

The Effect Of Adversity And Resilience On The Performance Of Middle School Teachers In Palangka Raya City

Tonich¹ & Basrowi²

¹*Faculty of Teaching and Education, Palangka Raya University, Indonesia.*

²*Postgraduate Master of Management, Bina Bangsa University, Indonesia.*

Abstract

The purpose of this study was to analyze the effect of Adversity and Resilience on the Performance of Middle School Teachers in Palangka Raya City. The method used in this research is descriptive quantitative. The study population was all junior high school teachers in Palangka Raya City, Central Kalimantan Province with a total population of 917 teachers. The determination of the number of samples as many as 218 samples using random sampling technique. Analysis of the data in this study using multiple linear regression analysis using SPSS version 25. Based on the results of data analysis and discussion that has been carried out, this study can be concluded that: First, partially there is a positive and significant influence between Adversity on the Performance of Middle School Teachers in the City Palangka Raya. second, partially there is a positive and significant influence between Resilience on the Performance of Middle School Teachers in Palangka Raya City. Third, simultaneously there is a positive and significant influence of Adversity and Resilience on the Performance of Middle School Teachers in Palangka Raya City.

Keywords: teacher performance, adversity, resilience, Palangka Raya, teacher.

PRELIMINARY

Currently, Indonesia still has various problems related to the low quality of education that affects all levels of education. It must be accepted that the role and function of the teacher in the learning process still dominates and plays a strategic role, so that the achievement of educational goals is highly dependent on the performance of the teacher (Elliott, 2015). As a result, there will be a disparity in teacher performance in terms of improving the quality of education. Since teachers are at the forefront of the entire school education process, the quality of teacher performance plays an important strategic role (Middlewood & Cardno, 2002).

Teacher performance is defined as the teacher's efforts to meet school education goals

in the form of quality and quantity of work results, such as not being late for work, taking the initiative in completing the teacher's work, and the principal as a direct supervisor will evaluate (Dee & Wyckoff, 2015; Middlewood & Cardno, 2002). teachers based on mutually agreed results. Teacher performance can be defined as the results produced when teachers carry out tasks (teaching) in accordance with school performance requirements (Podgursky & Springer, 2007), such as preparing lesson plans, carrying out learning activities, and assessing learning outcomes (Eberts et al., 2002).

If a teacher is able to master and develop teaching materials, learn creatively, demonstrate a high commitment to teaching tasks, work discipline, cooperate with all school members, and have good personality, then the

teacher's performance is said to be good. Teachers who excel are considered role models for students (Cai & Lin, 2006; Darling-Hammond, 2010). Teaching is considered a respectable profession in Indonesia, and teachers are often referred to as *unsung heroes*. Since teaching is considered a profession that does not require payment for its services, the term is used. Teachers have the greatest impact on the development and delivery of high-quality education (Harris & Sass, 2014). However, if the adversity quotient and teacher resilience are low, teacher performance may decrease.

Teachers as educators are expected to carry out their responsibilities professionally (Reimers & Chung, 2019). Along with the times, a teacher must be able to adapt to the current educational environment (Biggs, 1996; Oxford & Shearin, 1994). Especially in terms of the basic abilities that an educator must have to achieve educational goals (Education, 1983).

Law I Number 14 of 2005 concerning teachers and lecturers Article 1 paragraph 1 states that teachers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. Thus, the position of teachers as professionals at the level of education appointed in accordance with statutory regulations has three main tasks, namely in the fields of education, research and community service. The three main tasks aim to realize the implementation of learning in accordance with the principles of professionalism in order to fulfill the equal rights of every citizen in obtaining quality education.

Following up on the Law on professional competence that must be mastered by a teacher, it is necessary to prepare the teacher himself, both in physical and non-physical (mental) aspects. Especially from the mental aspect that must be prepared, like it or not, the teacher must have a strong desire to face difficulties and be

able to overcome the difficulties that will be faced. overcome difficulties of course by finding solutions by involving their potential, one of which is the Adversity Quotient (AQ). Stoltz & Stoltz (2000) states that Adversity Quotient is a person's ability to be able to survive in the face of adversity and be able to face these difficulties, as well as being able to exceed expectations for performance and potential. Adversity Quotient plays a role in predicting and determining one's success. Furthermore, Stoltz also states that Adversity Quotient can predict performance, motivation, empowerment, creativity, productivity, knowledge, energy, hope, happiness, vitality and joy.

Adversity Quotient divides human individuals into 3 groups namely, Quitters, Campers, and Climbers. Quitters are those who choose to turn down opportunities, avoid obligations, and avoid challenges. They abandon their dreams and choose the path they think is flat and easier. Campers are those who have reached a certain level in their life, but stopped developing their potential, because they feel comfortable enough in their life. They feel quite satisfied with what is already there to ignore what is still possible. Campers give up opportunities for advancement, which can actually be achieved if their energies and resources are properly directed. Meanwhile, climbers are those who live their lives to the fullest, who truly understand their purpose and can feel their passion. Climbers know that many rewards come in the form of long-term benefits, and small steps now will lead to further advances in the future. When viewed from the side of the ability to face difficulties, quitters have the smallest ability to deal with difficulties. This is very different from climbers who try to face difficulties with energy, sacrifice and constant dedication. Stoltz (2000) states that the higher the difficulty level, the lower the number of climbers. If this is related to school learning, the more difficult the subject matter, the less people will be interested in learning it.

One's thinking style is closely related to one's response to difficulties. Seligman (in Stoltz, 2003) states that someone who has an optimistic thinking style tends to respond to difficulties as something temporary, limited, and external. While someone who is pessimistic will respond to adversity as something that is permanent, widespread, and personal. In this case it can be said that one's thinking style has a close relationship with one's Adversity Quotient.

Associated with the intrinsic attitude that must be owned by a person, the Adversity Quotient has 4 dimensions which are part of human attitudes in dealing with problems, namely: 1) C (control), which explains how a person has control in a problem that arises; 2) O2 (Or and Ow). Or (origin), which explains how someone views the source of the problem. OW (ownership), which explains how someone recognizes the consequences of problems that arise; 3) R (reach), which explains how a problem that arises can affect other aspects of the person's life; 4) E (endurance), which explains how someone views the duration of the problem that arises. Does he tend to view the problem as permanent and ongoing or only for a short time. People who have a high Adversity Quotient will never be afraid to face various challenges in the climbing process. In fact, he will be able to change the challenges he faces and turn them into opportunities. In other words, it can be said that those who have a high Adversity Quotient will form them with high performance as well.

In theory Stoltz (2000) states that Adversity Quotient is a person's ability to be able to survive in the face of adversity and be able to face these difficulties, as well as being able to exceed expectations for performance and potential. In the context of this research, where the teacher is the subject of the research, it can be concluded that teachers who have high adversity can withstand difficulties including difficulties in the learning process at school and in motivating students' interest in learning.

Resilience is the strength that a person has to face, overcome, and to be strong against the unavoidable difficulties of life. Pradna & Diah (2012) argue that resilience is the science of positive psychology that directs individuals to be more realistic in dealing with life's problems. So it can be concluded that if the resilience of the teacher is disturbed, it will also affect the performance of a teacher. Therefore, having the ability of resilience in teachers is very influential on the performance of the teacher itself.

Teacher performance is the result achieved by the teacher in carrying out the task (teaching) in accordance with the performance standards set by the school, such as planning learning programs, implementing learning activities and evaluating learning outcomes. Teacher performance is said to be the quantity of teacher work, the quality of teacher work, teacher creativity, the responsibility of a teacher. However, teacher performance can be disrupted if the adversity and resilience of teachers are not optimal. Based on this background, the researcher intends to conduct a study entitled *The Effect of Adversity and Resilience on the Performance of Middle School Teachers in Palangka Raya City*.

Research Questions

Based on the background of the problem, this research focuses on the theme, namely the *Effect of Adversity and Resilience on the Performance of Middle School Teachers in Palangka Raya City*. The researcher formulates the following problem formulation:

1. How is the influence of Adversity on the Performance of Middle School Teachers in Palangka Raya City?
2. How does Resilience affect the Performance of Middle School Teachers in Palangka Raya City?
3. How are Adversity and Resilience Influence on Junior High School Teacher Performance in Palangka Raya City?

LITERATURE REVIEW

Adversity

According to Stoltz (2000) explain the adversity quotient is a person's intelligence in facing obstacles or difficulties on a regular basis. Adversity quotient helps individuals strengthen their abilities and perseverance in facing the challenges of everyday life while still holding on to their principles and dreams regardless of what is going on. Furthermore, Stoltz (2000) adding that one's success in living life is mainly determined by the level of adversity quotient.

Adversity quotient can tell how well a person can survive and be able to overcome adversity, can predict who can endure adversity or who will be crushed, predict who will exceed expectations from performance and potential and who will fail, predict who will give up and who will fail. will win (Stoltz, 2000).

This life according to Stoltz (2000) can be likened to climbing a mountain, satisfaction is achieved through tireless efforts to keep climbing, even though sometimes the steps taken are slow and painful. Stoltz (2000) Adversity Quotient is a person's ability to observe difficulties and process these difficulties with their intelligence so that it becomes a challenge to solve them. Inside (Nurhayati & Fajrianti, 2015) also said Adversity Quotient is knowledge about individual resilience, individuals who maximally use this intelligence will result in success in facing challenges, both big and small in everyday life faced by individuals.

Every difficulty is a challenge, every challenge is an opportunity, and every opportunity should be welcomed. Change is part of a journey that must be welcomed. In general, when faced with life's challenges, most people stop trying before their strength and limits are truly tested. A person's ability to overcome every difficulty is called the adversity quotient (Stoltz, 2000).

The adversity quotient has three forms, the first adversity quotient is a new conceptual framework for understanding and improving all aspects of success, the second adversity quotient is a measure of response to adversity. The three adversity quotients are a set of scientifically based tools for improving response to adversity (Stoltz, 2000). According to Stoltz (2000) The adversity quotient (AQ) has four dimensions, namely Control, Origin-ownership, Reach, and Endurance. This dimension describes how the response individuals use to explain the difficulties experienced. From these four dimensions, it can be seen the levels or categories of individual responses in facing difficulties.

Based on the above understanding, it can be concluded that the adversity quotient is the ability to think, manage, and control actions in the form of cognitive and behavior as well as a person's resistance to challenges and difficulties to continue to struggle persistently in achieving life achievements or success.

According to Stoltz (2000) explain the adversity quotient is a person's intelligence in facing obstacles or difficulties on a regular basis. Adversity quotient helps individuals strengthen their abilities and perseverance in facing the challenges of everyday life while still holding on to their principles and dreams regardless of what is going on. Furthermore, Stoltz (2000), adding that one's success in living life is mainly determined by the level of adversity quotient. The results of research conducted by Sukardewi et al., (2013) suggests that the adversity quotient is very influential on the motivation of teachers in completing their tasks.

In fact, on the other hand, the adversity quotient is the main key for teachers in bringing students to success. Thus, indirectly the adversity quotient can improve the teacher's own performance. Research result Budiani et al., (2014) and Weno & Matulesy (2015) argued, adversity quotient is the deepest side of a teacher, which has a large portion of the

attitude of professionalism. Adversity quotient leads teachers to strong characters, such as being a role model, charismatic and inspirational. Even in their daily life, teachers with an adversity quotient can place themselves at a dignified social level.

Several studies have been conducted on the importance of adversity in improving teacher performance (Deng et al., 2020; Dworkin, 2009; Kangas-Dick & O'Shaughnessy, 2020; Lavy & Ayuob, 2019; Richards et al., 2014, 2016; Trigueros et al., 2020; Xu et al., 2021; Yin et al., 2020). Among

the researchers explained that adversity is very dominant in improving performance, this is of course very closely related to the teacher's image of the importance of intelligence in dealing with difficulties, especially for teachers. Therefore, it is very important for a teacher to have an adversity quotient in dealing with difficulties both outside and inside the classroom, so that teachers can work optimally which will certainly have an impact on improving performance (Abbott et al., 2009; Cheng & Catling, 2015; Kwek et al., 2013; Meiklejohn et al., 2012; Taylor & Tyler, 2012; Wilcox & Lawson, 2018; Zhang et al., 2020).

Table 1. Adversity Dimensions and Indicators

Variable	Dimension	Indicator
Adversity	Control	- How much control do you feel over an event that creates difficulties?
	Origin-ownership	- The extent to which individuals rely on themselves to improve the situation at hand, regardless of the cause. - How likely have I grown to do anything to improve the situation without taking the details of my job into account.
	Reach	- To what extent will adversity reach other parts of one's life?
	Endurance	- How long will the trouble last - How long will the cause of trouble last

Resilience

Resilience is a concept that shows a person's ability to cope and adapt to the difficult times they face. A person's self-resilience also determines success or failure in life (Jackson & Watkin, 2004). Resilience is seen by experts as the ability to bounce back from a traumatic situation or event. Psychological resilience is defined as the ability to respond flexibly to changing situational needs and the ability to bounce back from negative emotional experiences (Block & Kremen, 1996).

Resilience is the individual's ability to overcome life's challenges and maintain good health and energy so that they can continue to live a healthy life (Ana Setyowati, et al., 2010:

69). Resilience is an individual's ability to manage and deal with stress effectively and can increase the individual's ability to deal with stress in the future (Stewart et al., 1997). Grotberg (2003) explained that resilience is the human ability to face, overcome, and be strong over the difficulties they experience.

Resilience is not magic and is not only found in certain people and is not a gift from an unknown source. From the various definitions of resilience that have been described, it can be concluded that resilience is a person's ability to survive and not give up in difficult situations in his life, as well as trying to learn and adapt to these circumstances and then rise from the situation to become better.

Aspects of Resilience Jackson & Wattin (2004) describes the seven abilities that make up resilience, namely as follows. 1) Emotional regulation, 2) Impulse control, 3) Optimism (realistic optimism), 4) Problem analysis ability (Causal Analysis), 5) Empathy, 6) Self-efficacy efficacy), 7) Achievement (Reaching out).

Several research results describe the relationship between resilience and teacher performance. Several studies explain that the

importance of resilience in improving teacher performance (Canivel, 2010; Granger et al., 2021; Jimenez, 2021; Manzon, 2021; Mwivanda & UoN, 2018; Saguni et al., 2021; Wabule, 2020), the higher the resilience applied, the higher the teacher's performance that will be carried out well (Duckworth et al., 2009; Koslouski & Stark, 2021; Marashi & Rashidian, 2018; Mâsse, 1999; Pham et al., 2021; Tansiongco & Ibarra, 2020).

Table 2. Dimensions and Indicators of Resilience

Variable	Dimension	Indicator
Resilience	Emotion Regulation	- Ability to remain calm even under pressure - Individuals can control their emotions, attention, and behavior
	Impulse Control	- Ability to adapt in the face of sadness - Able to develop social skills
	Optimism	- Have hope for the future - Believe in having the ability to solve problems
	Causal Analysis	- Ability to identify the cause of a problem
	Empathy	- The ability to understand and be able to feel the feelings of others.
	Self Efficacy	- One's belief in one's ability to achieve success
	Achievement	- One's ability to increase the positive aspects in oneself - A person's courage to overcome problems or do things that are beyond their capabilities (dare to take risks)

Teacher Performance

Teacher performance is a description of the work done by the teacher related to what tasks he carries out and is his responsibility (Uno & Lamatenggo, 2012). Therefore, to be able to assess teacher performance, it can be done through indicators from every aspect of performance which include: 1) Quality of work,

the indicators are: planning teaching programs quickly, mastering lesson materials and assessing teaching and learning progress. 2) Speed/accuracy of work, the indicators are: completing the teaching program according to the academic calendar. 3) Initiatives in work, the indicators are using media in learning and using various methods in learning.

Table 3. Teacher Performance Dimensions and Indicators

Variable	Dimension	Indicator
Teacher Performance	Work quality	- Quickly plan teaching programs - Mastering the lesson material - Assessing teaching and learning progress.
	Working Speed/Accuracy	- Complete the teaching program according to the academic calendar.
	Initiative at Work	- Using media in learning

- Using a variety of methods in learning.

METHOD

Research design

This study investigates the Effect of Adversity and Resilience on the Performance of Middle School Teachers in Palangka Raya City. The study uses a quantitative research design to reveal constructs through path analysis using SPSS version 25. This research design refers to the model offered by Creswell (2009), that descriptive-quantitative research aims to examine the effect of exogenous variables both jointly and partially on endogenous variables.

The data collection method used is a survey method, which is a method of collecting

data by giving questionnaires to respondents who are the research sample, then processed to be used as hypothesis testing data. This study found primary data in accordance with the number of samples designed, and all questionnaires that were filled out by respondents were completely complete so that they could be used for data analysis without having to correct or replace the results.

Sample and Population

The study population was all junior high school teachers in Palangka Raya City, Central Kalimantan Province with a total population of 917 teachers, spread across all sub-districts.

Table 4. Number of Middle School Teachers in Palangka Raya City

No	Subdistrict	Teacher
1	Pahandut	357
2	Sabangau	78
3	Jekan Raya	354
4	Rock Hill	77
5	rakumpit	51
Total		917

The samples taken in this study were 278 samples, with the sampling technique using proportional random sampling in which the sample members from the population were taken randomly from the total population according to the proportions of each sub-district and village. The method used is to use the Slovin formula.

$$n = \frac{N}{(1+(N \times e^2))} = \frac{917}{(1+(917 \times 0,05^2))} = 278,511$$

rounded up to 278.

Research data

The research data sources consist of two, namely primary data and secondary data. Primary data comes from surveys,

observations, interviews, and questionnaires. While secondary data comes from public documents from the Central Bureau of Statistics of Palangka Raya City in Figures 2020-2021 and the Regional Government of Central Kalimantan Province via the link <https://reference.data.kemdikbud.go.id/> which contains the flagship programs of the Department of Education and Culture.

The data collection tool uses a questionnaire which was developed with reference to the theory developed by previous researchers by taking into account the dimensions and indicators.

Table 5. Research Instruments Grid

Variable	Dimension	Indicator	Scale
Teacher Performance	Work quality	1. Quickly plan teaching programs	Likert
		2. Mastering the lesson material	Likert
		3. Assessing teaching and learning progress.	Likert
	Working Speed/Accuracy	4. Complete the teaching program according to the academic calendar.	Likert
	Initiative at Work	5. Using media in learning	Likert
		6. Using a variety of methods in learning.	Likert
Adversity	Control	1. How much control do you feel over an event that creates difficulties?	Likert
	Origin-ownership	2. The extent to which individuals rely on themselves to improve the situation at hand, regardless of the cause.	Likert
		3. How likely have I grown to do anything to improve the situation without taking the details of my job into account.	Likert
	Reach	4. To what extent will adversity reach other parts of one's life?	Likert
	Endurance	5. How long will the trouble last	Likert
		6. How long will the cause of trouble last	Likert
Resilience	Emotion Regulation	1. Ability to remain calm even under pressure	Likert
		2. Individuals can control their emotions, attention, and behavior	Likert
	Impulse Control	3. Ability to adapt in the face of sadness	Likert
		4. Able to develop social skills	Likert
	Optimism	5. Have hope for the future	Likert
		6. Believe in having the ability to solve problems	Likert
	Causal Analysis	7. Ability to identify the cause of a problem	Likert
	Empathy	8. The ability to understand and be able to feel the feelings of others.	Likert

Self Efficacy	9. One's belief in one's ability to achieve success	Likert
Achievement	10. One's ability to increase the positive aspects in oneself	Likert
	11. A person's courage to overcome problems or do things that are beyond their capabilities (dare to take risks)	Likert
Emotion Regulation	12. Ability to remain calm even under pressure	Likert
	13. Individuals can control their emotions, attention, and behavior	Likert

Data Validity

The validity of the data is the most important aspect in research, because when the data used for data analysis is invalid, the conclusions obtained are biased. The implications of research results will also be biased and cannot be used to make strategic policies. This research has a high level of strategi because it involves policy making related to aspects of the education sector in Palangka Raya City.

The validity of quantitative data is done by checking the completeness of the data from the results of filling out the instrument. The results of filling out the complete instrument are followed by tabulation and verification. To increase the validity of quantitative data before being used to test research hypotheses, validity and reliability tests were carried out first.

Validity Test Results

Table 6. Teacher Performance Validity Test Results (y), Adversity (x1), and Resilience (x2)

No	Variable	r-count	r-table	Sig	Information
1	Teacher Performance	0.763	0.1161	0.000	Valid
		0.834	0.1161	0.000	Valid
		0.760	0.1161	0.000	Valid
		0.851	0.1161	0.000	Valid
		0.793	0.1161	0.000	Valid
		0.765	0.1161	0.000	Valid
2	Adversity	0.843	0.1161	0.000	Valid
		0.932	0.1161	0.000	Valid
		0.929	0.1161	0.000	Valid
		0.861	0.1161	0.000	Valid
		0.670	0.1161	0.000	Valid
		0.929	0.1161	0.000	Valid
3	Resilience	0.951	0.1161	0.000	Valid
		0.905	0.1161	0.000	Valid
		0.884	0.1161	0.000	Valid
		0.817	0.1161	0.000	Valid
		0.885	0.1161	0.000	Valid

0.817	0.1161	0.000	Valid
0.840	0.1161	0.000	Valid
0.892	0.1161	0.000	Valid
0.872	0.1161	0.000	Valid
0.793	0.1161	0.000	Valid
0.765	0.1161	0.000	Valid
0.843	0.1161	0.000	Valid
0.852	0.1161	0.000	Valid

From the table above, it can be seen that each statement item has $r_{count} > r_{table}$ and is

positive with a value of $sig < 0.05$. Thus, the statement item is declared valid

Reliability Test Results

Table 7. Teacher Performance Reliability Test Results (y), Adversity (x1), and Resilience (x2)

No	Variable	Cronbach's Alpha	Critical Value	Information
1	Teacher Performance	0.876	0.6	Reliable
2	Adversity	0.785	0.6	Reliable
3	Resilience	0.887	0.6	Reliable

From the table above, the results of the analysis above are found that the Cronbach's alpha value for the y variable is 0.876, x1 is 0.785 and x2 is 0.887. So, it can be concluded that the items of the research instrument are reliable, because they are greater than 0.6.

Data analysis

Data analysis techniques refer to opinions Creswell (2009). First, test the validity and reliability of the data. This stage has been carried out as described above (Tables 6 and 7).

Second, test the model using the SPSS version 25 application which aims to analyze the magnitude of the influence between exogenous and endogenous variables. The analysis results obtained can be interpreted by looking at the values of R² and T. Third, test directly to see the effect of exogenous variables on endogenous ones.

RESULTS AND DISCUSSION

Classic assumption test

Table 8. Kolmogorov-Smirnov Test One-Sample Normality Test Results

Variable	Significance	Description
variable y	0.189	Normal
Variable x1	0.273	Normal
Variable x2	0.384	Normal

From the normality assumption test table above, it can be explained that all significance

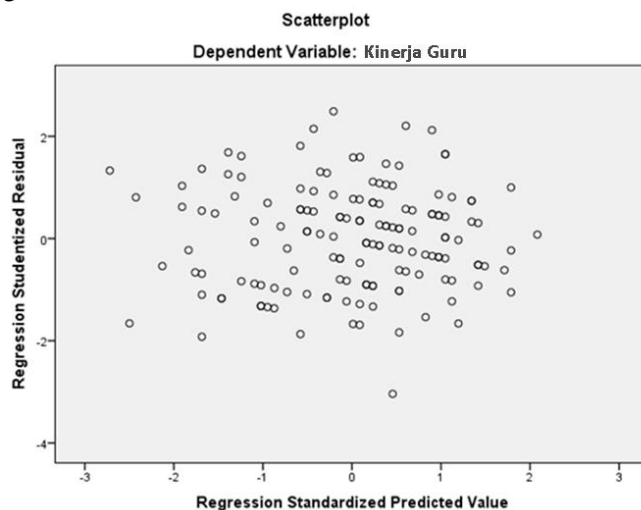
values for the normality model are greater than 0.05 so it can be concluded that the normality assumption is met.

Table 9. Linearity Test Results

Variable	F	Significance	Description
x1 against y	8,731	0.000	linear
x2 against y	9,792	0.000	linear

From the table for testing the linearity assumption above, it can be explained that the entire significance value for the linear model is

less than 0.05. So, it can be said that the assumption of linearity of the structural model has been fulfilled.

**Image 1.** Heteroscedasticity Test Results

From the picture above, the graph can be seen that the dots spread randomly, do not form a clear pattern, and are spread both above and patterned, the number 0 (zero) on the Y axis, then there is no heteroscedasticity

Hypothesis testing

H1: The Effect of Adversity on the Performance of Middle School Teachers in Palangkaraya City

Table 10. Summary of Linear Regression Results on Variable $x_1 \rightarrow y$

Variable	Beta	T	Sig t	Information
Adversity (x_1) \rightarrow Teacher Performance (y)	0.705	4.759	0.000	Significant
table			= 1.65251	
Adjusted R Square			= 0.682	
R Square			= 0.694	

The relationship is declared to have a positive and significant effect if the value of t-count is greater than t-table and the significant value of t is less than 0.05. Based on the table above, it can be seen that the t_{count} for the Adversity variable (x_1) is = 4.759 on Teacher Performance (y) this means that t-count is 4.759

> t_{table} 1.65251 with a sig value of 0.000 < 0.005 then there is a positive and significant effect between the Adversity variable (X_1) on Teacher Performance (y).

The results of the regression calculation can be seen that the coefficient of determination (adjusted R square) obtained is 0.682, this

means the variation of the Adversity variable (x1) partially able to explain Teacher performance (y) is 68.2% while the remaining 31.8% is influenced by other variables that are not included in this research model.

H2: The Effect of Resilience on the Performance of Middle School Teachers in Palangka Raya City

Table 11. Summary of Linear Regression Results on Variable x2 → y

Variable	Beta	T	Sig t	Information
Resilience (x2) → Teacher Performance (y)	0.672	5.842	0.000	Significant

table = 1.65251
Adjusted R Square = 0.723
R Square = 0.742

From the regression results, it was found that the influence of individual/partial resilience (x2) on teacher performance (y). Based on the table above, it can be seen that t-count for the Resilience variable (x2) is = 5.842 on Teacher Performance (y) this means $t_{\text{count}} 5.842 > t\text{-table} 1.65251$ with a sig value of $0.000 < 0.005$ then there is a positive and significant effect between the Resilience variable (x2) on Teacher Performance (y).

The results of the regression calculation can be seen that the coefficient of determination (adjusted R square) obtained is 0.723, this means the variation of the Resilience variable (x2) partially able to explain Teacher performance (y) is 72.3% while the remaining 27.7% is influenced by other variables that are not included in this research model.

H3: The Effect of Adversity and Resilience on the Performance of Middle School Teachers in Palangka Raya City

Table 12. Summary of Linear Regression Results on Variables x1, x2 → y

Variable	Beta	F	Sig	Information
Adversity (x1) and Resilience (x2) → Teacher Performance (y)	0.692	12,721	0.000	Significant

f-table = 3.88
Adjusted R Square = 0.571
R Square = 0.582

The relationship is declared to have a positive and significant effect if the f-count value is greater than f-table and the significant f value is less than 0.05. Based on the table above, it can be seen that f-count for Adversity (x1) and Resilience (x2) variables = 12.721 on Teacher Performance (y) this means $F_{\text{count}} 12.721 > F_{\text{table}} 3.88$ with a sig value of $0.000 < 0.005$ then there is a positive and significant

effect between variable Adversity (x1) and Resilience (x2) on Teacher Performance (y).

The Effect of Adversity on the Performance of Middle School Teachers in Palangka Raya

From the results of data analysis on the first hypothesis that has been partially carried out, it can be seen that t-count for the Adversity

variable (x1) is = 4.759 on Teacher Performance (y) this means t-count 4.759 > t-table 1.65251 with a sig value of 0.000 < 0.005 then there is an effect positive and significant between Adversity variable (x1) on Teacher Performance (y). So, it can be concluded that the first hypothesis can be accepted. The results of the regression calculation can be seen that the coefficient of determination (adjusted R square) obtained is 0.682, this means the variation of the Adversity variable (x1) partially able to explain Teacher performance (y) is 68.2% while the remaining 31.8% is influenced by other variables that are not included in this research model. Based on this regression analysis, it can be interpreted that the effect of adversity in this case can improve teacher performance, because the higher the level of adversity used by a teacher, the teacher's performance will also increase.

The results of this study are in line with the theory of Adversity Quotient (AQ), which is a person's ability to observe difficulties and process these difficulties with their intelligence so that it becomes a challenge to solve them. Especially in achieving a goal, ideals, hopes and most importantly personal satisfaction from the work/activity itself. This research at least provides input for people who think that a high Intelligence Quotient (IQ) and Emotional Quotient (EQ) can be more easily achieved. However, Intelligence Quotient (IQ) and Emotional Quotient (EQ) are not the only predictors of success. As many researchers are determined to find a way to be successful, happy and satisfied in life, another breakthrough is in understanding the way to success.

It was introduced by Stoltz (1997) Adversity Quotient (AQ). In other words, this study proves that adversity quotient can affect a person's success and performance apart from Intelligence Quotient (IQ) and Emotional Quotient (EQ). Thus, teachers should have all the adversity quotient indicators to support successful performance. Therefore, teachers

must have Control, Origin-ownership, Reach, and Endurance.

This research is supported by several relevant studies. According to Stoltz (2000) explain the adversity quotient is a person's intelligence in facing obstacles or difficulties on a regular basis. Adversity quotient helps individuals strengthen their abilities and perseverance in facing the challenges of everyday life while still holding on to their principles and dreams regardless of what is going on. Furthermore, Stoltz (2000), adding that one's success in living life is mainly determined by the level of adversity quotient. The results of research conducted by Sukardewi et al., (2013) suggests that the adversity quotient is very influential on the motivation of teachers in completing their tasks.

In fact, on the other hand, the adversity quotient is the main key for teachers in bringing students to success. Thus, indirectly the adversity quotient can improve the teacher's own performance. Research result Budiani et al., (2014) and Weno & Matulesy (2015) argued, adversity quotient is the deepest side of a teacher, which has a large portion of the attitude of professionalism. Adversity quotient leads teachers to strong characters, such as being a role model, charismatic and inspirational. Even in their daily life, teachers with an adversity quotient can place themselves at a dignified social level.

Several studies have been conducted on the importance of adversity in improving teacher performance (Deng et al., 2020; Dworkin, 2009; Kangas-Dick & O'Shaughnessy, 2020; Lavy & Ayuob, 2019; Richards et al., 2014, 2016; Trigueros et al., 2020; Xu et al., 2021; Yin et al., 2020). Among the researchers explained that adversity is very dominant in improving performance, this is of course very closely related to the teacher's image of the importance of intelligence in dealing with difficulties, especially for teachers. Therefore, it is very important for a teacher to have an adversity quotient in dealing

with difficulties both outside and inside the classroom, so that teachers can work optimally which will certainly have an impact on improving performance (Abbott et al., 2009; Cheng & Catling, 2015; Kwek et al., 2013; Meiklejohn et al., 2012; Taylor & Tyler, 2012; Wilcox & Lawson, 2018; Zhang et al., 2020).

The Effect of Resilience on the Performance of Middle School Teachers in Palangka Raya City

From the results of data analysis on the second hypothesis that has been partially carried out, it can be seen that t_{count} for the Resilience variable (x2) is = 5.842 on Teacher Performance (y) this means $t_{\text{count}} 5.842 > t_{\text{table}} 1.65251$ with a sig value of $0.000 < 0.005$ then there is an effect positive and significant between the variable Resilience (x2) on Teacher Performance (y). So it can be concluded that the second hypothesis can be accepted. The results of the regression calculation can be seen that the coefficient of determination (adjusted R square) obtained is 0.723, this means the variation of the Resilience variable (x2) partially able to explain Teacher performance (y) is 72.3% while the remaining 27.7% is influenced by other variables that are not included in this research model. Based on this regression analysis, it can be interpreted that the effect of resilience in this case can improve teacher performance, because the higher the level of adversity used by a teacher, the teacher's performance will also increase.

Resilience is not magic and is not only found in certain people and is not a gift from an unknown source. From the various definitions of resilience that have been described, it can be concluded that resilience is a person's ability to survive and not give up in difficult situations in his life, as well as trying to learn and adapt to these circumstances and then rise from the situation to become better.

Resilience is also the strength that a person has to face, overcome, and to be strong against life's unavoidable difficulties (Akbar & Pratasiwi, 2017; Hafiva et al., 2020; Sutrisno, 2017). In addition, resilience can be interpreted

as a positive psychological science that instructs individuals to be more realistic in dealing with problems in life. If the resilience of the teacher is disturbed, it will also affect the performance of a teacher.

Aspects of Resilience Jackson & Wartin (2004) describes the seven abilities that make up resilience, namely as follows. 1) Emotional regulation, 2) Impulse control, 3) Optimism (realistic optimism), 4) Problem analysis ability (Causal Analysis), 5) Empathy, 6) Self-efficacy efficacy), 7) Achievement (Reaching out).

This research is supported by several relevant studies. Several research results describe the relationship between resilience and teacher performance. Several studies explain that the importance of resilience in improving teacher performance (Canivel, 2010; Granger et al., 2021; Jimenez, 2021; Manzon, 2021; Mwivanda & UoN, 2018; Saguni et al., 2021; Wabule, 2020), the higher the resilience applied, the higher the teacher's performance that will be carried out well (Duckworth et al., 2009; Koslouski & Stark, 2021; Marashi & Rashidian, 2018; Mâsse, 1999; Pham et al., 2021; Tansiongco & Ibarra, 2020)

The Effect of Adversity and Resilience on the Performance of Middle School Teachers in Palangka Raya City

From the results of data analysis carried out on the third hypothesis, it can be seen that f_{count} for Adversity (x1) and Resilience (x2) variables is = 12.721 on Teacher Performance (y) this means $F_{\text{count}} 12.721 > F_{\text{table}} 3.88$ with a sig value of $0.000 < 0.005$ then There is a positive and significant effect between Adversity (x1) and Resilience (x2) variables on Teacher Performance (y). Based on this regression analysis, it can be interpreted that the influence of adversity and resilience in this case can improve teacher performance, because the higher the level of adversity used by a teacher, the teacher's performance will also increase.

The conclusion that can be drawn is that based on the data in the field, it is known that

there is a positive and significant influence between adversity and resilience either partially or simultaneously on the performance of teachers with a high level of contribution. The better the two aspects, the better the performance level of the student teachers. Teachers who have the adversity quotient and resilience, the indicators of successful performance will be met properly, namely: a) Quality of work by planning teaching programs quickly, mastering lesson materials and assessing teaching and learning progress; b. Speed/accuracy of work by completing teaching programs according to the academic calendar; c) Initiatives in work by using media in learning and using various methods in learning.

Conclusion

Based on the results of data analysis and discussions that have been carried out, this research can be concluded that: First, partially there is a positive and significant influence between Adversity on the Performance of Middle School Teachers in Palangka Raya City. Second, partially there is a positive and significant influence between Resilience on the Performance of Middle School Teachers in Palangka Raya City. Third, simultaneously there is a positive and significant influence of Adversity and Resilience on the Performance of Middle School Teachers in Palangka Raya City.

Novelty in this research is to use adversity, resilience and teacher performance variables which in previous research have never been combined between adversity and resilience to teacher performance, as well as with the latest theories and phenomena used.

The limitation of this research lies in the method of determining the location of the research which is only carried out in the city of Palangka Raya and has not yet reached the districts or cities in the entire province of Central Kalimantan. Likewise, the variables used are only limited to Adversity, Resilience and Teacher Performance variables, not touching other interesting variables.

Future researchers should be able to carry out further research by exploring various variables that are predicted to really have a significant contribution in the formulation of policies related to education.

REFERENCE

1. Abbott, J.A., Klein, B., Hamilton, C., & Rosenthal, AJ (2009). The impact of online resilience training for sales managers on wellbeing and performance. *Sensoria: A Journal of Mind, Brain & Culture*, 5(1), 89–95. [https://researchbank.swinburne.edu.au/file/2dcbf4cb-f7b7-4103-843c-ec35aa53b642/1/PDF %20Published version%29.pdf](https://researchbank.swinburne.edu.au/file/2dcbf4cb-f7b7-4103-843c-ec35aa53b642/1/PDF%20Published%20version%29.pdf)
2. Akbar, Z., & Pratasiwi, R. (2017). Self-resilience and work stress in elementary school teachers. *JPPP-Journal of Psychological Research and Measurement*, 6(2), 106–112. <https://doi.org/https://doi.org/10.21009/JPPP.062.08>
3. Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(3), 347–364. <https://doi.org/https://doi.org/10.1007/BF00138871>
4. Block, J., & Kremen, AM (1996). IQ and ego-resiliency: conceptual and empirical connections and separateness. *Journal of Personality and Social Psychology*, 70(2), 349. <https://doi.org/https://psycnet.apa.org/doi/10.1037/0022-3514.70.2.349>
5. Budiani, I.A.P, Dantes, N., & Dantes, K.R (2014). Determination of emotional intelligence and adversity quotient (aq) on professional attitudes in terms of the professional status of junior high school teachers in Buleleng District, Buleleng Regency. Ganesha University of Education.
6. Cai, Y., & Lin, C. (2006). Theory and practice on teacher performance evaluation. *Frontiers of Education in*

- China, 1(1), 29–39.
<https://doi.org/https://doi.org/10.1007/s11516-005-0004-x>
7. Canivel, L.D (2010). Principals' Adversity Quotient: Styles, Performance, and Practices. Unpublished Dissertation. University of the Philippines.
https://www.peaklearning.com/wp-content/uploads/2019/05/PEAK_GRI_canivel.pdf
 8. Cheng, V., & Catling, J. (2015). The role of resilience, delayed gratification and stress in predicting academic performance. *Psychology Teaching Review*, 21(1), 13–24.
<https://eric.ed.gov/?id=EJ1146513>
 9. Creswell, J.W (2009). Research design: Qualitative, quantitative, and mixed methods. In Sage Publications (Vol. 8). Sage Publications, Inc.
 10. Darling-Hammond, L. (2010). Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching. Center for American Progress.
<https://doi.org/https://files.eric.ed.gov/fulltext/ED535859.pdf>
 11. Dee, T.S, & Wyckoff, J. (2015). Incentives, selection, and teacher performance: Evidence from IMPACT. *Journal of Policy Analysis and Management*, 34(2), 267–297.
<https://doi.org/https://doi.org/10.1002/pam.21818>
 12. Deng, Q., Zheng, B., & Chen, J. (2020). The relationship between personality traits, resilience, school support, and creative teaching in higher school physical education teachers. *Frontiers in Psychology*, 11, 2397.
<https://doi.org/https://doi.org/10.3389/fpsyg.2020.568906>
 13. Duckworth, A.L, Quinn, P.D, & Seligman, MEP (2009). Positive predictors of teacher effectiveness. *The Journal of Positive Psychology*, 4(6), 540–547.
<https://doi.org/https://doi.org/10.1080/17439760903157232>
 14. Dworkin, A.G (2009). Teacher burnout and teacher resilience: Assessing the impacts of the school accountability movement. In *International handbook of research on teachers and teaching* (pp. 491–502). Springer.
https://doi.org/https://doi.org/10.1007/978-0-387-73317-3_32
 15. Eberts, R., Hollenbeck, K., & Stone, J. (2002). Teacher performance incentives and student outcomes. *Journal of Human Resources*, 37(4), 913–927.
<https://doi.org/https://doi.org/10.2307/3069621>
 16. Education, N.C on E. in. (1983). A nation at risk: The imperative for educational reform. *The Elementary School Journal*, 84(2), 113–130.
<https://doi.org/https://doi.org/10.1086/461348>
 17. Elliott, K. (2015). Teacher performance appraisal: More about performance or development? *Australian Journal of Teacher Education (Online)*, 40(9), 102–116.
<https://doi.org/https://search.informit.org/doi/10.3316/informit.490666162557912>
 18. Granger, K..L, Broda, MD, Chow, J.C, McCormick, N., & Sutherland, K.S (2021). A Preliminary Investigation of Teacher-Reported Classroom-Level Adversity and Teacher–Student Interactions. *Journal of Emotional and Behavioral Disorders*, 29(4), 238–251.
<https://doi.org/https://doi.org/10.1177/10634266211020260>
 19. Grotberg, E.H (2003). Resilience for today: Gaining strength from adversity. Greenwood Publishing Group.
 20. Hafiva, W., Yusri, F., & Aprison, W. (2020). The Effectiveness of the Ego Approach to Improve Students' Self-Resilience at SMAN 2 Padang Panjang. *Islamic Counseling: Journal of Islamic*

- Counseling Guidance, 4(2), 223–236.
<https://doi.org/https://doi.org/10.29240/jbk.v4i2.1474>
21. Harris, D.N, & Sass, T.R (2014). Skills, productivity and the evaluation of teacher performance. *Economics of Education Review*, 40, 183–204.
<https://doi.org/https://doi.org/10.1016/j.econedurev.2014.03.002>
 22. Jackson, R., & Watkin, C. (2004). The resilience inventory: Seven essential skills for overcoming life's obstacles and determining happiness. *Selection & Development Review*, 20(6), 13–17.
<https://da7648.approbly.com/m/84223279b0001e87.pdf>
 23. Jimenez, E. (2021). Adversity and emotional quotients of public elementary school heads amidst the COVID-19. *International Journal of Didactical Studies*.
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3864602
 24. Kangas-Dick, K., & O'Shaughnessy, E. (2020). Interventions that promote resilience among teachers: A systematic review of the literature. *International Journal of School & Educational Psychology*, 8(2), 131–146.
<https://doi.org/https://doi.org/10.1080/21683603.2020.1734125>
 25. Koslouski, J.B, & Stark, K. (2021). Promoting learning for students experiencing adversity and trauma: The everyday, yet profound, actions of teachers. *The Elementary School Journal*, 121(3), 430–453.
<https://www.journals.uchicago.edu/doi/abs/10.1086/712606>
 26. Kwek, A., Bui, HT, Rynne, J., & So, K.K.F (2013). The impacts of self-esteem and resilience on academic performance: An investigation of domestic and international hospitality and tourism undergraduate students. *Journal of Hospitality & Tourism Education*, 25(3), 110–122.
<https://doi.org/https://doi.org/10.1080/10963758.2013.826946>
 27. Lavy, S., & Ayuob, W. (2019). Teachers' sense of meaning associations with teacher performance and graduates' resilience: a study of schools serving students of low socio-economic status. *Frontiers in Psychology*, 10, 823.
<https://doi.org/https://doi.org/10.3389/fpsyg.2019.00823>
 28. Manzon, RP (2021). Perceptions Of Teachers And Principals On Their Adversity Quotient In Relation To Their Job Performance. *EPRA International Journal of Research & Development (IJRD)*, 6(9), 200–205.
<https://doi.org/https://doi.org/10.36713/epra8505>
 29. Marashi, H., & Rashidian, S. (2018). EFL teachers' adversity quotient, personal growth initiative, and pedagogical success. *Teaching English as a Second Language (Formerly Journal of Teaching Language Skills)*, 37(3), 51–97.
 30. Mâsse, L.C (1999). Kindergarten disruptive behaviour, family adversity, gender, and elementary school failure. *International Journal of Behavioral Development*, 23(1), 225–240.
<https://www.tandfonline.com/doi/abs/10.1080/016502599384080>
 31. Meiklejohn, J., Phillips, C., Freedman, ML, Griffin, ML, Biegel, G., Roach, A., Frank, J., Burke, C., Pinger, L., & Soloway, G. (2012). Integrating mindfulness training into K-12 education: Fostering the resilience of teachers and students. *Mindfulness*, 3(4), 291–307.
<https://doi.org/https://doi.org/10.1007/s12671-012-0094-5>
 32. Middlewood, D., & Cardno, C. (2002). The significance of teacher performance and its appraisal. In *Managing teacher appraisal and performance* (pp. 19–34). Routledge.

33. Mwivanda, M., & UoN, P.K (2018). Effects of Teachers Adversity Quotient on student academic Performance in Public Secondary Schools in Kenya. *International Journal of Education and Social Science*, 5(11). <http://www.ijessnet.com/uploads/volumes/1598706711.pdf>
34. Nurhayati, N., & Fajrianti, N. (2015). The effect of adversity quotient (AQ) and achievement motivation on mathematics learning achievement. *Formative: Scientific Journal of Mathematics and Natural Sciences Education*, 3(1), 72–77. <https://doi.org/https://doi.org/10.30998/formatif.v3i1.110>
35. Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12–28. <https://doi.org/https://doi.org/10.2307/329249>
36. Pham, P.T., Thi Phan, T.-T., Nguyen, Y.-C., & Hoang, A.-D. (2021). Factor Associated With Teacher Satisfaction and Online Teaching Effectiveness Under Adversity Situations: A Case of Vietnamese Teachers During COVID-19. *Journal of Education*, 00220574211039483. <https://doi.org/https://doi.org/10.1177/00220574211039483>
37. Podgursky, M.J., & Springer, M.G (2007). Teacher performance pay: A review. *Journal of Policy Analysis and Management*, 26(4), 909–949. <https://doi.org/https://www.jstor.org/stable/30162809>
38. Reimers, F.M, & Chung, C.K (2019). *Teaching and learning for the twenty-first century: Educational goals, policies, and curricula from six nations*. Harvard Education Press.
39. Richards, A.R, Levesque-Bristol, C., Templin, T.J, & Graber, K.C (2016). The impact of resilience on role stressors and burnout in elementary and secondary teachers. *Social Psychology of Education*, 19(3), 511–536. <https://doi.org/https://doi.org/10.1007/s11218-016-9346-x>
40. Richards, K.A.R, Templin, T.J, Levesque-Bristol, C., & Blankenship, B.T (2014). Understanding differences in role stressors, resilience, and burnout in teachers/coaches and non-coaching teachers. *Journal of Teaching in Physical Education*, 33(3), 383–402. <https://doi.org/https://doi.org/10.1123/jtpe.2013-0159>
41. Saguni, F., Hamlam, H., & Gusnarib, G. (2021). The Adversity Quotient Between Teacher Professionalism on Student's Autonomous Learning. *Journal of Social Studies Education Research*, 12(3), 312–342. <https://www.learntechlib.org/p/219952/>
42. Stewart, M., Reid, G., & Mangham, C. (1997). Fostering children's resilience. *Journal of Pediatric Nursing*, 12(1), 21–31. [https://doi.org/https://doi.org/10.1016/S0882-5963\(97\)80018-8](https://doi.org/https://doi.org/10.1016/S0882-5963(97)80018-8)
43. Stoltz, P.G (1997). *Adversity quotient: Turning obstacles into opportunities*. John Wiley & Sons.
44. Stoltz, P.G (2000). *Adversity quotient: Turning obstacles into opportunities*. John Wiley & Sons.
45. Stoltz, P.G, & Stoltz, P. (2000). *Adversity Quotient@ Work: Make Everyday Challenges the Key to Your Success--Putting the Principles of AQ Into Action*. William Morrow New York.
46. Sukardewi, D.N, Dantes, N., & Natajaya, I.N (2013). The contribution of adversity quotient (aq), work ethic, and organizational culture to the performance of public high school teachers in Amlapura City. *Indonesian Journal of Education Administration*, 4(1).

- <https://doi.org/https://doi.org/10.23887/japi.v4i1.963>
47. Sutrisno, B.S (2017). Improving Student Resilience Through Problem Based Learning Methods. *Journal of Social Science Education*, 25(2), 144–153.
<https://doi.org/https://doi.org/10.17509/jpis.v25i2.6189>
 48. Tansiongco, L.A, & Ibarra, F. (2020). Educational Leader's Adversity Quotient, Management Style, and Job Performance: Implications to School Leadership. | *IRJE| Indonesian Research Journal in Education*], 4(2), 386–401.
<https://doi.org/https://doi.org/10.22437/irje.v4i2.9264>
 49. Taylor, E.S, & Tyler, J.H (2012). The effect of evaluation on teacher performance. *American Economic Review*, 102(7), 3628–3651.
<https://doi.org/https://doi.org/10.1257/aer.102.7.3628>
 50. Trigueros, R., Padilla, A., Aguilar-Parra, JM, Mercader, I., López-Liria, R., & Rocamora, P. (2020). The influence of transformational teacher leadership on academic motivation and resilience, burnout and academic performance. *International Journal of Environmental Research and Public Health*, 17(20), 7687.
<https://doi.org/https://doi.org/10.3390/ijerph17207687>
 51. Uno, H., & Lamatenggo, N. (2012). *Performance Theory And Its Measurement*. In Jakarta: PT. Earth Literature.
 52. Wabule, A. (2020). Resilience and Care: How teachers deal with situations of adversity in the teaching and learning environment. *The Independent Journal of Teaching and Learning*, 15(1), 76–90.
<https://hdl.handle.net/10520/EJC-1d66a60c00>
 53. Weno, J.H, & Matulesy, A. (2015). Adversity quotient, work commitment and creativity of first grade elementary school teachers. *Persona: Indonesian Psychology Journal*, 4(02).
<https://core.ac.uk/download/pdf/291850108.pdf>
 54. Wilcox, K.C, & Lawson, H.A (2018). Teachers' agency, efficacy, engagement, and emotional resilience during policy innovation implementation. *Journal of Educational Change*, 19(2), 181–204.
<https://doi.org/https://doi.org/10.1007/s10833-017-9313-0>
 55. Xu, N., Chen, P., Lang, R., Kong, L.-L., & Qu, H. (2021). The Effect of Chinese Special Education Teachers' Competence on Their Occupational Well-Being: The Mediating Effect of Resilience. *International Journal of Disability, Development and Education*, 1–16.
<https://doi.org/https://doi.org/10.1080/1034912X.2021.1975263>
 56. Yin, H., Xie, C., Hu, H., & Wang, M. (2020). Demystifying and sustaining the resilience of teacher educators: the perspectives of Teaching–Research Officers in China. *Asia Pacific Education Review*, 21(2), 311–323.
<https://doi.org/https://doi.org/10.1007/s12564-020-09626-0>
 57. Zhang, M., Bai, Y., & Li, Z. (2020). Effect of resilience on the mental health of special education teachers: Moderating effect of teaching barriers. *Psychology Research and Behavior Management*, 13, 537.
<https://doi.org/https://doi.org/10.2147%2FPRBM.S257842>