PSYCHOLOGICAL RESILIENCE OF TEACHING AND NON-TEACHING STAFF DURING CORONAVIRUS DISEASE 2019 PANDEMIC IN VOCATIONAL ENTERPRISES INSTITUTES IN ABUJA, NIGERIA

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Article history:	Abstract:
	The study identified the psychological resilience of teaching and non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria. Two research questions were raised and answered and two hypotheses were formulated and tested at .05 level of significance. The research design used for this study was a cross-sectional study. The study was conducted in Abuja, Nigeria. The population of the study was 182 respondents consisting of 91 males and 63 females teaching staff as well as 16 males and 12 females non-teaching staff from the six Vocational Enterprises Institutes, one each from the six area councils in Abuja, Nigeria. Total population sampling technique was used to select the whole population of the study. The instruments used for data collection was the Brief Resilience Scale (BRS). Cronbach Alpha statistical method was used to determine the reliability index of the instrument and found to be .90. The study employed the use of mean to answer the research questions and Analysis of Variance to test the null hypotheses using Statistical Package for Social Sciences (SPSS) version 25. Findings from the study revealed that, the psychological resilience scores of teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria was low. The study recommended that, the education secretariat of the Federal Capital Territory, Abuja, Nigeria should develop a cognitive behaviour therapy programmes for building resilience to aid teaching and non-teaching staff in Vocational Enterprises Institutes cope with the negative impacts of COVID-19 pandemic

INTRODUCTION

Coronavirus disease pandemic, also known as COVID-19 pandemic, is an ongoing pandemic that causes severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), first identified in December 2019 in Wuhan, China. The COVID-19 pandemic is the defining global health crisis of our time and the greatest challenge we have faced since world war two (United Nations Development Programme UNDP, 2020). The pandemic has caused large-scale institutional and behavioural 'shock effects' in various areas of human activity including education. The widespread of the COVID-19 pandemic led to the closure of primary, secondary and tertiary schools in over 100 countries (United Nations Educational, Scientific and Cultural Organization UNESCO, 2020). This closure has caused an unprecedented upheaval in the educational systems around the world especially in schools such as Vocational Enterprise Institutions.

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Vocational Enterprise Institutions (VEIs) are institutions recently approved by the Federal Government of Nigeria to provide a veritable alternative route to higher education. The aim of VEIs is to widen access to Technical and Vocational Education and Training (TVET) and serve the needs of the industry and self-empowerment of the nation's citizens (National Board for Technical Education NBTE, 2012). The achievement of the stated aim is threatened by the negative impact of the novel COVID-19 pandemic on school. According to Bao *et al.* (2020), the multi-faceted changes in school system that have directly and indirectly resulted from the pandemic are, without doubt, the most universally shared major stressor among teaching and non-teaching staff.

Teaching staff are bedrock of any sound educational system just as education is to any developed nation. As schools are reopened after seven months forced lockdown, teaching staff are faced with both physical and psychological threats created by the COVID-19 pandemic. According to Grubic *et al.* (2020), COVID-19 pandemic and efforts to control the spread through non-pharmaceutical interventions and preventive measures such as social-distancing and other protocols prompted psychological effects on teaching staff in schools, especially, in VEIs. Brooks *et al.* (2020) stressed that, worldwide, the COVID-19 pandemic has created an omnipresent psychological and emotional threats to the well-being of both teaching and non-teaching staff. The non-teaching staff are employees in the school system whose duties are carried out outside classroom. Sarah *et al.* (2020) stressed that, non-teaching staff just as any group of individuals have no special immunity from the adverse effects of COVID-19 pandemic in schools. Zumla *et al.* (2010) confirmed that, the impact of pandemic such as COVID-19 on both teaching and non-teaching staff creates psychological conditions.

Nevertheless, teaching and non-teaching staff constitute the most affected group of people in the fight against the COVID-19 pandemic. Arah *et al.*, (2020) disclosed that, depression, anxiety and posttraumatic stress disorder are the most common psychological disorders that were reported among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria. Wang *et. al.*, (2020) further revealed that, these psychological disorders caused by COVID-19 pandemic are considered threats to psychological resilience.

Psychological resilience is the ability to mentally or emotionally cope with a crisis (such as COVID-19 pandemic) or to return to pre-crisis status quickly. Psychological resilience is defined in the broadest sense, as the individual's ability to withstand hardship (Jackson *et al.,* 2007). According to Ian and Stephens (2014), psychological resilience exists when the person uses mental processes and behaviors in promoting personal assets and protecting self from the potential negative effects of stressors (COVID-19 pandemic in this case). Psychological resilience could be seen as the ability to cope with the depression, anxiety and posttraumatic stress disorder among teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria. According to the American Psychological Association (2020), in order to achieve the educational goal, it is particularly crucial to assess and promote psychological resilience of teaching and non-teaching staff during the COVID-19 pandemic. Hence, this study sought to identify psychological resilience of teaching and non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

STATEMENT OF THE PROBLEM

Teaching and non-teaching staff are bedrock of any sound educational system just as education is to any developed nation. These individuals need to be in a good physical, psychological and emotional state to function effectively and achieve the goal of any educational programme such as that of Vocational Enterprises Institutes. Unfortunately, the surge of COVID-19 has prompted depression, anxiety and posttraumatic stress disorder among both teaching and non-teaching staff. Brooks *et al.* (2020) confirmed that, worldwide, the Covid19 pandemic has created an omnipresent psychological and emotional threats to the well-being of teaching and non-teaching staff in schools including Vocational Enterprises Institutes, Abuja. Nicola (2020) stressed that, the psychological and emotional threats caused by COVID-19 pandemic causes depressive symptoms, anxiety and stress on teaching and non-teaching staff which encourage negative behaviour amongst students. According to the American Psychological Association (2020), in order to achieve the educational goal, it is particularly crucial to assess the psychological resilience of teaching and non-teaching staff during the COVID-19 pandemic. Hence, this study sought to identify the psychological resilience of teaching and non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to identify the psychological resilience of teaching and non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria. The objectives of the study sought to identify the:
1. Psychological resilience scores of teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.
2. Psychological resilience scores of non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study:
1. What are the psychological resilience scores of teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria?

2. What are the psychological resilience scores of non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria?

HYPOTHESES

The following null hypotheses were formulated to guide the study and we're tested at .05 level of significant:

HO$_1$: There is no significant difference between the average psychological resilience scores of male and female teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

HO$_1$: There is no significant difference between the average psychological resilience scores of male and female non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

METHODOLOGY

The research design used for this study was the descriptive survey research design, specifically, using cross-sectional study. Maninder (2016) described cross-sectional study as the type that involves collection of data from a population at one specific point in time. This design is considered suitable for this study because, it enables the researcher to measures the fear of COVID-19 pandemic among teaching and non-teaching staff at the same time. The population of the study is 182 respondents consisting of 91 males and 63 females teaching staff as well as 16 males and 12 females non-teaching staff from the six Vocational Enterprises Institutes, one each from the six area councils in Abuja, Nigeria. Total population sampling technique was used to select the whole population of the study. The instruments used for data collection was the Brief Resilience Scale (BRS) developed by Smith *et al.* (2008). The instruments were designed on five points rating scale of: Strongly Agree, Agree, Neutral Disagree, and Strongly Disagree with numerical values of 1, 2, 3, 4 & 5 respectively. Cronbach Alpha statistical method was used to determine the reliability index of the instrument and found to be .90. The study employed the use of mean to answer the research questions and Analysis of Variance to test the null hypotheses using Statistical Package for Social Sciences (SPSS) version 25. Decision on the research questions was based on the interpretation of the BRS (ie. 1.00-2.99 = low resilience, 3.00-4.30 = normal resilience and 4.31-5.00 = high resilience) while decision on the hypotheses was based on comparing the generated p-value and the stated level of significance (.05).

RESULTS:

Research Question One

What are the psychological resilience scores of teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria?

Table 1: Average Psychological Resilience Scores of Teaching Staff During COVID-19 Pandemic in Vocational Enterprises Institutes in Abuja, Nigeria   N1=91, N2=63

S/N	Items	$\overline{X}_1$	$\overline{X}_2$	$\overline{X}_{A1}$	Remark
1	I tend to bounce back quickly after hard times	4.14	4.13	4.14	Normal
2	I have a hard time making it through stressful events	1.35	1.40	1.37	Low
3	It does not take me long to recover from a stressful events	3.77	3.79	3.78	Normal
4	It is hard for me to snap back when something bad happens	1.44	1.41	1.43	Low
5	I usually come through difficult times with little trouble	4.01	4.02	4.01	Normal
6	I tend to take a long time to get over set back in my life	1.38	1.44	1.41	Low
	Overall Psychological Resilience Scores + Total Sum/6	**2.68**	**2.70**	**2.69**	**Low**

Keys: N_1 = Number of male teaching staff, N_2 = Number of female teaching staff, $\overline{X}_1$ = Mean response of male teaching staff, $\overline{X}_2$ = Mean response of male teaching staff, $\overline{X}_{A1}$ =Average mean response of male and female teaching staff.

Table 1 revealed that, the male teaching staff had total psychological resilience scores of 2.68 while the female teaching staff had 2.70. The average total psychological resilience scores of both male and female teaching staff was 2.69. This indicated that, both male and female teaching staff had low psychological resilience scores during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Research Question Two

What are the psychological resilience scores of non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria?

Table 1: Average Psychological Resilience Scores of Non-Teaching Staff During COVID-19 Pandemic in Vocational Enterprises Institutes in Abuja, Nigeria   N3=16, N4=12

S/N	Items	$\overline{X}_3$	$\overline{X}_4$	$\overline{X}_{A2}$	Remark
1	I tend to bounce back quickly after hard times	4.00	4.17	4.07	Normal
2	I have a hard time making it through stressful events	1.38	1.42	1.39	Low
3	It does not take me long to recover from a stressful events	3.75	3.83	3.79	Normal
4	It is hard for me to snap back when something bad happens	1.44	1.58	1.50	Low
5	I usually come through difficult times with little trouble	3.88	4.00	3.93	Normal
6	I tend to take a long time to get over set back in my life	1.44	1.17	1.32	Low
	Overall Psychological Resilience Scores + Total Sum/6)	**2.65**	**2.70**	**2.67**	**Low**

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Keys: N_3 = Number of male non-teaching staff, N_4 = Number of female non-teaching staff, $\overline{X}_3$ = Mean response of male non-teaching staff, $\overline{X}_4$ = Mean response of male non-teaching staff, $\overline{X}_{A2}$ = Average mean response of male and female non-teaching staff.

Table 2 revealed that, the male non-teaching staff had total psychological resilience scores of 2.65 while the female non-teaching staff had 2.70. The average total psychological resilience scores of both male and female non-teaching staff was 2.67. This indicated that, both male and female non-teaching staff had low psychological resilience scores during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Hypothesis One

There is no significant difference between the average psychological resilience scores of male and female teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Table 3: One-Way ANOVA for the Test of Significant Difference Between the Average Psychological Resilience Scores of Male and Female Teaching Staff During COVID-19 Pandemic in Vocational Enterprises Institutes in Abuja, Nigeria

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.009	1	.009	.170	.681
Within Groups	7.773	152	.051		
Total	7.782	153			

Table 3 revealed that Significant (P) value is .681 which is greater than .05. This implied that, there is no significant difference between the average psychological resilience scores of male and female teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria. Hence, hypothesis one was retained.

Hypothesis Two

There is no significant difference between the average psychological resilience scores of male and female non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

Table 4: One-Way ANOVA for the Test of Significant Difference Between the Average Psychological Resilience Scores of Male and Female Non-Teaching Staff During COVID-19 Pandemic in Vocational Enterprises Institutes in Abuja, Nigeria

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.016	1	.016	.334	.568
Within Groups	1.262	26	.049		
Total	1.278	27			

Table 4 revealed that Significant (P) value is .568 which is greater than .05. This implied that, there is no significant difference between the average psychological resilience scores of male and female non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria. Hence, hypothesis two was retained.

FINDINGS

1. The psychological resilience scores of teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria was low?
2. The psychological resilience scores of non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria was low?
3. There is no significant difference between the average psychological resilience scores of male and female teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.
4. There is no significant difference between the average psychological resilience scores of male and female non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria.

DISCUSSION OF FINDINGS

Finding on the psychological resilience scores of teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria revealed low. The finding implied that, the identified low level psychological resilience of teaching staff signified their inability to overcome anxiety, fear, stress and other psychological disorder caused by COVID-19 pandemic. The finding disagreed with the finding of Faruk and Naif (2020) on the psychological resilience of healthcare professionals during COVID-19 pandemic that revealed high level. The educational implication of the finding is that, the inability of teaching staff to overcome psychological disorder caused by COVID-19 pandemic increases the tendencies of encouraging negative behaviour amongst students.

Nevertheless, the Analysis of Variance for the test of significant difference between the average psychological resilience scores of male and female teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria revealed not statistical different. This implied that, both male and female teaching staff had low psychological resilience scores during COVID-19 pandemic. The finding is in disagreement with Lin *et al.* (2020) who revealed statistical difference in the responses of male and female on factors influencing resilience of medical workers in fighting against 2019 novel coronavirus pneumonia in Wuhan.

Finding on the psychological resilience scores of non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria revealed low. The finding implied that, the identified low level psychological

resilience of non-teaching staff signified their inability to overcome anxiety, fear, stress and other psychological disorder caused by COVID-19 pandemic. The finding differed with the finding of Smith *et al.* (2020) on the emerging compassion, courage and resilience in the face of COVID-19 pandemic that revealed high level of psychological resilience among health workers. The implication of the finding to educational system is that, the inability of non-teaching staff to overcome psychological disorder caused by COVID-19 pandemic may result to negative interaction patterns that affect both teaching staff' well-being and students' development.

Nevertheless, the Analysis of Variance for the test of significant difference between the average psychological resilience scores of male and female non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria revealed not statistical different. This inferred that, both male and female non-teaching staff had low psychological resilience scores during COVID-19 pandemic. The finding is in disagreement with Sarah *et al.* (2020) who revealed that, women had higher average pandemic emotional impact scale scores compared to men.

CONCLUSION

Based on the findings from the study, it is concluded that insight into the psychological resilience of teaching and non-teaching staff during COVID-19 pandemic in Vocational Enterprises Institutes in Abuja, Nigeria is provided. The study revealed that, both teaching and non-teaching staff in Vocational Enterprises Institutes in Abuja, Nigeria had low psychological resilience during COVID-19 pandemic. The study is considered to have contributed to the literature on the psychological resilience of teaching and non-teaching staff during COVID-19 pandemic. The findings of this study are particularly important for the development of effective measures for the management of fear caused by COVID-19 among teaching and non-teaching staff in Vocational Enterprises Institutes. The study also concluded that, in order to enhance effective teaching and learning in Vocational Enterprises Institutes in Abuja, Nigeria, the psychological wellbeing of teaching and non-teaching staff needs to be prioritized.

RECOMMENDATIONS

Based on the findings from the study, the following recommendations were made:
1. The education secretariat of the Federal Capital Territory, Abuja, Nigeria should develop a cognitive behaviour therapy programmes for building resilience to aid teaching and non-teaching staff in Vocational Enterprises Institutes cope with the negative impacts of COVID-19 pandemic.
2. The education secretariat of the Federal Capital Territory, Abuja, Nigeria should develop a computer-assisted psychological resilience training to prepare teaching and non-teaching staff in Vocational Enterprises Institutes for COVID-19 pandemic.

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