Estimating Concordance Between Teacher Professional Resilience And The Professional Life Phase: A Survey Cum Theme Appraisal

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Abstract

A single focused survey research to identify the status of high school teachers' professional resilience and its dimensions, somehow during the course of investigation enlarged its scope with the inclusion of rechecking or revalidating the outcomes of the current study. Four hundred teachers working in the high schools in Warangal District, Telangana were the participants of the study. The instrument Teacher Professional Resilience Scale – (TPRS) designed by the researchers, and the Professional Life Phases (PLP) prepared by VITAE Research Project (2003) – adapted by the researchers were the tools employed. By subjecting Current Research Professional Phase (CRPP)outcomes to PLP theme based analysis established perfect concordance between them, thereby confirming the genuineness of CRPP outcomes and the validity of PLP for adoption in researches involving teacher professional resilience.

Keywords: Current Research Professional Phase (CRPP), Professional Life Phase (PLP), Teacher Professional Resilience, VITAE Research Project

Introduction

Gone are the days, when the psychologists and the trainers of recruits spoke of identifying deficiencies in skills and characteristics so as to prepare them skillful and more productive in the initial stage of employment itself. But now, with 'growing global competition, technological innovation, organizational restructuring, and turbulent professional or occupational environment, contemporary organizations needs, resilient employees, who are capable of facing unprecedented changes, and adapt successfully to challenging roles, tasks and situations' (Shin, Taylor & Seo, 2012). According to Adrian, Lajtha, Chief Leadership Officer at Accenture, "Resilience is the combination of adaptability, flexibility and strength of purpose, emerging as the new criterion for professional advancement" (Business Wire, 2010). Recently, published researches on resilience indicate that "resilience is not merely a stress resistance resource, rather it plays a pivotal role in assisting employees to adapt successfully to adverse work place settings, mange emotional strains, nurture effective coping strategies, improve their wellbeing, and augment professional development" (Cooke, et al., 2016; King, et al., 2016). It has been authentically shown that "Resilient individuals are the ones who exhibit enhanced awareness, and manifest the ability to be more flexible, improvised the techniques and adapt readily to change" (Masten & Reed, 2002). Thus it is explicit that all these characteristics can be attributed to all the professionals including teachers.

Rationale

It is understood every human being is bestowed with some resources in their physical, intellectual, social, emotional and psychological domains which serve them as

reserves at times of needs to tackle problems arising related to these areas. It is a common thing in the world to find human beings differing in their intelligence are visibly different in almost all internal and external characteristics. Similar to this, Fredrickson (2004) has established the differences in positive emotions, also differentiate individuals in many of the psychological characteristics, of which some are functioning as personal resources. The Broaden - and - Build Theory of Fredrickson (2004) affirms that positive emotions such as the joy, interest, commitment and love are capable of building individuals' personal resources. Since psychological resilience is also being held as a personal resource the role of positive emotion is ascertained in this regard for promoting novel actions and social bonds within the social groups to foster resilience in the concerned individuals. That is, positive emotions are the natural fuel for proper functioning of psychological resilience in individuals (Fredrickson, 2004). This is the fact which prompted Harvgreaves (1998) in advance to remark that good teachers are not just well oiled machines, rather they are emotional, passionate beings who connect themselves with the students and fill their work and their classes with pleasure, creativity, challenge, and joy. Thus it is made clear that positive emotions are the binding forces to link various essential characteristics needed for a teacher to be effective, productive and capable of leading and guiding their students.

It is often echoed now a days, that teaching in the 21st century is highly challenging and has become one of the most stressful professions (Kriacou, 2000). However, teachers with dare-devil attitude to achieve in the chosen profession, sit to it and get adapted to the changing conditions. Nieto (2003) while explaining teacher motivation, they find these characteristics rooted in the tendency to serve. Further they elaborate the idea stating that in the contemporary society, the prevalence of a robust teaching learning community is an important incentive that keeps teachers going. Moreover, in the pursuit of building a learning community, the teachers are able to derive 'a sense of belonging and shared responsibility' which help them flourish morally, socially and professionally leading to the development of qualities of resilience

(Wenger, 1998). While such extrinsic motivational acts are attributed as the reasons for shouldering the burdens of responsibilities, Hansen (1995) marks such behaviour of teachers to their 'inner motivation to serve' which had been a guiding star or the entry into the profession, and what provides them the necessary strength to function ceaselessly to achieve what is intended. Thus the internal motivation and inherent values fuel their capabilities and enable them to gain emotional strength and professional competences giving rise to professional resilience. Therefore, the job oriented negative occurrences or life events are notionally balanced but also translated into positive professional resources (Day, Christopher; Gu, Quing, 2006).

Yet other characteristics forming teachers' psychological resources functioning as reserve for successful coping and survival is 'sense of efficacy', that is 'self efficacy belief' (Fredrickson, 2004). The term self efficacy belief was introduced by Bandura as a vital personal resource. Bandura (2000) has asserted that "among the mechanisms of self influence, none is more focal or pervading than the belief of self efficacy" Followed by several researches, self efficacy has been confirmed as one of the major predictors of teacher resilience (Rutter, 1990). Teachers' self efficacy is the teachers' judgment about their abilities to promote students' learning (Hoy Spero, 2005). Moreover, teachers' self efficacy beliefs strengthen teachers' persistence and resilience, when they confront with challenging situations (Jibson & Dembo, 1984). Moreover, an authentic portrayal of self efficacy belief has been displayed in the outcomes of VITAE research in respect of structuring resilience in the sub-sample of the three teachers .

On consolidating the core characteristics forming the professional resilience of teachers, it has been vividly shown that factors such as motivation, commitment, self efficacy and effectiveness are the ones functioning as the pillars of teacher professional resilience. A classical proof for such a stand is the outcomes of the VITAE Research - Variations in Teachers' Work Lives and Effectiveness – a mixed method of a four year longitudinal study conducted in England with 300 teachers spreading all over the country working in hundred schools. Three teachers

were chosen from the large sample after a prolonged investigation, for the reason they have taken up the job of teaching, undoubtedly, as a vocation for their life. All the three - Stchel, Aby and Sadie – served as the sub-samples for the case study and proved in different situations that their happiness lies only in working for the betterment of children in their classes. Since all the three were prone to derive pleasure only from 'inner incentive', they did not look for any other gains or advantages for their work from the school, individuals, or the community. Just like that, their works and achievements are unique, and over and above the requirements of a routine job with limited objectives (Emmet, 1958). The resilience earned by them by treating teaching children as a vocation, by and large safeguards their effectiveness and merit of being a teacher while passing through conflicting situations. Moreover, quite a number of studies have been published on 'teacher career' treating age as a demographic variables. Age as viewed, though a reasonable factor to help identify the characteristics of a teacher or teachers at a particular point of time in their career, it may not be a comprehensive one as it does not take into account of factors associated with career and as such are limited in their abilities to explain the complexity of teacher professional life developments. That is, this sort of researches on teacher life have ignored the importance of the interaction between professional and personal contacts (Trasa, Leahy, 2012). The current research having proposed the prime objective of comparing and estimating theoretically the quantitative outcomes of study pertaining to the nature or level of professional resilience demonstrated by the subjects, the researchers, have planned to make use of the profile evolved by the VITAE Research project furnishing the Key Themes and the associated Life Phases of the Profession (Day, et al., 2006). Therefore, the Researchers have adapted the profile of Professional Life Phases taken from Treasa, Leahy (2012) in table form and rendered each phase of professional life in three or four statement clusters for quicker understanding and comparison. The following are the statements accounted for each professional life phase of teachers in schools.

Professional Life Phases in Statement Form:

First Phase of Professional Life (0 – 3 years):

- The beginner is dominant with the feeling of commitment to the job and related changes.
- As a result, some may get into the process of increasing their sense of efficacy or losing their sense of efficacy.
- Securing support , challenging negative affects.

Second Phase of Professional Life (4 – 7 years):

- The teacher is dominant with the feeling of creating his / her own identity in the classroom, prompted by corresponding feeling of efficacy.
- As a result, some of them sustained a strong sense of identity, self efficacy and effectiveness.
- Some others just sustain identity, efficacy and effectiveness.
- While others are at risk in maintaining identity, efficacy and effectiveness.

Third Phase of Professional Life (8 – 15 years):

- The experienced teacher manages changes in role and identity – also acquires tensions and stays at a stage of transitions.
- As a result, some of them sustained their job engagement.
- Yet others feel loss of motivation and detachment from job.

Fourth Phase of Professional Life (16 – 23 years):

- The well experienced teacher is in the hold of work life tensions due to their challenges to motivation and commitment.
- However, advancement in the career, and pupils' good academic results increased their motivation or commitment.
- Some of them are able to sustain their motivation, commitment and effectiveness.
- Yet others feel the heaviness of the workload and /or difficulty in managing

tension or career stagnation resulting in decreased motivation, commitment and effectiveness.

Fifth Phase of Professional Life (24 – 30 years):

- The seasoned teacher challenges and sustain motivation.
- As a result, they are able to sustain a strong sense of motivation and commitment.
- Inspite of such a strong sense of motivation, they start losing the same.

Sixth Phase of Professional Life (31+ years):

- Teachers at the verge of retirement are sustaining or declining motivation and coping with change.
- Some of them maintain commitment.
- While some of them are tired and trapped.

Research Process

Statement of the problem

All along psychologists and educationists are speaking about teacher stress, teacher stress coping, teacher stress management, etc. A recent but a rude entry into this cluster of vocabulary is teacher professional resilience. It is considered as a key factor in the recent strengths- based approaches to demolish the weaknesses sighted in the teaching behaviour of the teachers. As it is known, resilience is the ability to bounce back from a state of failure or loss or confusion wrought by fear or anxiety to their normal previous state or a fresh state of success or gain or confidence, it has come to be regarded as a psychological reserve for the individuals to fight against the odds at times. Therefore, it has become a necessity for the professionals to understand their strengths and weaknesses in respect of the resilience. As such, quite a number of studies are coming out, assessing the strengths of different categories of professionals in terms of resilience. In all these surveys, the researchers seem to be satisfied with identifying and publishing their subjects' status as high or average or low. As such, the outcomes of the survey looks sufficient but it may not answer how far is it genuine? Moreover, if one is interested in gaining further understanding to equip herself /himself more with resilience oriented characteristics he/she

will find that they are still in the dark. Therefore, the researchers have made an attempt to establish the genuineness of the quantitative outcomes as well as the areas of strengths and weakness as by means of a theme based appraisal. Hence, the current study is worded as follows:

ESTIMATING CONCORDANCE BETWEEN TEACHER PROFESSIONAL RESILIENCE AND THEIR PROFESSIONAL LIFE PHASE : A SURVEY CUM THEME APPRAISAL

Operational definition

Estimating: By this the researchers mean the act of judging or evaluating the worth or value of the concepts or characteristics of teachers in the domains of resilience and professional life.

Concordance: By this, the researchers mean the arrival of agreement or disagreement between the concepts or characteristics of teacher resilience and the changes in the professional life of the concerned teachers after due estimation of both of them.

Teacher Professional Resilience: By this, the researchers mean the score obtained on Teacher Professional Resilience Scale (TPRS) prepared and validated by the researchers.

Professional life phase: By this the researchers, means the profile of Professional Life Phases prepared by the VITAE Research Project (2003), providing the key themes and the expected trajectories of teachers belonging to each one of the six phases of professional life (Treasa, Leahy, 2012).

A Survey: By this, the Researchers means administration of the validated research instrument, Teacher Professional Resilience Scale to a random sample of 400 high school teachers in Warangal District of the Telangana state for generation of data regarding professional resilience.

Theme Appraisal: By this , The researchers mean the application of the themes enshrined in the core characteristics of resilience, as provided by the VITAE Research in the professional life phases to explain the outcomes (professional resilience) of the proposed survey, by which an estimation of the

concordance between the survey outcomes and the key themes in professional life phases is made possible.

Method

The current study is in two parts as it is scripted under two distinctive objectives. To generate data for the first objective, survey method is to be adopted. As per the second objective – Theme Appraisal is planned by comparing the key themes and the associated trajectories with the reported level of professional resilience and its dimensions of teachers to find the concordance between the two.

Population and sample

Population comprises all the teachers working in high schools in Warangal District, managed by private bodies, and by the Government of Telangana.

Stratified random sampling is done. The final sample comprises 400 teachers of different length of experience.

Objectives

i. To find the status of professional resilience and its dimensions of high school teachers of different length of experience in Warangal District of the Telangana State.

ii. To estimate the state of concordance between professional resilience and its dimensions of teachers of different length or phase of experience and those of corresponding professional life phase in terms of key themes and expected Trajectories.

Hypotheses

i. The status of professional resilience and its dimensions of high school teachers of different length or phases of experience is moderate.

ii. There exists a concordance between professional resilience and its dimensions of teachers of different length or phase of experience and those of corresponding professional life phase in terms of key themes and expected trajectories.

Tools Used

The following are the tools employed for data collection:

1) TeacherProfessional Resilience Scale (TPRS-) – by the Researchers to generate data for Quantitative survey.

2) Professional Life Phases – in statement form – adapted by the Researchers from professional life phase adopted by Leahy, Tresa (2012) – to generate qualitative data by Theme Appraisal.

Analysis of Data

Hypothesis I

The level of professional resilience and its dimensions of secondary school teachers in terms of length of teaching experience is moderate.

Table 1 Level of professional resilience and its dimensions of secondary school teachers in terms of length of teaching experience

Experience	Dimension	N	Low		Moderate		High	
			N	%	N	%	N	%
Upto 5 Yrs	LA	112	29	25.9	42	37.5*	41	36.6
	FYC	112	39	34.8*	35	31.3	38	33.9
	MP	112	39	34.8*	38	33.9	35	31.3
	MS	112	42	37.5	43	38.4*	27	24.1
	BSC	112	37	33.0	37	33.0	38	33.9*
	SH	112	41	36.6*	40	34.8	31	28.6

	OPR	112	39	34.8*	37	33.0	36	32.1
6 – 10 Yrs	LA	120	43	35.8	34	28.3	43	35.8*
	FYC	120	26	21.7	43	35.8	51	42.5*
	MP	120	42	35.0	47	39.2*	31	25.8
	MS	120	40	33.3	33	27.5	47	39.2*
	BSC	120	43	35.8	46	38.3*	31	25.8
	SH	120	41	34.2	30	25.0	49	40.8*
	OPR	120	30	25.0	48	40.0*	42	35.0
11 – 15 Yrs	LA	92	22	23.9	27	29.3	43	46.7*
	FYC	92	22	23.9	31	33.7	39	42.4*
	MP	92	29	31.5	32	34.8*	31	33.7
	MS	92	23	25.0	39	42.4*	30	32.6
	BSC	92	30	32.6	36	39.1*	26	28.3
	SH	92	32	34.8	28	30.4	32	34.8*
	OPR	92	27	29.3	30	32.6	35	38.0*
16 Yrs and Above	LA	76	22	28.9	28	36.8*	26	34.2
	FYC	76	26	34.2	23	30.3	27	35.5*
	MP	76	26	34.2	28	36.8*	22	28.9
	MS	76	25	32.9	34	44.7*	17	22.4
	BSC	76	29	38.2*	20	26.3	27	35.5
	SH	76	29	38.2*	25	32.9	22	28.9
	OPR	76	23	30.3	23	30.3	30	39.5*

* indicates the level of professional resilience

Note:- Living authenticity(LA), Finding your calling (FYC), Maintaining perspective(MP), Building social connections(BSC) , Staying healthy(SH) , overall Professional resilience.(OPR), Managing stress(MS).

On computing the level of dependent variable – Professional resilience among secondary school teachers with regard to their length of teaching experience, it is observed that the teachers with up to 5 years of teaching experience are low in their overall Professional resilience (34.8%) and in the dimensions - Finding your calling (34.8%), Maintaining perspective (34.8%), and Staying healthy (36.6%); but moderate in the dimensions - Living authenticity (37.5%) and Managing stress (38.4%). However, they are reported to be high in the dimension – Building social connections (33.9%).

In the case of secondary school teachers with 6 - 10 years of teaching experience, the overall Professional resilience is found to be moderate (40%) along with its dimension - Maintaining perspective (39.2%) and Building social connections (38.3%). However, majority of them are found to be high in the dimensions - Living authenticity (35.8%), Finding your calling (42.5%), Managing stress (39.2%) and Staying healthy (40.8%).

In the case of secondary school teachers with 11 - 15 years of teaching experience, the overall Professional resilience is found to be high (38%) as in the case of its dimensions - Living authenticity (46.7%), Finding your calling (42.4%) and Staying healthy (34.8%); however moderate in the dimensions Maintaining perspective (34.8%), Managing stress (42.4%) and Building social connections (39.1%).

Secondary school teachers with 16 and above years of teaching experience are found to be high in their overall Professional resilience (39.5%) and also in the case of the dimensions Finding your calling (35.5) ,Living authenticity (36.8%), Maintaining perspective (36.8%), and Managing stress (44.7%), but low in the dimensions - Building social connections (38.2%) and Staying healthy (38.2%).

ESTIMATION OF CONCORDANCE BETWEEN TEACHER PROFESSIONAL RESILIENCE AND THE CORRESPONDING PROFESSIONAL LIFE PHASE

Introduction

In order to verify the concordance between professional resilience of teachers of particular years of experience and those of corresponding professional life phases in respect of the identified Key Themes and the expected Trajectories are to be juxtaposed in table form to identify and feel the presence of Concordance or Discordance between them in black and white. Moreover, the current study adopts four level classification of the experience of the teachers, whereas the VITAE Research Project Classification falls into six level of their professional life phases involving Key Themes or Characteristics – Motivation, Commitment, Self efficacy and Effectiveness – which are the core elements of resilience. The interactive effect of the core elements of resilience with the factors associated with changes in professional life found to be instrumental for promoting or debilitating the status of one's resilience. What has been recorded in table form in the professional life phases employed by VITAE Research Project (2003) and the same adopted by Leahy, Treasa (2012) has been rendered in statement form by the researchers, combining the noted characteristics and the observed changes in sub-groups, in short and crisp statement for easy understanding and clarification. In the current study, the last level ends with 16 years+, that is, as per the speculation of the researchers it is 16 – 20 years of experience within which almost all profession oriented changes would come upon most of the teachers, with exemption of a very small percentage of them. With this understanding it is believed that anyone can easily skim through the information furnished under Current Research Professional Phases (CRPP) and Professional Life Phases(PLP) of VITAE Research and understands why and what of such an indepth analytical exercise.

Phase - I

Note: While the Professional life phase-I(PLP-1) spreads over 3 years of initial teaching experience, the current research professional phase(CRPP-I) envelops 5 years of teaching experience.

CRPP	PLP
CRPP-1(0-5 years)	**PLP-1(0-3 years)**
Reports low level of Professional Resilience	There is a possibility, that the beginners in spite of their commitment to job, are likely to feel like losing their sense of efficacy at times.
Reports moderate level of Living Authentically	States that it is attainable because of the dominant feeling of commitment to job and related changes.
Reports low level of Finding Your Calling	Registers that there is a possibility of such an occurrence when the process of losing their sense of self efficacy is dominating in them.
Declares low level of Maintaining Perspective	It is a possibility that when the process of losing their sense of self efficacy starts occurring.
Reports moderate level of Managing Stress	It may be attributed to the act of gaining competence to challenge the forces causing stress.
Reports high level Building Social Connections	It is due to the enhancement of sense of efficacy and the feeling of securing support
Reports low level of Staying Healthy	It is purely due to the dominance of process of losing their self efficacy.

The comparative estimate of CRPP – 1 and PLP -1 exhibits a Perfect Concordance in respect of overall Professional Resilience and its dimensions – Living authentically, Finding your Calling, Maintaining Perspective, Managing Stress, Building Social Connections, and Staying Healthy.

Phase - 2

Note: While the PLP- 2 encompasses 4 years of teaching experience, the CRPP – 2 involves 5 years of experience.

CRPP	PLP
CRPP-2 (6 - 10 years)	**PLP-1 (4 – 7 years)**

Reports moderate level of Professional Resilience	It may be attributed to the changes occurring in the subjects, dominance with the feeling of creating their own identity and a corresponding feeling of self efficacy.
Reports high Living Authentically	It happens because the subjects possess a strong sense of identity coupled with a strong sense of self efficacy and a fair sustenance of effectiveness.
Registers high Finding Your Calling	It may be accounted for their feeling to create their own identity according to changing circumstances, accelerated by their strong sense of self efficacy and effectiveness.
State that the subjects are moderate in Maintaining Perspective	A fall in the maintaining perspective occurs because of an inherent risk in openly practicing certain value - laden programmes or activities leading to a drop in self efficacy and effectiveness.
Identifies the Managing Stress at high level	The merit of the subjects in sustaining a strong sense of identity, self efficacy and effectiveness accounts for such a high level professional resilience in terms of managing stress
Notified moderate level Building Social Connections	It happens because of the feeling of taking risk in maintaining identity and manifesting just a sustainable self efficacy and effectiveness.
Reports high level Staying Healthy	It is a possibility because of their strong sense of identity, self efficacy and effectiveness.

The comparative estimate of CRPP – 2 and PLP – 2 declares a Perfect Concordance in their Professional Resilience and its dimensions in the context of prevalent psychological characteristics – Commitment, Motivation, Self Efficacy and Effectiveness.

Phase - 3

Note: CRPP – 3 encompasses 11 – 15 years involving 5 years of experience; while PLP- 3 ranges from 8 – 15, enveloping 8 years of experience. Though both CRPP – 3 and PLP – 3 commence with 11 years and 8 years of experience respectively, their end point is the same – 15 years

CRPP	PLP
CRPP- 3 (11 - 15 years)	**PLP-3 (8 – 15 years)**
Identifies high Professional Resilience	It is possible in the subjects because teachers of this category successfully manage changes in role and identity; and inspite of prevailing tension they stay confident for transition.
Reports high Living Authentically	It is likely for this category of teachers because they comfortably cope with the new roles assumed and their modified identity. Overall, they sustain their job engagement joyfully at ease.
Reports high Finding Your Calling	It is possible because as they seem to have accepted their expected transition with sustained job engagement, they were able to identify and accomplish their calling
Registers moderate Maintaining Perspective	Clarifies that the act of maintaining perspective is materialized at moderate level because inspite of loss of motivation, their sustained job engagement enables them to practice as per their values to some extent.
Reports moderate level of Managing Stress	Clarifies it by reporting loss of motivation to the required extend to sustain job engagement at the just possible desirable level.
Identifies moderate level Building Social Connections	Attributes this setback to acquired tension during changes in role and loss of proper attachment with the changed job engagement
Reports high Staying Healthy	Attributes this to the positive outlook in managing changes in their roles and identity, as well as the sustained job engagement as their strong holds.

Thus the Key Themes and expected Trajectories identified for PLP – 3 by VITAE Research Project are found to be good enough to explain CRPP – 3 research outcomes.

That is, it establishes concordance between PLP – 3 and the research outcomes related to Professional Resilience of teachers of CRPP – 3.

Phase - 4

Note: CRPP – 4 involves 16 and above years of experience, at the most closing with 30 years of experience. As with 20 years of experience, most of the teachers will have an upgradation to higher level positions, the researches one of the opinion that beyond 20 years of experience nothing concrete may occur in the professional life and as such 16+ years of experience is sufficient to fulfill the aims of the current research.

CRPP	PLP
CRPP- 4 (16 years +)	**PLP- 4 (16 – 23 years)**
Reports high Professional Resilience	It is secured because of increased motivation and commitment gained due to advancement in career and/or academic achievement of their students.
Declares high Living Authentically	States that it is possible because the teachers of this category are capable of overcoming work-life tension by means of their motivation and commitment.
Reports moderate Finding Your Calling	States that the heaviness of the workload and/or the career stagnation may be the reason.
Registers high Maintaining Perspective	It is possible because of their ability to sustain their motivation, commitment, and effectiveness.
Declares high level of Managing Stress	It is achieved because of the strength of motivation and commitment to challenge their work-life tension.
Reports low Building Social Connections	It may be due to difficulty in managing work-life tension and/or career stagnation.
Declares low Staying Healthy	It is attributed to decreased motivation, commitment, and effectiveness.

The analytical study of CRPP - 4 outcomes in terms of the registered Key Themes and Trajectories of PLP- 4 reports a perfect agreement between the two, denoting the sufficiency and appropriateness of PLP - 4 to explain the state of teachers in their Professional Resilience and its dimensions as per CRPP - 4.

The remaining PLP–5 and 6 going upto 24–30 years and 31+ years respectively though helpful for accounting reasons for minor / finer differences in professional resilience of teachers of a particular phase, in the Indian context, it appears, that it cannot gain much currency.

CONCLUSION

It is interesting to note that inspite of discordance between the phases of teaching experience of the current study and the professional life phases of VITAE Research Project, the researcher& observed perfect concordance between the CRPP and the PLP in terms of professional resilience, and the Key Themes along with the expected Trajectories of teachers, respectively. It is noteworthy to record that the current study appears simply significant in structuring a way for rechecking the genuineness of a set of valid findings observed in the current research, along with their attributes for taking suitable measures to strengthen the deficiencies or eradicating the noted negative elements. In another aspect, the current research appears to have an inbuilt double fold advantage of establishing the genuineness of research outcomes arrived at from the current research and revalidating the PLP – prescribed norms of key characteristics and the expected trajectories identified by

VITAE Research Project (2003). Therefore, the current research has become a premiere one in the field of professional resilience of teachers. Moreover, no one can reject its claim to be a signora to address the attempts such as the present one employing theme-based analysis for reconfirming the quantitative outputs emerging from numerical studies. By and large, the current research has authenticated incidently PLP – scripted by VITAE Research Project (2003) as a valid research instrument to be adopted in the area of teacher professional resilience.

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