

Does Teachers' Psychological Resilience Effect Their Professional Engagement during COVID-19 Pandemic Process? The Moderator Role of Mindfulness

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ABSTRACT

In the present study, it was claimed that psychological resilience could be the significant antecedent of teachers' professional engagement during the Covid-19 Pandemic that is surrounded all world. In addition, it was suggested that mindfulness has a moderating role on the impact of their resilience level on teachers' professional engagement. Based on this thought, a cross-sectional research study has been performed in Turkey with the participation of 340 teachers from various schools (elementary and high school) in Turkey. The findings of the research shows that the teachers' resilience had significant positive impacts on their professional engagement. Yet, when examining the moderating role of mindfulness, the result indicated that mindfulness has no significant moderating role. In this perspective, all study variables are reviewed and the possible relationship among the study variables is discussed in the literature review part. Finally, the implications of study for both individual and organization are presented in the conclusion and discussion section.

Keywords: Teacher's professional engagement, Psychological resilience, Mindfulness