

TEACHER'S SELF-PERCEPTION OF RESILIENCE AMONG JUNIOR HIGH SCHOOL ENGLISH TEACHERS IN GUNUNGKIDUL REGENCY

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Abstract: Being resilient increases teachers' quality in their educational process. Resilience becomes one of the professional matters. Resilience means bouncing back or returning and accepting necessity, so teachers adapt to difficulties. In teaching, teachers might face many challenges in many aspects. Novice and experienced teachers face problems but have their own beliefs about resilience. This research aimed to investigate teachers' self-perception of resilience. The researchers applied mixed methods to collect and analyze the data. The researchers used close-ended and open-ended questionnaires for the instrument. There were 52 participants. The participants were English teachers who joined an English teacher's discussion group in Gunungkidul Regency. The result of the research is novice teachers and experienced teachers in the resilience scale more dominant have a moderate level. Based on the interview, the experienced teachers have passed the challenges, not only about in teaching process but their process of being resilient. This research reveals that both novice and experienced teachers have their perception of their level of perception. On the other hand, they explain their own experience that becomes resilience can affect the learning process.

Keywords: *self-perception, resilience, teacher resilience scale reorder*

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INTRODUCTION

Teaching well beyond time has always involved resilience (Gu & Day, 2013). Teaching is challenging. It builds teachers to be more resilient. Resilience in education increases teachers' quality of life in their educational process (Schwarze & Wosnitza, 2018). Teachers might face many challenges, such as when facing students, curriculum changes, educational technology development, and gathering with peers. Rise from his difficulties and improving them proves that the teacher tries to be resilient and make it their professional identity. Identity is developed sustainably and works continuously in human life (Reeves, 2018). For teachers who try to teach best, teaching is not only about the transaction of the series of cognitive, pedagogic, and content-based (Day, 2018). Teaching is a complex world. In some countries, educational value and practice in progress and achievement are under societal surveillance (Gu, 2018).

Resilience becomes one of the professional identity matters. Resilience means bouncing back or recovering from trauma (Day, 2018). Resilience for the teachers means the ability to return and accept the necessity to adapt to difficulties (Estaji & Rahimi, 2014). The development and challenges of education do not allow teachers to remain silent. Teachers deal with the school's administration and tutor students and their relation to their families and environment.

In the teaching process, the teacher might face some challenges, stress, and emotions while building their identity. Several internal and external defensive factors of resilience exist, namely personal capabilities and endurance, spiritual impact, family coherence, and social intelligence and association support (Platsidou & Daniilidou, 2018). In recent times educational development has proliferated, and it affected teachers' stress because they collided with technological developments and changes in curriculum and education systems.

In the school, there are novice teachers and experienced teachers. Novice teachers mean those with less than five years of experience in teaching, and experienced teachers mean those with more than five years of experience in teaching (Makoa et al., 2021). They might have unique experiences in resilience. Experienced teachers might be more resilient than novice teachers because they have many experiences and face many challenges. Nevertheless, it does not guarantee that experienced teachers are more resilient than novice teachers. Because today there are many developments in educational technology that experienced teachers might not quickly follow.

In the previous research entitled *Examining the ESP Teachers' Perception of Resilience* by Estaji & Rahimi (2014), the researchers examined the teachers' beliefs and perceptions toward resilience based on the gender view. The analysis indicated differences in the teacher's resilience, gender, and the teaching period. The teachers also showed high self-perception toward resilience. Vance (2016) showed that high school teachers had tacit knowledge about resilience. By doing self-perception, teachers become more aware of their inner status. There are attitudes and beliefs that can be assessed from their behaviors (Mohebi & Bailey, 2020).

The teachers' understanding of being resilient and their explanation about how to be a resilient teacher is relatively low. Regarding gender and length of service, some teachers are not aware of their level of resilience. As a result of the impact of self-perception toward resilience, there are necessary to investigate teachers' self-perception toward resilience. The study to investigate teachers' self-perception is essential to conduct since it would help them to understand that resilience took part in their teachers' identity construction and that they should deal with it. Research questions emerged about teachers' self-perceptions about resilience and how resilient they are. This research was conducted to examine the teachers' self-perception of resilience since there has not been research that discusses the teachers' self-perception of resilience in Gunungkidul Regency. For those reasons, the researchers proposed teachers' self-perception of resilience as the research question. There were 52 participants. The participants of this research are English teachers who are joined the English teacher's discussion group at Gunungkidul Regency.

LITERATURE REVIEW

Resilience

Research in resilience becomes further in the national context and education setting (n (Beltman & Mansfield, 2018). In the past 10 years, how teachers and students deal with challenges and resilience as multidimensional and constructing contextual development has become an exciting field for researchers (s (Beltman & Mansfield, 2018; Sadeghi & Sahragard, 2016). Experts have defined resilience as “bounce back,” which means recovering from bad experiences or events (Agatha Florida & Laos Mbato, 2020; Amin et al., 2022; Beltman & Mansfield, 2018; Gu, 2018). Resilience refers to recovering from an earlier state after a common failure (Amin et al., 2022). Teachers’ resilience is formed when teachers have a positive adaptation and adverse situations (Clarà, 2017). Teacher resilience is crucial for novice teachers and developing teacher effectiveness (Flores, 2018). An essential part of resilience is self-reflection which teachers do ((Wosnitza et al., 2018). The essence of teacher resilience is a result of synergies among personal biographies and events, employment and values, and professional work-based comparative and organizational factors and investigates the complex relationships between these multiple levels of internal and external factors that influence teacher resilience-building processes (Gu & Day, 2013).

Self-Perception

Bem’s theory of self-perception is based on two cases. First, peopleprehend their beliefs, attitudes, and perceptions through comprehending their behavior and the circumstances surrounding revision. Second, Bem’s theory states that if someone does not fully understand his behavior, they act as an outsider who watches the actions and attempts to make sense of them to deduce their inner characteristics (Mohebi & Bailey, 2020).

Teachers Resilience Scale

Several dimensions were measured in resilience. It measured a person’s capabilities, endurance, spiritual impact, family coherence, social intelligence, and association support (Platsidou & Daniilidou, 2018). Moreover, it investigated teachers’ perception of resilience narratively. Narrative means a story that happens or is experienced by someone in a particular setting (Vance, 2016).

METHOD

The participants of this research were teachers who were joined in the English teacher’s discussion group in Gunungkidul Regency. Fifty-two participants were teaching English in Junior High Schools. Based on gender, participants were 43 female teachers and nine male teachers. Based on the teaching experience, 45 teachers taught aching for up to five years, and seven teachers were teaching less than five years. The researchers applied mixed methods in collecting and analyzing the data. A mixed method is a research method that supplies the collection of qualitative and quantitative data. This method combines two forms of data (Cresswell, 2014). The quantitative method was used in the measure of the teacher’s resilience scale.

Table 1. Demographic of Participants

Gender	Number	Teaching Experience	Number
Female	43	Up to five-years	45
Male	9	Less than five years	7

Researchers used two types of questionnaires; there were close-ended questions and open-ended questions. The closed-ended questions consist of 24 questions. The questions measured teachers’ resilience. The questions taken from the Teachers Resilience Scale (Platsidou & Daniilidou, 2018), involve personal capabilities and endurance, spiritual impact, family coherence, and social intelligence and association support. The open-ended questions consist of three questions. The questions investigated teachers’ self-perception of resilience. The questions were taken from Teacher’s Perceptions of Their Resilience (Vance, 2016).

The questionnaire was distributed to the teachers. The teachers surveyed 24 close-ended questions using a 5-point Likert Scale. The Likert scale starts from “strongly disagree” to “strongly agree.” The Likert scale is a psychometric response commonly used by researchers to accommodate the participant responses and preferences in questionnaires (Shahid et al.). Open-ended questions accommodated teachers’ opinions regarding their resilience.

In data analysis all returned answers from the questionnaire were gathered. The questionnaire was distributed through Google Forms; data collection did not find problems. The data collected was made into a table which is then calculated on the resilience scale of the teacher. The calculated data was divided into four focuses, there were personal capabilities and endurance, spiritual impact, family coherence, and social intelligence and association support. After that, the researchers gave a score for each item of the questionnaire. The score for each item was calculated in Microsoft Excel. In deciding the level of resilience, made an interval-based grouping (Amin et al., 2022). The researchers applied three points of level, as shown in table 2.

Table 2. Formulations for Categorization (Pratama et al., 2020)

No.	Level	Formulation
1	Low	$X < M - 1SD$
2	Moderate	$M - 1SD \leq X < M + 1SD$
3	High	$X \geq M + 1SD$

- M : mean
- SD : standard deviation
- X : score

To calculate based on the length of teaching, the researchers used the formula below

$$\frac{\text{number of teachers}}{\text{total of teachers}} \times 100 = \text{percentage of teachers}$$

The open-ended question was used to analyze data qualitatively. The steps were to collect the data, and then made it into three categories; there were beliefs, implementation, and motivation. The answers are then shown based on the topics. The data shown in the narrative to provides the teachers' self-perception toward resilience

RESULTS AND DISCUSSION

The aim of this research was to investigate teachers' self-perception of resilience. Based on the findings, the researchers explained each dimension. There are four dimensions in the teachers' resilience scale based on Platsidou and Daniilidou (2018), namely personal capabilities and endurance, spiritual impact, family coherence, and social intelligence and association support. There were three questions to know the teachers' perception towards resilience based on Vance (2016), namely teachers' perception towards resilience, teachers' perception towards the benefits of being resilient in teaching, and teachers' motivation in teaching.

A. Teachers' Resilience Scale

There are four dimensions which is the focus of the teachers' resilience scale based on Platsidou and Daniilidou (2018). Namely, personal capabilities and endurance, spiritual impact, family coherence, and social intelligence and association support. In the findings and discussion, the researchers explained the findings based on each dimension. There were 24 questions in the questionnaire. Personal Capabilities and Endurance (9 Questions), Spiritual Impact (3 Questions), Family Coherence (6 Questions), Social Intelligence, And Association Support (6 Questions).

Personal Capabilities and Endurance

The teacher is not just a knowledge transfer, but also are transferring value, and they a teacher who influences and guides students in their learning (Sudarwanto & Sulistyowati, 2019). A teacher who have the personal capability will improve ties their quality. Platsidou and Daniilidou (2018) state that in The Connor Davidson Resilience Scale, a personal capability reflects someone's ability to deal with stress. Related to teachers' persistence, when teachers' self-efficacy ideas are acknowledged, they are more motivated to stay in difficult urban classrooms. Teachers who stick it out develop strong bonds with their students, colleagues, and the communities they serve, with many of them having grown up in the very community they serve (Moore et al., 2018).

Based on the findings in surveyed 52 teachers, the researchers found that shows some of the different perceptions of a teacher on their ability to assess their own personal capabilities and endurance. Before putting the findings of the research into the categorization, the researchers formulate the categorization based on the formulation shown in table 1. First, the researchers determined the mean and standard deviation.

The results were $M= 34$ and $SD= 4$. After that, the researchers put the result of the mean and standard deviation on the levels' formulation. The result can be seen in table 3.

Table 3. Formulations for Categorization on Personal Capabilities and Endurance

No	Level	Formulation
1	Low	$X < 34 - 4$
2	Moderate	$34 - 4 \leq X < 34 + 4$
3	High	$X \geq 34 + 4$

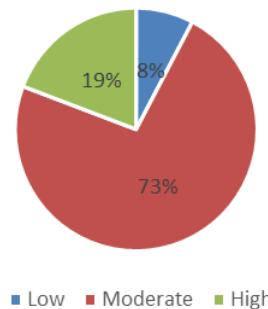


Figure 1. Teachers' Resilience Level on Personal Capabilities and Endurance

After getting the level formulation, researchers put the counted data into each appropriate level. The researchers got the result which can be seen in figure 1. The result is that 8% of teachers assess their resilience ability in the dimension of personal capabilities and endurance at a low level. 73% of teachers assess their resilience ability in the dimension of personal capabilities and endurance at a moderate level. 19% of teachers assess their resilience ability in the dimension of personal capabilities and endurance at a high level.

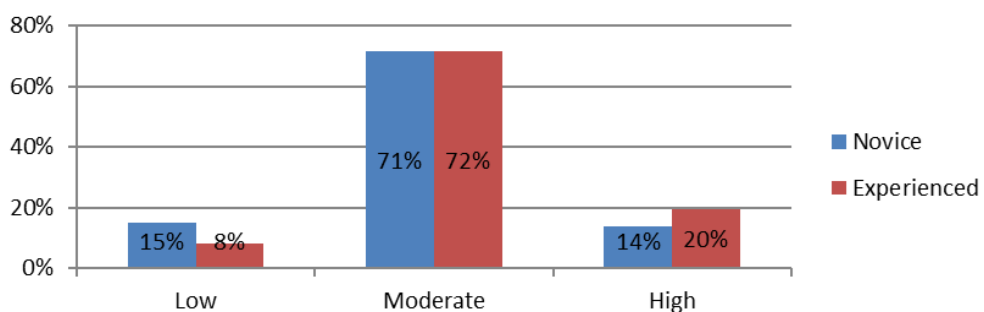


Figure 2. Teachers' Resilience Level on Personal Capabilities and Endurance in Novice and Experienced Teacher.

From the analysis of teaching experience, then the results of novice teachers are 15% novice teachers are at a low level, 71% at a moderate level, and 14% at a high level. For the experienced teachers, 8% are at a low level, 72% at a moderate level, and 20% at a high level.

Spiritual Impact

There is a relationship between resilience and spiritual intelligence. Spirituality is essential to teachers' history, culture, and perception of themselves. Spiritual intelligence can substantially impact self-identity and systems that are critical aspects of someone's history, culture, and self-understanding. On both an individual and community level, it can thus have a significant impact on self-identity and meaning systems. It shows that, on an individual and community level, it can significantly impact self-identity and meaning systems. Faith can help people improve their resilience (Road & Kingdom, 2018).

Based on the findings in surveyed 52 teachers, the researchers found that some of the different perceptions of a teacher on their ability to assess their spiritual impact. Before putting the findings of the research to the categorization, the researchers formulate the categorization based on the formulation shown in Table1. First, the researchers determined the mean and standard deviation. The results were $M= 12$ and $SD= 2$. After that, the researchers put the mean and standard deviation results on the levels' formulation. The result can be seen in table 4.

Table 4. Formulations for Categorization on Spiritual Impact

No	Level	Formulation
1	Low	$X < 12 - 2$
2	Moderate	$12 - 2 \leq X < 12 + 2$
3	High	$X \geq 12 + 2$

After the levels were formulated, researchers put the calculated data into the formulation so the level so that the appropriate level is shown. Researchers got the result which can be seen in Figure3. The result is that 8% of teachers assess their resilience in spiritual impact at a low level. At the low level, the teachers were experienced in teaching. 61% of teachers consider their resilience in spiritual impact at a moderate level.

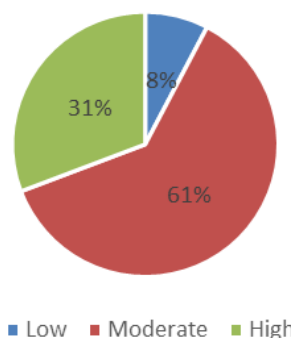


Figure 3. Teachers' Resilience Level on Spiritual Impact

From the analysis based on teaching experience, the results of novice teachers are 71% at a moderate level and 29% at a high level. The results of experienced teachers are 9% at the low level, 59% at the moderate level, and 32% at the high level.

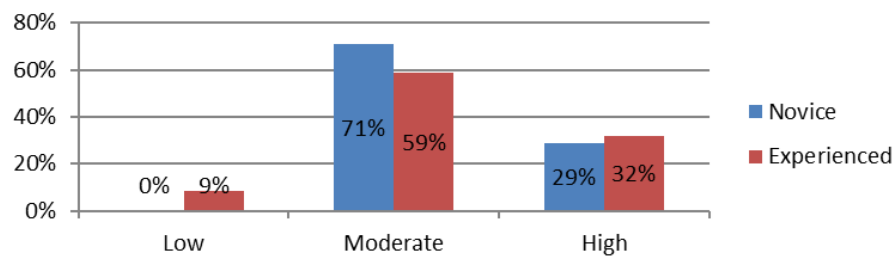


Figure 4. Teachers' Resilience Level on Spiritual Impact in Novice and Experienced Teachers

Family Coherence

The family has an essential role for members and society (Patterson, 2002) and in becoming a strict teacher. Based on the findings in surveyed 52 teachers, the researchers found that some of the different perceptions of a teacher on their ability to assess their family coherence. Before putting the research findings into the categorization, the research formulated the categorization based on the formulation shown in Table 1. First, the researchers determined the mean and standard deviation. The results were $M = 26$ and $SD = 3$. After that, the researchers put the mean and standard deviation results on the levels' formulation. The result can be seen in table 5.

Table 5. Formulations for Categorization on Family Coherence

No	Level	Formulation
1	Low	$X < 26 - 3$
2	Moderate	$26 - 3 \leq X < 26 + 3$
3	High	$X \geq 26 + 3$

After the researcher did the formulation, the researchers put the calculated data into the formulation and then the level so that the appropriate level was shown. There are 10% of teachers assess themselves at a low level. Then, 44% of teachers evaluate themselves with a moderate level of family coherence. The last 46% of teachers are assessing themselves in a high level of family coherence.

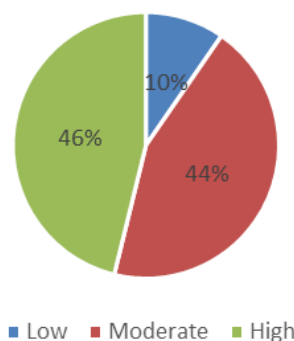


Figure 5. Teachers' Resilience Level on Family Coherence

From the analysis based on teaching experience, the result in dimension on family coherence the novice teachers show 29% of teachers assess themselves at a low level. Then, 57% of teachers are assessing themselves at a moderate level. Then, 14% of

teachers are assessing themselves at a high level. For experienced teachers, 7% of teachers are at a low level, 67% are at a moderate level and 26% are at a high level.

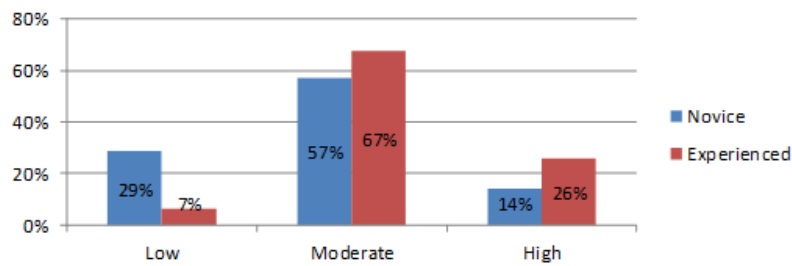


Figure 6. Teachers' Resilience Level on Family Coherence in Novice and Experienced teacher.

Social Intelligence and Association Support

Social intelligence and association support are related to peers. Peer support is important among teachers, especially because it supports teachers to develop their resilience (Boyle et al., 2012). Based on the findings in surveyed 52 teachers, the researchers found that shows some of the different perceptions of a teacher on their ability to assess their family coherence. Before putting the findings of the research to the categorization, the research formulates the categorization based on the formulation shown in Table 1. First, the researchers determined the mean and standard deviation. The results were $M = 24$ and $SD = 3$. After that, the researchers put the result of the mean and standard deviation on the levels' formulation. The result can be seen in table 6.

Table 6. Formulations for Categorization on Family Coherence

No	Level	Formulation
1	Low	$X < 24 - 3$
2	Moderate	$24 - 3 \leq X < 24 + 3$
3	High	$X \geq 24 + 3$

After the levels were formulated, researchers put the calculated data into the formulation so the level so that the appropriate level was shown. There 10% of teachers are in the low level. Then, 67% of teachers are at a moderate level, and 23% of teachers are at the high level.

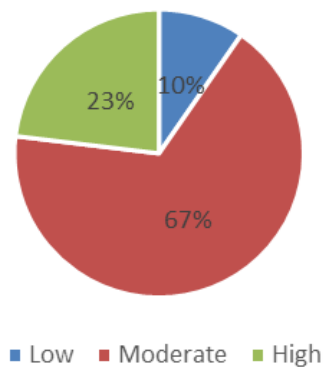


Figure 7. Teachers' Resilience Level on Social Intelligence and Association Support.

From the analysis based on teaching experience, the result in dimension on social intelligence and association support shows 14% of novice teachers are in the low level. Then, 57% of novice teachers are assessing themselves at the moderate level. 29% of novice teachers are at a high level.

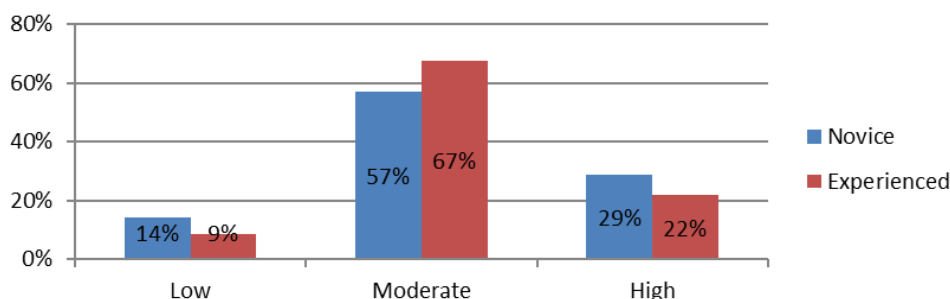


Figure 8. Teachers' Resilience Level on Family Coherence in Novice and Experienced teacher.

B. Teachers' Narrative Self-Perception of Resilience

The goal of this research was to investigate novice and experienced teachers' self-perception of resilience. Based on the findings, the researchers direct the result into two representative answers from teachers who are a novice in teaching (NiT) and experienced in teaching (EiT).

Teachers' Resilience

Table 7. Teachers' Perception of Resilience

Question	NiT	EiT
What do you know about resilience?	Personal resilience is about the attitude that shows us how to deal with or adapt to some particular conditions. For example when we meet someone for the first time in our work area	What I know about personal resilience is that it is a kind of individual competence to overcome difficulties and challenges in life.

Both teachers have their perceptions toward resilience. NiT is more focused that resilience related to someone who can adapt to some particular condition. But, the eight states that resilience is an individual competence in dealing with difficulties in life.

Teachers' Perception to Benefit of Being Resilience

Table 8. Teachers' Perception of the effect of being Resilience

Question	NiT	EiT
In your opinion, how does resilience affect teaching?	Its effect on the development or strategy teaching.	It is very influential because it will affect the teaching process and the student's results. The outcomes will be maximized if the teacher as a facilitator can adapt and innovate with the changing demands of the times.

The participants were explaining the effect of being resilient in teaching based on their own experience or perception. NiT states that resilience only affects learning and teaching strategy and development. But, the EiT, who have passed and face many challenges in teaching, states that teachers who become resilient will affect the teaching process and students' results. Because, based on their experience, the outcomes of learning can be maximized if teachers as a facilitator can adapt and make an innovation based on the changing.

Teachers' Motivation in Teaching

Table 9. Teachers' Motivation

Question	NiT	EiT
What makes you keep on teaching?	Because I love being a teacher and love to explore more new knowledge so that I am able to transfer it to my students.	I like the satisfaction of making students finally understand what they need to learn, and of course, the financial stability teaching has provided me all these years is a key factor.

Someone who is doing their job, they have the motivation in keeping their job even if they faced many challenges. Their motivation might help them to become resilient. NiT stated that their motivation to keep teaching was caused by their love of being a teacher and exploring more new knowledge. On the other hand, the EiT states that financial issues become one of their motivations. Because, for EiT, to become a teacher, their finances become more stable.

CONCLUSION

This research reveals that both novice and experienced teachers have their own perception of their level of perception. This research investigated the teachers' resilience scale. From the scale, it might help the teachers to reflect on their resilience. Because becoming resilient teachers might affect the learning process and outcomes.

The narratives of teachers' perceptions show that both novice and experienced teachers have their perceptions based on the challenges they have faced. They both have self-perception toward resilience. On the other hand, they explain their own experience that becomes resilience can affect the learning process. Their motivation in teaching was also different, the novice teachers were more focused on the new knowledge, but the experienced teachers gave another perspective, they mentioned financial issues that become their motivation to keep teaching.

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