

FACTORS INFLUENCING RESILIENCE OF PRIMARY SCHOOL TEACHERS, HULU LANGAT, SELANGOR

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Abstract

This study aimed to explore the factors influencing resilience of primary school teachers, Hulu Langat, Selangor. The research design used in this study is quantitative, and survey question is used to collect the data. A total of 351 respondents is randomly selected. Research findings are analysed using statistical descriptive and inferences. Findings show that the level of teachers' resilience (M=3.92, SD=.44) are high. The mean score of each dimension is personal competence (M= 3.77, SD =.57), social competency (M=3.99, SD=.55), social resource (M=3.85, SD=.54), family cohesion (M= 4.20, SD= .65) .and structure style (M= 3.77, SD = .48). This study helps teachers to improve their resiliency, enables them to remain in the teaching profession and commits to the job which was assigned to them.

Keywords: teachers resilience, teaching profession,

I. INTRODUCTION

In 21 century, many researchers talking about resiliency. Resilience had been viewed as the ability and quality of individual manage stress, problems and challenge. Moreover, resilience also viewed as ability "bouncing back" for adversity and setbacks (Beltman et al., 2011). Teacher resilience becomes a main key to outstanding teaching and learning process.

Teachers who are resilience tend to respond positively in the stressful classroom or school environment and derive deeper satisfaction in their work (Gu & Day, 2007). Such behaviours and responds help neither senior teachers nor beginning teachers has the ability and power to stay in the teaching profession. Furthermore, satisfaction in work also leads job commitment among teacher.

Since last two decades, resilience has become a hot topic and have been widely studying by the educational researchers around the world due

to the significant implication on teacher work attitude such as commitment, retention, work satisfaction and performance (Gu, 2014; A. Z. A. Razak, 2013; Tait, 2008). Retaining teachers in the teaching profession is a major concern in many countries (J. Y. Hong, 2012). Teacher's resilience enable teachers persist in the face for challenges and provide the ways to cope the stress, burnout and attrition.

In brief, promoting teacher resilience is become an emerged issues in the education system. Resiliency for teachers enables them to remain in the teaching profession and show commitment to the job which was assigned to them.

II. METHODS

Research Design

Research methodology is used to solve the research problems (Kothari, 2004). It can be defined as various steps generated by researcher in studying research problems.

Singleton and Straits (2010) described several steps of methodology used to identify, select and analyse information to understanding the problems study.

The research design used in this study is quantitative method. According to Creswell (2003), quantitative method is used to identify or investigate factors that influence an outcome. This study is mainly to find out the factors contributing teacher resilience and its collaboration with teacher commitment in school organisation.(Mansfield et al., 2012)

Moreover, this research design is chosen for because it allowed researcher conducting study in a large sample with limited resources. Quantitative method is applicable to phenomena that can be expressed in terms of quantity (Kothari, 2004). In this study, researcher interest in investigating the perception of teachers and this type of investigation can be expressed in quantities mode.

Table 3. 1 Summary of Method, Sample and Technique Used to Analyse Data

Research Method	Instrumentation	Sample respondents	Research analyses
Quantitative	Survey Question	Teachers	Descriptive statistics Inferential statistics

Population and Sampling

The sampling used in this study is simple random sampling. This sampling also is known as “chance” and “probability” sampling (Kothari, 2004) whereby all the population has an equal chance and probability of being selected. Thus, in this study, all the primary school teacher’s in Hulu Langat District are the target population and sample were selected randomly.

The population of primary school at Hulu Langat District is 4205 teachers. Based on Krejcie and Morgan (1970), Table for Determining Sample Size from a Given Population, the sample chosen is 351 teachers from primary school at Hulu Langat. Table 3.2 show the number of samples of the study randomly chose through two types of Malaysian primary school.

Table 3. 2 Simple Random Sampling

Types of School	Samples
National Primary School SK	135
Chinese Primary School SJKC)	151
Tamil Primary School SJK (T)	65
Total	351

Likert Scale

Likert Scale was firstly developed and introduced by Dr. Rensis Likert, a sociologist at the University of Michigan in 1932. This technique is commonly used by educational researcher as a scientific method to measure the psychological attitude of people (Bertram, 2007). In this study, five Likert scale scoring was developed. It used to measure the feedback attitude from the respondents. Table 3.3 shows the five Likert scale scoring.

Table 3. 3 Five Likert Scale

1	2	3	4	5
Strong Disagree (SD)	Disagree (D)	Quite Agree (QA)	Agree (A)	Strongly Agree (SA)

III. RESULTS AND DISCUSSION

A. Results

This chapter explains in detail the research results gained from the study. The data was collected from three hundred and fifty-one respondents who are primary school teachers. The respondents answered the questionnaire that consisted two sections includes demographic information of respondents, teacher resilience. The data will be analysed using SPSS version 21. Descriptive statistical are employed to analyse the data obtained from school teachers.

Demographic Information of Respondents

In this section, the research results related to the demographic information of respondents will be discussed in detail. The general demographic information includes gender, race, school background, highest qualification and teaching experience. The data gather from demographic information is used to have a better understanding about the respondents. The following tables are the detailed analysis of respondents' demographic information.

Gender Distribution

Table 4.1 shows that there are 93 (26.5%) male respondents who participate in this study and for female respondents, the frequency rate is 258 which accounted for 73.5%. Female respondents are three times more than male respondents.

Table 4. 1 Demographic Information of Respondents – Gender

Gender	Frequency (N)	Percentage (%)
Male	93	26.5
Female	258	73.5
Total	351	100.0

Race Distribution

Table 4.2 shows the race distribution of respondents. In this study, the data shows that there are 135 (38,5%) Malay respondents and 145 (41.3%) Chinese respondents. A total of 71 respondents is Indian which accounted for only 20.2 % of the total respondents.

Table 4. 2 Demographic Information of Respondents – Race

Race	Frequency (N)	Percentage (%)
Malay	135	38.5
Chinese	145	41.3
Indian	71	20.2
Total	351	100.0

Categories of School Distribution

Table 4.3 below shown that 351 respondents from three difference categories of school included 135 (38.5%) from SK, 151 (43.0%) from SJK (C) and 65 (18.5 %) from SJK (T).

Table 4. 3 Demographic Information of Respondents – Categories of School

Categories of School	Frequency (N)	Percentage (%)
SK	135	38.5
SJK (C)	151	43.0
SJK (T)	65	18.5
Total	351	100.0

Location of School Distribution

Next, table 4.4 shows the location of school which respondents are currently working for. There are a total of 283 (80.6%) respondents from urban schools. Whereas, only 68 respondents from rural schools which accounted for 19.4% of the total respondents.

Table 4. 4 Demographic Information of Respondents – Location of School

Location of School	Frequency (N)	Percentage (%)
Urban	283	80.6
Rural	68	19.4
Total	351	100.0

Highest Qualification Distribution

In addition, table 4.5 shows the highest qualification of respondents. Most of the respondents had Bachelor level with the frequency rate 262 (74.6%). Next, there are 49 (14.0%) of respondents had a diploma level 38 (10.8%) had a master level. Only 2 (0.6&) respondents had SPM or STPM level. None of the respondents had Doctorate (PhD) level.

Table 4. 5 Demographic Information of Respondents – Highest Qualification

Highest Qualification	Frequency (N)	Percentage (%)
SPM/STPM	2	0.6
Diploma	49	14.0
Bachelor	262	74,6
Master	38	10.8
Doctorate (PhD)	0	0
Total	351	100,0

Teaching Experience Distribution

As Table 4.6, the analysis shows that the majority of the respondents have teaching experience between 6-10 years, which the frequency rate is 110 (31.3%). Next, 28 (8%) respondents are teaching less than 1 year, 84 (23.9%) teaching between 1-5 years, 96 (27.4%) teaching between 11-15 years and 20

(5.7%) teaching between 16-20 years. The fewest number of respondents teaching 20 years and above, which the frequency rate is only 13 (3.7%).

Table 4. 6 Demographic Information of Respondents – Teaching Experience

Teaching Experience	Frequency (N)	Percentage (%)
Less than 1 year	28	8.0
1-5 years	84	23.9
6-10 years	110	31.3
11-15 years	96	27.4
16-20 years	20	5.7
20 years and above	13	3.7
Total	351	100.0

Factors Influencing Teacher Resilience

In this section, descriptive statistical is used to investigate teacher self-perception on the factors that enable them to be resilient in school organization. Teacher resilience scale is divided into five different aspects which are Personal Competence, Social Competence, Social Resource, Family Cohesion and Structure Style.

Table 4.7 shows the level determination of mean score. There is three difference level of score mean includes low level (.00-2.33), moderate level (2.34-3.66) and high level (3.67-5.00).

Table 4. 7 Level Determination of Mean Score

Mean Score	Measurement Level
.00-2.33	Low
2.34-3.66	Moderate
3.67-5.00	High

Source: Muhammad Faizal A. Ghani and Gary M. Crow (2013)

In addition, Table 4.8 indicates the mean score for the proactive factors that enable teacher to be resilient is 3.92. The mean score is considered as high mean. This finding shows that resiliency for primary school teachers' are well promoted in schools.

Table 4. 1 Factors Influencing Teacher Resilience

Variable	Mean (M)	Std. Deviation (SD)	Level
Teacher Resilience Factors	3.92	.44	High

Factors Influencing Teachers' Resilience (Measures the Highest Mean)

In this section, Table 4.9 shows the mean score for all the proactive factors that help teachers' to be resilience. In this study, the results of finding indicate that family cohesion mean score is the highest mean among the five items of teachers' resilience factors, which accounted for 4.20. Primary school teachers in Hulu Langat perceived that family cohesion is the most important factors for them to be resilience. In contrast, personal competency and structure style show the least mean score, which is 3.77.

Table 4. 9 Mean Score for All the Factors that Help Teachers' to be Resilience

Teachers' Resilience Factors	Mean (M)	Std. Deviation (SD)	Level
a) Personal Competence	3.77	.57	High
b) Social Competence	3.99	.55	High
c) Social Resouce	3.85	.54	High
d) Family Cohesion	4.20	.65	High*
e) Structure Style	3.77	.48	High

High* = highest mean score

In next section, each proactive factors influencing teachers' resilience will be discussed in detail. The mean score and standard deviation are used to measure the level of teacher's resilience.

Personal Competence

In this study, personal competence is one of the personal protective factors contributing teachers' resilience. According to the Table 4.10, the mean score of each item is as follows: TRA1 (M=3.80, SD= .88), TRA2 (M = 3.72, SD = .78), TRA3 (M =3.81, SD =.79), TRA4 (M =3.89, SD = .61) and TRA5 (M = 3.73. SD = .86). The findings show that item TRA4 obtained highest mean score, which teachers in primary school perceived themselves as having

a high level of problem-solving skills. In general, all the items of personal competency are at high level.

In other words, teachers agreed that they have the personal competence skills such as belief in the ability to make a difference in workplace

and success in the teaching profession. Moreover, teachers also have the capacity to face the challenges which occur in their teaching life. In sum, the overall mean score for items of personal competence is high M=3.79.

Table 4. 10 Factors Influencing Teachers’ Resilience – Personal Competence

Item No	Statement	5 Point Likert Scale Scoring					M	SD	Level
		SD	D	QA	A	SA			
TRA1	I believe in my ability to make a different in my career.	1.4	6.8	20.8	53.6	17.4	3.80	.88	High
TRA2	I can face the challenges which occur in my teaching life.	.6	9.1	18.5	61.8	10.0	3.72	.78	High
TRA3	I believe in myself that I will success in teaching profession.	.6	5.4	22.8	54.7	16.5	3.81	.79	High
TRA4	When I am confronted with a problem, I can usually find several solutions.	.0	1.4	20.2	65.5	12.8	3.89	.61	High*
TRA5	I am confident that I could deal efficiently with unexpected events in school.	.0	11.1	21.4	51.0	16.5	3.73	.86	High
Overall Mean Score							3.79	.78	

SD= Strongly Disagree, D= Disagree, QA= Quite Agree, A= Agree, SA= Strongly Agree
High* = highest mean score

Social Competence

Besides, Table 4.11 below shows the findings of personal social competence as the factor influencing teacher resilience. The mean score of each item is as follows: TRB1 (M=4.00, SD= .69), TRB2 (M = 4.06, SD = .79), TRB3 (M =4.10, SD =.66), and TRB4 (M =3.91, SD = .73). The result of the findings shows that item TRB3 obtained highest mean score as teachers strongly agree that they can communicate well with their colleagues, peers and students in school. In addition, the findings

also show that mean score for all the items of social competence is at high level.

As conclusion, teachers in Hulu Langat perceived themselves as having high level of social competence. They enjoy being together with the colleagues and always have an open ear when other teachers came to them. They also build a good relationship with the members in school. Overall mean score for items of social competence is high M=.4.02

Table 4. 2 Factors Influencing Teacher Resilience – Social Competence

Item No	Statement	5 Point Likert Scale Scoring					M	SD	Level
		SD	D	QA	A	SA			
TRB1	I always have an open ear when other teachers came to me with their problems.	.0	2.8	15.4	60.4	21.4	4.00	.69	High
TRB2	I enjoy being together with my colleagues at school/ work.	.0	3.4	18.5	47.3	30.8	4.06	.79	High
TRB3	I can communicate well with my a) colleagues b) peers c) Students	.0	.6	15.4	57.5	26.5	4.10	.66	High*
TRB4	It's easy for me to establish a friendly relationship at school.	.3	.6	28.8	48.7	21.7	3.91	.73	High
Overall Mean Score							4.02	.72	

SD= Strongly Disagree, D= Disagree, QA= Quite Agree, A= Agree, SA= Strongly Agree

High* = highest mean score

Social Resource

In this study, social resource such as relationship and support from leaders, colleagues, peers and students are examined. Table 4.12 shows the mean score of the five items TRC1 (M = 4.00, SD=.68), TRC2 (M = 3.92, SD = .71), TRC3 (M = 3.73, SD =.82), TRC4 (M = 3.77, SD = .74) and TRC5 (M = 3.81, SD = .77). Generally, all the items of social resource factors have high mean score.

Research findings show that item TRC1 obtained highest mean score as teachers agreed that there is somebody that always cares and supports them in school. Apart from this, the result indicates that teachers have the good relationship with their school leaders, colleagues and students. Meanwhile, colleagues and peers are willing to share their knowledge and experience in teaching. School headmaster also gives teachers support, praises and rewards. In sum, an overall mean score of social resource is high M=.3.85.

Table 4. 3 Factors Influencing Teachers' Resilience – Social Resource

Item No	Statement	5 Point Likert Scale Scoring					M	SD	Level
		SD	D	QA	A	SA			
TRC1	In school, there is somebody that always cares and supports me.	.3	.6	19.7	57.5	21.9	4.00	.68	High*
TRC2	I have a good relationship with my school leader, colleagues and students.	.6	4.0	14.0	65.2	16.2	3.92	.71	High
TRC3	My school headmaster gives me	1.4	6.3	22.8	56.4	13.1	3.73	.82	High

	support, praises and rewards.								
TRC4	In school, there is someone who appreciates my abilities.	.3	3.1	30.8	51.3	14.5	3.77	.74	High
TRC5	My colleagues and peers are willing to share their knowledge and experience in teaching.	.9	2.3	29.3	50.1	17.4	3.81	.77	High
Overall Mean Score							3.85	.74	

SD= Strongly Disagree, D= Disagree, QA= Quite Agree, A= Agree, SA= Strongly Agree
High* = highest mean score

Family Cohesion

In addition, family cohesion refers as one of the contextual proactive factors promoting teachers' resilience. Table 4.13 indicates the mean score for each item TRD1 (M = 4.15, SD=.78), TRD2 (M = 4.19, SD =.79), TRD3 (M = 4.23, SD = .69) and TRD4 (M = 4.24, D = .75). Additionally, the findings also show that all the items for family cohesion are at the high level.

The findings indicate that item TRD4 obtained a highest mean score, which is respondents agreed that in their family there is someone listen to them when they have something to say. Next, respondents perceived that their family members always giving love and support to them. They feel very happy with their family. Moreover, respondents also agreed that family members always believe that they can success in career are the factors for teachers to be resilience. In conclusion, overall mean score of family cohesion is high M = 4.20.

Table 4. 4 Factors Influencing Teachers' Resilience – Family Cohesion

Item No	Statement	5 Point Likert Scale Scoring					M	SD	Level
		SD	D	QA	A	SA			
TRD1	I feel very happy with my family.	.0	2.0	18.2	43.0	36.8	4.15	.78	High
TRD2	The members of my family make an effort to show their love and support to me.	.0	2.8	15.7	41.3	40.2	4.19	.79	High
TRD3	My family members believe that I will be success in my career.	.0	.6	13.4	48.7	37.3	4.23	.69	High
TRD4	In my family, there is someone listen to me when I have something to say.	.0	.9	16.5	40.5	42.2	4.24	.75	High*
Overall Mean Score							4.20	.75	

SD= Strongly Disagree, D= Disagree, QA= Quite Agree, A= Agree, SA= Strongly Agree
High* = highest mean score

Structure Style

Furthermore, the findings of structure style factor are show in Table 4.14. The mean score of each item is as follows: TRE1 (M = 4.01, SD = .71), TRE2 (M= 3.77, SD = .64), TRE3 (M = 3.68, SD = .67) and TRE4 (M = 3.79, SD = .62). Obviously, the findings indicate that all the items of structure style have high mean score.

In this study, the findings show that item TRE1 obtained highest mean among the five items of

structure style. The respondents agreed that they will do their best to attain their goal. Furthermore, respondents also set a realistic goal, planning and executing successful lessons in schools and they prefer to have a thorough plan when started on new things or task assigned by the school leaders. Next, respondents perceived that they can organise and manage their time well in the classroom. As conclusion, an overall mean score of items for structure style is high M = 4.20.

Table 4. 5 Factors Influencing Teachers’ Resilience – Structure Style

Item No	Statement	5 Point Likert Scale Scoring					M	SD	Level
		SD	D	QA	A	SA			
TRE1	When I have a goal, I do my best to attain it.	.6	1.1	18.2	56.4	23.6	4.01	.71	High*
TRE2	I prefer to have a thorough plan when I start on new things or task assigned by the school leader.	.0	3.1	24.5	64.1	8.3	3.77	.64	High
TRE3	I am good at organising and managing my time in the classroom.	.0	4.3	30.2	58.1	7.4	3.68	.67	High
TRE4	I set a realistic goal, planning and executing successful lessons.	.0	.9	29.3	59.5	10.3	3.79	.62	High
TRE5	My colleagues and staff members in school said I am a structure person.	1.1	7.7	35.6	5.9	9.7	3.56	.79	Moderate
Overall Mean Score							3.76	.68	

SD= Strongly Disagree, D= Disagree, QA= Quite Agree, A= Agree, SA= Strongly Agree
High* = highest mean score

B. Discussion

Generally, this study purposely conducted to determine the factors influencing teacher resilience of primary school teachers in Hulu Langat, Selangor.

In the previous chapter, the data was analysed using descriptive statistics and the results of findings are discussed in detail. The findings of

this study used to answer the research objectives and research questions.

Factors Influencing Teachers’ Resilience

Research Questions : What are the factors influencing teacher resilience built in the teaching profession?

In this study, the descriptive statistical analysis is used to find the score mean of teacher resilience. The findings show that average mean score of teacher resilience in primary school in Hulu Langat is high, which accounted 3.92. In this study, the findings explore the level of factors influencing teachers' resilience. The findings show that the highest mean score is family cohesion ($M = 4.20$, $SD = .47$), followed by social competence ($M = 3.99$, $SD = .55$), social resource ($M = 3.85$, $SD = .54$). While personal competence and structure style have the same mean score, which accounted 3.77.

The results of this study show that average level of factors influencing teacher resilience is high. The results show similarities with the study by Pavin Ivanec et al. (2014). As a result, teachers, in general, have an optimistic view of their own resilience since their rating on all the dimension of resilience are shifted to higher values.

In this study, the results revealed that family cohesion factor ($M = 3.86$, $SD = .47$) achieved the highest mean score compared to the others four dimensions of teacher resilience. Teachers perceived themselves have the high level of family cohesion factors. Teachers agreed that in their family, there is someone always show love, support and believe in them. These findings are supported by Noltemeyer and Bush (2013).

Next, these findings indicated social competence factor ($M = 3.99$, $SD = .55$) as the second highest mean score among the five factors of teacher resilience. In this study, the findings show that teacher perceived themselves enjoy being together with their colleagues at school or work; have the ability to communicate well with their colleagues, peer and students and easily establish a friendly relationship at school. The findings are supported by Mansfield et al. (2012), they related social competence as the strong communication skills and building relationship with others.

Besides, findings show that social resource factor ($M = 3.85$, $SD = .54$) is the third highest mean score. As the results, teachers agreed that they have a good relationship with their leader, colleagues and students. Meanwhile, colleagues and peers are willing to share their knowledge and experience in teaching. School headmaster also gives teacher support, praises and rewards. Greenfield (2015) stated that a strong and supportive leaders can promote teachers' resilience. Supportive leaders always ensure their teachers have the ability in coping stressor and challenges circumstances (Mansfield et al., 2012).

Furthermore, the fourth highest mean score is personal competence factors ($M = 3.77$, $SD = .57$). In this study, teachers believe that they have the ability to make a difference in their career. Next, teacher perceived that they can usually find several solutions when they confronted with a problem. The results show similarities with the previous study by Howard and Johnson (2004) which highlighted that personal competence includes strong self-efficacy belief, strong problem-solving skills are the major protective factor building teacher resilience.

Last but not least, the finding also revealed that structure style ($M = 3.77$, $SD = .48$) have a high level of mean score. As a result, teachers generally agreed that when they have a goal, they will do their best to attain it. Moreover, teachers perceived that they are good in organising and managing their time in the classroom. The results are supported by Friberg et al. (2003), stated that teachers who have high structure style set a realistic goal, planning and executing successful lessons in their daily work.

Recommendation for Future Study

In this study, few recommendation for future study being suggested. The recommendations provide some general idea and serve as guidance for future educational researcher. The recommendations are shown below:

- a) Qualitative study could be carried out to analyse the factors to contribute teachers resilience. Qualitative study will provide an in-depth perspective on the factors influencing teacher resilience. An instrument such as interview and observation could provide the researcher with different results. Such a study would enable the researcher to gather information which may not have been reported in a questionnaire method.
- b) This study only involved teachers from 10 selected primary public schools in Hulu Langat. Thus, this finding might not be generalised to another primary school in another district. Cross-validation of the findings in another district in Selangor is strongly recommended. Therefore, future studies could be conducted in the different districts such as Klang, Hulu Selangor and Gombak in order to gather the validity and reliability of the findings.
- c) In this study, the adapted questionnaire is restricted to primary school teachers. Therefore, cross-validation of the findings in other education contexts is recommended. Similar questionnaire can be used to other sample types such as kindergarten teachers, secondary school teachers or even university lecturers.
- d) In this study, an online questionnaire is used to replace traditional distribute questionnaire. Researcher found that distribute questionnaire through online is more efficient, less time constraint and save money. Thus, in future studies, this new method is highly recommended to all future researchers.

IV. CONCLUSION/RECOMENDATION

In this study, researchers purposely explore the factors influencing resilience of primary school teachers. The results revealed that all the mean score of the five factors such as personal competency, social competency, social resource, family cohesion and structure style are at the high level of mean score.

Teachers resilience view as the “power and quality” enable teachers’ stay in teaching profession, sustain motivation and job commitment (Gu, 2014). A teacher who is lacking in resiliency are unable to carry out their task well, and this will, in turn affect their commitments.

In other words, resiliency is a critical element for teachers to meet all the challenges and commit in the education profession. Teachers’ commitment can be considered as one of the most important aspects towards the performance and quality in education organisation. Teacher with high level of commitment had an effective bond with the school.

In a nutshell, no education system can succeed without the resilience and commitment of its teachers. The protective factors of teachers’ resilience are to be taken into serious consideration and more support and professional development are given to make teaching profession vibrant and sustain.

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