manage stress and be energetic to stay in the equilibrium (Christiaan et al., 2020). "Resilience is defined as the capability to diminish

the prices of a disaster, to reoccurrence to a state as good as or better than the status quo ante, and to do so in the shortest feasible time. Resistance is used to mean the capability to survive a danger deprived of misery. Resilience in this paper will include resistance but will also include the capability to recover after suffering harm from a hazard" (Gilbert, 2010).

Resilience helps an individual get through and overcome hardship. Resilience is not something which is inherent; it has to be built over time. As schools and other educational centres were closed all over India and around the world, the education of nearly 1.6 billion learners, representing over 90% of the world's total enrolled student population, were affected by the COVID-19 pandemic. This crisis has created an extraordinary situation that has carried to the fore teacher guidance, inspiration, and innovation. COVID-19 has

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consequently added to the workload of teachers, who face a number of challenges. The management and inventiveness of teachers revealed during the COVID-19 crisis were not a surprise (UNESCO, 2020).

## STRESS

The World Health Organisation designates stress as the “global health epidemic of the 21<sup>st</sup> century” (Fernandez, 2016). One significant dissimilarity to note is that not all stress is shaped equal; there are even some types of stress that may also have an optimistic consequence on our well-being and efficiency. “Good stress”, known as “eudaemonic stress”, (derived from the Greek word “eudaemonia” or flourishing) designates that some types of stress can make us better, inspire us to be our best, and help us achieve our peak. A useful way to think about it is that stress is disseminated on a bell-shaped curve. When past the peak or high-performance peak where stress inspires us, we practice the unhealthy effects of stress which, if continued over time, lead not only to burnout, but also to long-lasting diseases.

Stress that causes us to experience trouble or unhealthy, draining, ‘distress’ is a chief reason for worry, as it directly and badly affects personal and professional success. The Global Corporate Challenge study of over 1.5 million employees globally over a 12-year period found, for example, that while 63% of extremely stressed employees reported above-average productivity, this number rises pointedly to 87% among those who say they are not at all stressed. In the same study, 77% of enormously stressed employees also reported above-average levels of fatigue, and early warning signs of longer-term burnout. Burnout is a clear indicator of chronic stress (Fernandez, 2016).

## FIVE-PRONGED APPROACH

Resilience can diagonally patent 5 different parts: professional, physical, psychological, social, and financial. To really generate an ethos around the teacher’s well-being, the following areas must be addressed.

- *Professional*

Professional pliability and comfort start at the top. Teachers should actively search for new opportunities for their professional development. To enhance their professional efficiency certain level of innovations to search for new ideas are required. So teachers should constantly be surveying their surroundings for new opportunities. Now is a good time for teachers to nurse their own performance. By giving and receiving constructive feedback, teachers can find new ways to cooperate efficiently, while also setting up limits that endorse a healthier work-life stability.

- *Physical*

As the trend to work from home is increasing, it is important to highlight the need for physical resilience. Adopting new habits, like walking during the day or some simple breathing exercises are forms of physical resilience. Teachers want to do their best and there is no harm in encouraging oneself to adopt small, healthier lifestyle choices. One thing a teacher can do is provide resources for online classes. Teachers should feel like they have sturdy boundaries in place that allow them to shift their focus from their job to their lives.

- *Psychological*

COVID-19 has been extremely worrying on everyone. By helping teachers find ways to accomplish their stress, administrations can play a vigorous protagonist in edifying their workforce’s psychological resilience.

- *Social*

It may appear an intimidating chore to move forward on social resilience in the age of social distancing. There are still ways the management can help teachers have expressive communication with each other during this time. One way to do this is with cybernetic shout-outs or inspiring administrators to set up one-on-one time with teachers to catch up. The goal is to demonstrate attention to the individual and remind them that they are more than just an employee.

- *Financial*

Many teachers have encountered shorter work hours or decreased salaries, with some being dismissed due to unexpected problems. During this time, it is vital that the administration help teachers manage by planning contributions and finance resources that will promote and motivate them through this time.

## RESULTS AND DISCUSSION

A group of 50 teachers were considered for the investigation on the effect of resilience. The age of the teachers ranges from 25 to 55. The group contains both male and female teachers and they are subdivided into different age groups.

**Table 1: Number of Individuals of Different Age Groups and Gender**

Age-Group	Male	Female
25-35	15	10
36-45	08	12
46-55	4	1

**Table 2: Stress Level before Resilience Therapy**

Before Resilience Therapy		
Low Stress Level	Medium Stress Level	High Stress Level
08	18	24

Table 2 shows that 24 teachers faced high stress in the workplace, 18 medium, and 8 low stress levels. Teachers were asked to build resilience, through building personal resources, contextual resources, and developing coping strategies, for one month. Teachers were asked to increase their motivation, social, and emotional competence. They had to give special attention to their relationships and support network, and teachers had to solve their problems more effectively, manage their time and maintain work-life balance. It was emphasised that teachers were to give attention to their adaptive nature in the workplace, engagement in work, and job satisfaction. Adapting to the workplace environment will gradually decrease stress and depression among teachers. Personal interviews were carried out to examine the effect of resilience at the workplace and its effect on teachers.

**Table 3: Stress Level after Resilience Therapy**

After Resilience Therapy		
Low Stress Level	Medium Stress Level	High Stress Level
15	25	10

It was observed from Table 3 that teachers faced less stress and depression in the workplace after developing resilience through perceived stress scale and stress overload scale. The number of teachers in the high stress level group reduced from 24 to 10 after building resilience. Resilience has a great impact on teachers' stress level at the workplace.

## CONCLUSION

Although there is scope for more research, results of this experiment show that the ability to build resilience is one that will assist well in a progressively stressful work-world. Further, the administration stands to benefit from a more resilient workforce. Building an organisational culture that inspires and supports resilience training just makes good

business intelligence. Teachers should know themselves, take time to reflect on and get clarity on their values and preferences. Teachers should ride the waves of change in their surroundings. They should build the habit of cultivating compassion, and celebrate and appreciate their own accomplishments over the year. If an individual can shift into a stance of appreciation, one can build resilience and be productive both during and after this pandemic situation.

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