

UNCOVERING RESILIENCE AND STRESS FACTORS OF INDONESIAN EFL TEACHERS: A NARRATIVE STUDY

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APA Citation: Syabilla, Z. F., Ubaidillah, M. F., Mustofa, M., & Romadhon, M. G. E. (2023). Uncovering resilience and stress factors of Indonesian EFL teachers: A narrative study. *English Review: Journal of English Education*, 12(1), 231-244. <https://doi.org/10.25134/erjee.v12i1.8934>

Received: 25-10-2023

Accepted: 17-12-2023

Published: 28-02-2024

Abstract: EFL teachers typically confront an abundance of problems that can lead to stress and have an influence on their resilience. Understanding resilience and stress can help improve well-being and education. This qualitative study tried to figure out the resilience and stress factors faced by EFL teachers across educational levels. The narrative inquiry involved an in-depth semi-structured interview administered to four EFL teachers across primary, middle, and secondary levels. The findings indicate that EFL teachers across educational levels encounter similar stressors, such as heavy workloads, student behavior, and low salary. Surprisingly, there were differences in stress factors and resilience strategies utilized by teachers across educational levels. The primary-level teacher reported more stress when dealing with students' behavior, whereas middle-level teacher was stressed by students' behavior and resources, and high school teacher by resource constraints and encouraged student engagement. Regarding resilience strategies, teachers at all levels indicated seeking support from family and friends but also using different coping methods such as meditation, leisure activities, and positive thinking. The findings suggest the importance of understanding the unique stress factors faced by EFL teachers across educational levels and establishing targeted support programs to enhance teacher resilience.

Keywords: *EFL teachers; resilience; stress factors.*

INTRODUCTION

In the new global education, EFL teachers has become a central issue for continuously improve their professionalism, teaching abilities, and commendable attitude in order to have a positive impact on their specific language learning situations. Richards (2008) indicates that language teachers hold a critical role in addressing educational inequality. In contrast, Wijaya (2021) states that it is essential to mention here that during the second language processes, EFL teachers recognize serious impediments in their classroom learning vicinities because they are established to be good role models for their

learners in order to foster their target language competencies to the greatest extent possible. Shirazizadeh et al. (2019) state that foreign language teachers' positions may be more difficult because they must teach a language in which they are not native speakers. Their situation is exacerbated by the fact they're obliged to work long hours to survive financially. Rizqi (2017) describes teachers are frequently expected to handle heavy workloads, whether related or unrelated to their teaching. Teacher's work does not finish when the class ends and the students leave the school. More frequently, teachers have to carry their work home which is ironically not recognized as a paid hour. It's easy to imagine

how teachers' jobs could sap their energy mentally and physically.

A number of studies have highlighted various topics of EFL teacher's resilience, stress factor, teacher anxiety, socio-culture, etc. Teachers' job stress and attrition have become a global concern due to high workload, disruptive student attitudes, role conflict, ambiguity, and other risk factors. Resilience is essential for preventing teachers from stress, tension, or exhaustion. Teachers encounter incidents in the classroom, whether positive or negative, during the teaching and learning process (Diasti, 2021). Resilience, as a specific strategy used by people when confronted with adversity (Castro et al., 2010). Teachers' negative emotions can have an impact on students' learning. As a consequence, before entering the classroom, teachers should leave their problems at home. As a result, they could teach with enthusiasm and foster a welcoming environment for students to learn. to put it another way, teachers manage their negative emotions and transform them into a supportive atmosphere. According to Gu & Day (2007), teacher resilience enables teachers to respond positively to challenging circumstances that may arise during their careers. Resilience has been defined in numerous ways. Reich et al. (2010) define resilience have included not only retrieval from stress to a previous level of health but also supporting growth as a result of a healthy response to a stressful situation. Similarly, with Ungar (2012) resiliency is described as a set of behaviours that reflect the interactions between individuals and their environments, particularly the opportunities for self-development which are available and accessible over time. Resilience as well refers to the capacity to adapt to varied situations and enhance one's competence in the face of adverse circumstances (Bobek, 2002).

Hence, this paper is focused to explore the factors that help durable teachers overcome the exhausting period of their profession and commit to their job for a long-extended period of time and teachers' perceived stress factors, chiefly those working in Indonesian. In this study, stress is referred to as any condition that causes negative emotions. Kyriacou (2001). explains 'teacher stress' as an unpleasant, negative emotion experienced by a teacher as a result of some aspect of their work as a teacher, such as anger, anxiety, tension, frustration, or depression. Many factors trigger feelings of stress. Some past studies outlined the dominant factors that contribute to teacher stress, like disruptive

students, uncooperative parents, poor working conditions, (workload and salary), relationships at work (with students, colleagues, and principal), or a big number of students (Travers & Cooper, 1996). Mixed results have been reported concerning the relationship between teacher stress and a variety of variables such as marital status (Pološki & Bogdanić, 2008), job satisfaction and job security (Jepson & Forrest, 2006), age and experience (Ameen et al., 2002). Another stress factor for EFL teachers is a lack of confidence. Mousavi (2007) discovers teachers are deemed as role model or excellent example for the students. As a consequence, teachers must prepare before they teach. Nevertheless, EFL teachers confront unpredictable situations in the classroom, which can undermine their self-assured. Teachers in the EFL context may encounter stress as a result of their insufficient language competence. EFL teachers are expected to be fluent in English. Unlike native English teachers, EFL teachers may experience difficulties with fluency, pronunciation, or grammar (Diasti, 2021).

It should be recognized that ample experts' effort endured into studying resilience and stress factors. Xu & Jia (2022) discover stress is a major contributor to emotional exhaustion in teachers, making them more prone to burnout. Study conducted by Sovitriana et al. (2019) a study of junior high school teachers in Indonesia. According to the study's findings, having a heavy workload, meeting demands, and dealing with students causes stress, which leads to burnout if teachers are unable to cope with the unbalancing situation. Environment can play a role to the stress factor. Tonekaboni & Nasiri (2022) conclude Self-resilience can act as a buffer against burnout in EFL teachers and identified self-resilience can affectively support the achievement of EFL teachers. Then, another study showed that developing teachers' resilience is dependent on a multidimensional framework of interconnected factors involving personal, professional, organizational, social, and economic factors (Ghaslani et al., 2023). Nazari & Alizadeh Oghyanous (2021) finds that the correlation between occupational stress and turnover intentions was higher in the novice group than the experienced group. Ke Lomi & Mbato (2020) inferred that Private school teachers' salaries in rural areas are frequently delayed because students prefer to pay their school tuition at the end of the semester. In research conducted by Liu et al. (2022) detects that enhancing constructive emotions and considering destructive emotions

can increase teachers' resilience. According to each previous study, it can be indicated that the resilience and stress factors of Indonesian EFL teachers are multifaceted, stressors include heavy workloads, meeting demands, and financial challenges, while resilience factors encompass personal attributes, environmental support, and emotional well-being. Strategies to address these issues should consider the interconnected nature of personal, professional, organizational, social, and economic factors to cultivate a resilient teaching community.

The present study on the factors influencing Indonesian teachers' professional lives still has several shortcomings. To date, only a limited number of the stress factors and resilience of EFL teachers at different levels of education have been identified. After all, the following questions were addressed in this study: (1) what are the stress's factor of EFL teachers across educational level? (2) How do EFL teachers across education level maintain their resilience while facing varied of stress in their circumstance?

METHOD

A qualitative methodology was employed in this study with a narrative inquiry approach. As an "alternative paradigm for social research" that complements experiment, survey, and other

methods, narrative appeals to "likeness" and sense-making by providing a rich description of individuals' experiences (Barkhuizen et al., 2013). Furthermore, the employment of a narrative inquiry research design was highly pertinent in this study, as it seeks to comprehensively elucidate the perspectives of teachers regarding resilience and stress within the context of English language instruction in the classroom.

The participants for this research were recruited from four EFL teachers out of different level education private schools in Malang, Indonesia. Initially, the researchers conducted observations of the participants within each educational institution. According to the observation, participant was chosen through a process of random sampling, a method widely recognized for its ability to ensure representativeness in research studies. This approach involves selecting individuals from a population without bias, allowing each member an equal chance of being included. Furthermore, the random sampling enhances the generalizability of findings, as it minimizes the risk of systematic errors and procedures results that are more likely to reflect the characteristic of the entire population. Then, those teachers consist of one primary school teacher, one secondary school teacher and two high school teachers.

Table 1. *The participants' background*

No	Pseudonym	Gender	Teaching Level	Teaching Experience
1.	Agnes	Female	Primary School	Two years
2.	Chika	Female	Middle School	Two years
3.	Lucas	Male	Secondary School	One and half year
4.	Damian	Male	Secondary School	Eighteen years

The researcher used an in-depth semi structured interview to collect data, asking participants to narrate on their teaching experiences. If the researcher is experienced about the topic and phenomena and chooses not to rely on prepared response categories that would limit the scope and depth of the respondent's story, a semi-structured interview is suitable (Dornyei, 2007). A major advantage of the semi-structured interview method is that proved effective for examining respondents' thoughts and opinions of challenging or delicate issues in regard to the research themes (Barriball & While, 1994 in Kallio et al., 2016). Pseudonyms were assigned to participants to protect their privacy.

Because the participants' locations were difficult to reach, the researcher conducted an online interview using the WhatsApp Videocall.

The researcher recorded and transcript each interview session. The participants were also obviously apprised that their real name was going to not be applied throughout this article to guarantees their secrecy. Through the data analysis, the interview data from multiple teachers would be evaluated to figure out if the pattern had been discovered. If the pattern could not be found, the researcher would conduct another set of interviews and analysis. This technique would be repeated multiple times until no additional information existed. The data had been filled at this stage, and the pattern was identified. Data saturation is attained in interviews when the researcher starts to hear the same statements repeatedly. The time is right to cease gathering data and begin analyzing what has already been obtained (Grady, 1998 in Saunders et al., 2018).

To gain the objectives of this study, the data on EFL teachers' resilience and stressors was classified by the researcher. There were four steps in data analysis (Creswell, 2012); transcribing, generating codes and themes, analyzing themes, interpreting the data, and produce findings. Reading the lengthy raw transcription was the first step in the process. Second, to make it easier to find and highlight essential information, the text transcription was divided into parts. afterwards this, the researcher specified codes to the underscored points which were to serve as the initial labels. The last phase entailed identifying related or redundant codes and grouping them into fewer codes. At last, the codes had been diminished again to set up broader categories, renowned as themes. In the following subchapter,

the emerging categories were developed narratively.

Moreover, in order to enhance the integrity and reliability of the data, the study employed a recurrent interviewing technique. This method involved iteratively presenting the research inquiries to the participants on multiple occasions until a point of the data saturation was reached, ensuring a comprehensive and exhaustive understanding of the participants' perspectives. This approach aligns with the data saturation methodology, wherein the researchers systematically gathered information until reaching a saturation point characterized by the attainment of maximal insights from the participants.

Table 2. *Sample of data analysis*

Data	Codes	Sub-themes	Theme
"...when teaching in class there are students who do not follow the teaching plan."	Dealing with students'	Negative Students' behavior	Stress Factor
"...Supporting is my parent, my parents are a stimulus for my work ..."	Source of support	Conducive social network/ family relationship	Resilience

RESULTS AND DISCUSSION

Step into the world of four extraordinary EFL teachers, each with their different education experiences, as they unveil their ways of maintaining resilience against the most grueling and challenging work environment. Discover the intricate of stress and resilience as these teachers wrestle the odds, resisting the limits of their own resilience. Further explanations on those two primary ideas can be found in the following paragraphs, in accordance with the aforementioned objectivity. There are several possible explanations for this result following below.

Teacher stress factor

Negative students' behavior

Ms. Agnes, 24 years old, teacher in an urban, with low socio-economic primary school, over the short-term teaching roles, she claimed that there were multiple barriers in the teaching-learning circumstances, especially when teaching students aged 8 to 12 who were difficult to focus. Students expressed a lack of cooperation, against discipline, and an innate difficulty in keeping focus, making the instructional and pedagogical procedures extremely challenging. In the interviewed she said:

"I feel very stressed at school when dealing with students. In learning teaching process, students are less cooperative, difficult to

condition, and students are more difficult to focus."

According to Ms. Chika learned much during teaching at a middle school in remote area. In her perspective, Middle school is a transitional period from childhood to adolescent. Students in junior high will go through several significant physical and emotional changes that will affect their behavior in class. As a result, the main stress factor is dealing with student behavior. Moreover, it is difficult to teach students who cannot follow the lesson well and slow-learning students.

"I feel stress when dealing with students, dealing with stubborn students, slow learners and how to teach students who can't follow the lesson well. Moreover, Rural students' awareness of learning is quite poor."

Being a teacher in Lucas school circumstance can be hard and unfavorable to him. Like Lucas said as follows:

"Sometimes, I think about the condition of the students, because my students are mostly having low motivation. Students who I reprimand for not studying diligently skip class the next day."

The same as Damian's perception, which was

"The pressure when teaching in a classroom, there are some students who disrupt the lesson

plan, the work schedule, and the working hours. There were one or two students who acted irresponsibly. I feel difficult to controlling disruptive student behavior in the classroom.”

Despite the fact that every participant admitted that they have trouble managing students' attitudes. It is a problem for teachers in primary and secondary schools. These include handling disruptive behavior, dealing with slow learners, dealing with stubborn or hard-to-focus children, and dealing with student motivation and engagement. These aspects demonstrate how difficult it may be to teach in different of educational level, where socioeconomic conditions, student characteristics, and developmental stages may all raise teacher stress levels. It emphasizes how crucial it is to give educators the assistance, tools, and chances for professional growth they need to tackle these issues and build environments that are favorable to learning.

Poor working condition (salary, workload and limited resources)

In accord with Agnes perception, the low pay mixed with the difficulty of managing disobedient and uninterested students could lead to an enormous amount of stress.

“I feel stressed as an elementary school teacher. Teacher gets salary unsatisfactory and insufficient to cover daily living costs.”

For rural locations, this problem is much more concerning. Additionally, having to teach classes with limited resources can be a source of stress. Like as Chika said in her interviewed:

“There were times when we had to postpone payments for several months since so many students opted to pay everything late. Although, my dream is to become a teacher, so I am passionate about teaching and love to work in this field. It is not all about money. Teach classes with limited resources or struggling to engage students can be a source of stress.”

Additionally, Lucas has same opinion. According to Lucas, many issues cause stress for teachers in high school such as a heavy workload, low salary, students that have low engagement. Indeed, he seldom receives support from colleagues, and colleagues frequently talk about Lucas behind him.

“I get low salary and had a lot of work. My job

as a teacher but I had to do other things outside of my job desk. I continue to teach here because I feel responsible for the students. Even though, my colleagues talk about me in my back, I do not take it seriously. However, I must admit that I want a better workplace when I graduates from master's degree.”

Opposite with Damian, given that he already works for the government, money is not a significant issue for him.

“.... Too much side work makes me feeling under pressure. The most stressful thing, when you get a side job, get additional assignments, I am not ready to organize learning, it has impact when in class it becomes unplanned learning in class”

Like the statement from Damian above, the main factors of stress are a heavy workload. It is known that additional work in school sometimes interferes with classroom teaching preparation planning. Hereinafter, there are students with bad attitude make the learning tough.

Keeping up with the curriculum and technology

In high school the material of English is more complex and difficult. At this level, English study entails diving into complex literary topics, examining advanced texts, and investigating detailed linguistic patterns. The increased cognitive demands of secondary school English require students' enhanced critical thinking abilities, developed vocabulary, and strengthened comprehension abilities. If as a teacher, Lucas cannot make students' understanding the material which makes him depressed. The moral burden of being a teacher is getting higher.

“...I really care about my students, I want my students succeed in their lesson. Because a lot of learning materials and more complex. Additionally, it is challenging for learners to acclimate to the revised curriculum. It is difficult to provide brainstorming. When it comes to teaching, the moral burden is enormous.”

It is difficult for Damian as a teacher with a background in non-education to keep up with instructional technologies.

“I feel uncomfortable, when students are uncooperative. Keeping up with the ever-changing curriculum and technology can also be a challenge for teachers. I feel monotonous. Even when the lessons are monotonous and

student are bored, learning nevertheless happens in class. And I have to make plans A and B.”

The responses from Lucas and Damian indicate certain of the difficulties English teachers in high schools’ face. Lucas raises worries about pupils finding hard to comprehend difficult content and the moral responsibility of guaranteeing their success. The revised curriculum and higher cognitive demands make teaching at this level more challenging. On the other side, Damian finds it difficult to stay updated with educational technology and develop compelling classes because of his history outside of education.

Main teacher resilience aspects

Teaching is well known that a stressful profession, and resilience is essential for teachers (Aulia, 2022). In line with Yonezawa et al. (2011) defined resilience as the confluence of resilient traits of instructors and environmental supports. In particular, teacher resilience can be recognized as the process of positive adjustment and ongoing development in challenging settings and circumstances. It can be built up from a variety of sources, including individual, situational, and contextual aspects that interact in dynamic ways (Razmjoo & Ayoobiyah, 2019). Based on the interview, there are several aspects are coping mechanism, conducive social network/family relationship and positive personality.

Coping mechanism

Coping mechanisms are strategies and processes that teacher uses to deal with and adapt to difficult or stressful situations. creating a variety of adaptive coping mechanisms (e.g. problem solving, time management, work-life balance maintenance) to manage obstacles in order to maximize adaptive, resilient results (e.g. commitment, job satisfaction, wellness, engagement) (Entesari et al., 2020).

According to Agnes in her interview, dealing with hard circumstances at work can be challenging, but staying calm and seeking a solution is key. To recover from work-related stress, Ms. Agnes employs tactics like as engaging students to play games, leading peer discussions, and even taking vacations for herself. As Agnes stated below:

“When faced with difficult circumstances I try to remain calm and focus on finding a solution, I handle students by inviting them to play games, giving peer-discussion, go back to

teacher office, healing myself by travelling”

Nonetheless, Chika despite the fact that there are so many stressors, she is trying to cope with them. She said that one of deal with difficult circumstances at work:

“The best way is to remain calm, focused, think rationally, and come up with a plan of action. To avoid stress, take breaks and get enough sleep, use activities like games and peer-discussions to engage with students”

To create a favorable learning atmosphere for their children, teachers must remain calm and attentive. Further, Chika thought that interactive activities encourage student involvement and provide an exciting learning atmosphere, which improves student motivation, engagement, and language acquisition. To prevent stress, teachers must emphasize self-care in order to keep up energy and resilience, which can be accomplished by taking frequent breaks and sleep adequately.

Meanwhile, to remain resilient and face obstacles Lucas believes educators may establish a successful classroom atmosphere by encouraging pupils to engage through open conversations and relevant topics.

“I encourage students to talk about teaching material, discussions, and viral topics to make a better impact, and prioritize the main job for double side jobs.

Likewise, to cope with the issue, Damian also talked about his professional life. As he said below:

“It is important to stay calm and professional. Taking a few moments to step back, assess the situation and consider possible solutions can be helpful. It is also important to communicate with the student. Investigating students’ needs, giving different treatment, different learning models with students, observing the characteristics and abilities of students. How students mastering the material. It is important to be open to compromise and to remain flexible. Approaching students with certain method, so students can focus again on the material”

Damian asserted stay calm and professional, and assess the situation. Such as, communicate with the student, investigate their needs, give different treatment, observe their abilities, and be open to compromise and flexibility. Approach students with a certain approach so they can focus

again on the material.

Conducive social network/family relationship

Teachers require a lot of support, and Agnes gets it from her friends, family, and coworkers. When she encounters challenges with her students, she gets assistance from the homeroom teacher. Agnes notes that when children exhibit troublesome behavior, she seeks assistance from the homeroom teacher. Children will pay attention to lessons that are combined with games, activities including discussion, teamwork, and role playing. Moreover, she references her social network as her primary source of support, which includes friends, significant others, and family. She also thinks about seeking assistance and guidance from friends when she runs into challenges at work as a teacher.

“I will tell the homeroom teacher if there are problems with students. My main sources of support are my friends, my boyfriend, and family. If I am having a problem, I typically talk to my friends first to get help and advice”

In line, Chika consultation with the principle, counselors, and senior colleagues gives essential insights and suggestions, generating a sense of support and growth as a professional.

“I counseling teachers, and senior teachers to get advice about students’ attitude. If I and my colleague cannot handle the rebel students, so I called their parents to come to school and discussion about their behavior.”

Meanwhile Lucas stated that individuals' well-being and coping strategies are enhanced by support from parents, a tendency for autonomous problem-solving, talks with animals or oneself, and seeking guidance from greater power. These strategies encourage personal development, self-reflection, and resilience in the face of work-related problems, leading to a more balanced and fulfilled professional life.

“I instilled in myself that whatever my colleagues talk about me, I don't take it seriously. My supporting is my parents; my parents are a stimulus at work. I often talk to animals, especially my pet or talk to myself, and talk to God for peace.”

Damian adds that a network of educators, caring relatives, and religion and prayer create a holistic support system for handling obstacles in

the teaching profession. As he said:

“I have built a network of teachers who I can turn to for advice and support. Additionally, I also have a few close friends outside of work who I can talk to if I need someone to just listen. Finally, I rely on my faith and turn to prayer when I am struggling with a difficult problem.”

Educators could get optimal advantages from people close to them. Additionally, having somebody to talk to could guarantee that teachers get prompt help with any issues they are having in the classroom. As a result, the emotional stress can be discharged and does not build up.

Positive personality

Agnes feel that her ability is suitable for become a teacher and she want to seek an experience through her current work. Like statement Agnes below:

“My main purpose is to be a teacher and to gain valuable experiences. I am very happy when I make a market day practice project involving students selling activities in English class. I'm also proud of my efforts to stay up-to-date in my field and to provide the best instruction I can.”

Agnes' continual efforts to give top-notch training and keep current in her area are on display. Agnes is dedicated to giving her students the greatest education she can. Continue following her interest while having a great influence on the students you educate. Whilst Chika's dream is to become a teacher. She wants to work as a teacher and she love teaching. Thereby, she is not easily upset when their students fail to achieve the target.

“My dream is to become a teacher, so I am passionate about teaching and would like to work in this field. Since I joined the team, my relationship with my school has improved. I was able to earn an A in the accreditation process despite being new to the school and younger than my peers. I was even given the position of vice principal”.

Further, Lucas said that acceptance personal growth amid potential criticism, and prioritizing the primary teaching work. Professional growth and improved teaching techniques may result from this resilient and continual improvement approach. According to Mustofa, (2012) claimed teachers learn from previous work experience and

from various available sources such as courses and upgrading activities.

Also, Lucas passionate to teaching students.

“I graduate in English Education and want to find work experience, there is a lack of job opportunities, so teachers are the main job market. The calling of the soul as a teacher, I like giving teaching and learning.”

With these facts, being a teacher emerges as a viable alternative because it fits with his interest for both teaching and learning. The vocation of the soul to become a teacher displays Lucas's real desire and commitment to teaching and having a good impact on students' lives. According Damian in his interviewed as follow:

“One of the things I am proudest of since I have been teaching in senior high school is watching my students grow and develop into young adults. When we can inspire students to progress and develop. I feel proud because instilling high idealism. For me as a teacher being able to instill honesty in students is a pride. I have seen them mature and take on more responsibility both inside and outside of the classroom. Seeing them succeed and make positive contributions to their school, community, and beyond is incredibly rewarding and gratifying.”

As Damian statement above, it promotes overall well-being, resilience, and professional development, allowing teachers to thrive and make a positive difference in the lives of their pupils. In his reflections of his teaching career, Damian emphasizes the joy and pleasure that come from seeing pupil's progress.

The research results relating to the two main research questions about stress factors and aspects promoting educators' resilience are summarized in this paragraph. It also adds pertinent literature to strengthen and contextualize the findings. Based on these findings, the following explanation is provided to clarify and support the study's conclusions:

Factors of teachers stress

Negative students' behavior

In accordance to the study findings, an assortment of factors could lead to teacher stress. Almost all of the four EFL teachers interviewed by the researcher stated that the main source of stress was negative students' behavior. Accordance Agnes and Chika, they really have a hard time dealing with students. This specific issue

corresponds to Clipa & Boghean (2015 in Diasti, 2021) stated that students negative classroom attitudes frequently caused teachers' stress. Sources of stress can arise from work-related factors such as excessive responsibilities, a culture that emphasizes meeting targets, the behavior of students, and demanding expectations (Brown et al., 2002 in Alqarni, 2021). Furthermore, teachers have a responsibility to provide pupils with class activities that encourage active engagement and activeness (Zuhairi & Mistar, 2023).

The effects of this negative student behavior could influence the emotional teacher when teaching process. In line with Wettstein et al. (2021), the most significant cause of work exit and early retirement, as teachers within the school, is disruptive behavior by pupils in the classroom, which includes actions and responses against the teacher, other students, or the willful disgrace of school rules by students. Further, realizing the various demands of pupils and giving teachers the support and training they require to meet these needs is vital. Implementing measures that improve student behavior management, cater to specific learning styles, and foster a positive and engaging classroom environment requires collaboration between teachers, administrators, and other stakeholders.

Poor working condition (salary, workload and limited resources)

Other stresses that teachers face on a regular basis include limited time for marking, a large quantity of paperwork, an unacceptable salary, and bad working conditions (Halim et al., 2021). Agnes, Lucas and Chika claim that low salary can make stressor for them. Salary might not be an issue for senior teachers who become government servants, but for new teachers with less experience, it is a crucial. On the other hand, Lucas and Damian mentioned that heavy workload or double side job for a teacher make their have not enough to prepare lesson plan or media for teaching. For the consequence, students are not receiving adequate learning. In addition, teachers typically have to take their work home, which cannot be counted as a paid hour (Rizqi, 2017). Contrarily, Fan et al. (2021) claims in his research that teachers all expressed their positive outlook and joy for their work when faced with the intense teaching and non-teaching duty.

Further, accordance to the data of the interview, the environment could potentially contribute to stress. Such as, insufficient instructional resources, facilities, or support from

the government. Especially, limited resources for Chika who is a teacher in rural school. It is the most substantial cause stress. Whereas, prior studies have noted that the EFL teachers strongly believe in the merits of digital technology in language acquisition (Nugroho & Mutiaraningrum, 2020). Teachers faced difficulties due to the lack of resources (D. Agayon et al., 2022). As stated by Chang (2022), it is possible for anyone to encounter stress at work due to various factors such as insufficient time and resources, and pressures from colleagues, superiors, or organizational systems. Poor access to teaching facilities, teaching tools, and trainings will have negative effects on teacher resilience in supporting better learning processes for students in rural area (Ke Lomi & Mbato, 2020). It is understandable that EFL teachers also undergo stressful situations in their line of work.

Keeping up with the curriculum and technology

Surprisingly, Lucas and Damian have reported to be perplexed with the latest developments and quite complex material. Changing the curriculum have greatly influenced teacher stress. Curriculum 2013 (K-13) has tremendously challenged many teachers in one way or another since its introduction several years ago. Highlighting that educators do not fully understand the implementation of scientific approaches in K-13, causing teacher disarray (Apsari, 2018; Halim et al., 2021). Whereas, Fikri et al. (2022) stated that teachers' competency can be used to assess their quality. In fact, several schools have already begun to adapt a new curriculum, known as Curriculum Merdeka.

The difficulties faced by English teachers in high schools are highlighted by the stories that Lucas and Damian described. Lucas shows his worry about the pupils' difficulties comprehending the subject matter, which weighs heavily on him while he works to ensure their success. For Damian, who has no history education in teaching, the constantly evolving curriculum and the requirement to stay current with instructional tools provide extra challenges. As consequences, teachers who are suffering from symptoms of stress put less effort and engagement into class planning (Klusmann, 2016; Wettstein et al., 2021).

Main teacher resilience aspects

Coping mechanism

According with the participants interviewed, most of them are seeking for their own problem solving that are suitable for their pupils' needs.

Furthermore, greater problem-solving skills can help teachers create fresh instructional resources. Another of coping mechanism is doing reflection. Teachers are given time to pause and reflect on their circumstances. Reflection assists educators in finding answers to their own obstacles. Reflection allows educators to look back in order to look forward and predict what could happen in the future (Diasti, 2021). As noted by (Fan et al., 2021), viewing pressures as opportunities encouraged teachers to address issues, engage students, seek assistance, and continue their professional development to increase their ability to teach effectively.

Another way, coping of stress could be do some exercise or sports. To manage stress, teachers need to practice self-care and keep a healthy work-life balance. Their well-being and capacity to handle the demands of their line of work are affected by remain calm, taking breaks, getting enough sleep, and participating in personal hobbies like traveling. In line with Mansfield et al. (2020) that coping mechanisms could improve students' classroom instruction, work satisfaction, and resilience.

Conducive social network/family relationship

Another way, teachers seek cures to students' bad attitude conduct from other teachers. The comments from Agnes, Chika, Lucas, and Damian emphasize how crucial it is to maintain composure, focus, and a solution-oriented attitude when dealing with challenging situations as a teacher. These educators place a strong emphasis on the value of developing a supportive and stimulating learning environment, adopting tactics like games, peer debates, and open dialogue to increase student participation and comprehension. Strong support appears to aid in the building of a less stressful atmosphere at work. Thus, the teacher will benefit the most from their surroundings. When support for educational study and teaching were inadequate, young educators looked for alternatives and built their own networks with others to turn to for help (Fan et al., 2021).

Moreover, when dealing with challenging student conduct, Agnes seeks support from her friends, family, and coworkers as well as from the homeroom teacher. Support from mentors for new teachers, from peers and colleagues, as well as from family and friends, can provide opportunities or limitations for their growth of resilience. strongly and profoundly aid in the enhancement of teachers' resilience (Li et al., 2019). Young teachers need ongoing support from

various sources such as family members, school administrators, parents, and other stakeholders in order to successfully navigate and excel in their particular areas of expertise (Le Cornu, 2013).

Then, Chika consults the principal, counselors, and senior coworkers of the school for advice since she values their viewpoints and recommendations. It indicates that schools have an essential function in teacher resilience. Teachers perceive support from colleagues, school administrators and coordinators, as well as the headmaster, as a significant contribution to their well-being (Halim et al., 2021). As opposed, a non-supportive school administration may encourage "enriched efficacy educators" to leave to a different institution where they feel more at home and where the school's philosophy and practices align with their own (Li et al., 2019).

Lucas highlights the value of parental support, independent problem-solving, self-reflection, and enlisting the help of a higher power as coping mechanisms. Damian points out the value of networking with other teachers, relying on close relationships outside of work, and finding comfort in religion and prayer. Farther, effective communication among teachers and their superiors, peers, and students is crucial in ensuring that the teaching and learning process runs smoothly and efficiently (Sovitriana et al., 2019).

Positive personality

Agnes, Chika, Lucas, and Damian show how passionate, committed, and proud they are of their jobs as teachers. Agnes describes her main objective as a teacher and her dedication to acquiring worthwhile experiences while offering the finest instruction she can. Chika conveys her desire to work as a teacher and her passion for the profession while maintaining her composure even when her students fall short of expectations. Since teaching fits with his desire for both teaching and learning, Lucas is drawn to the profession by his soul's calling. Surprisingly, many educators around the world have been able to keep their passion and dedication to providing supreme teaching despite internal and external demands (Gu & Day, 2007; Li et al., 2019). Moreover, the teacher's teaching style is essential since it can make the class boring or livelier and more entertaining for the pupils (Yunus et al., 2023). Damian emphasizes the fulfilling and pleasant quality of working as a teacher by expressing his satisfaction in seeing his students mature into responsible young adults. Conversely, both a teacher's desire and their capacity to teach are

impacted by the way they have adapted to their professional role (Ainsworth & Oldfield, 2019).

In response to the teacher's narrative, they have an upbeat personality. Teachers' enthusiasm for teaching and pupils has inspired them to become kindhearted people. Based on the finding, the motivation of participants for become teacher is because they love to teaching, even though there are because their parents encourage them. They take it as a career experience. Along the same lines, Ubaidillah et al. (2023) argued that teacher emotion implies a pressing desire to understand how teachers feel when dealing with what they do as teachers. Teachers expressed that support, respect, and appreciation enabled them to accept most of teaching issues, even have low wages (Ghaslani et al., 2023).

CONCLUSION

In this investigation, the aim was to assess, particularly: (1) what are the stress's factor of EFL teachers across educational level? (2) How do EFL teachers across education level maintain their resilience while facing varied of stress in their circumstance? Capturing on the findings and discussion, it is evident that the participant assesses that negative students' behavior, low wage, heavy workload, limited resources and keeping up with the curriculum as stress factors. Despite these obstacles, teachers have shown resilience by using coping mechanisms such as exercise and relaxation techniques, maintaining positive mindsets, and keeping up a social network and family relationships. Further, the study discovered that teachers' levels of stress and resilience differed depending on their educational level, with high school teachers showing higher levels of stress and lower levels of resilience than elementary and middle school educators.

These discoveries point to the need for more support mechanisms for EFL teachers, especially for high school settings and remote schools, in order to minimize stress and strengthen resilience. This could entail strategies like providing additional stress management and coping mechanisms training for teachers, increasing opportunity for peer support and cooperation, and creating stipulations to handle workload and administrative concerns. In nutshell, future study could look at the effectiveness of multiple strategies striving at reducing stress and developing resilience among EFL teachers, as well as how these strategies change among educational levels. In the end, this study would be a fruitful area for further studies that gives significant insights into EFL teacher experiences

and underlines the necessity of managing stress and resilience factors in expanding teacher well-being and, eventually, increasing student education quality.

ACKNOWLEDGEMENTS

The author would like to express her deepest gratitude and appreciation to all those who have supported and contributed to the completion of this study. (e.g. EFL Teachers and university authorities)

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