RESILIENCE OF HIGH SCHOOL ENGLISH LANGUAGE TEACHERS AT AN INTERNATIONAL SCHOOL IN CHINA: THE TEACHERS' VOICES

BY

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Wishing all teachers and classmates success in their work and study, and eternal happiness and health!

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Reseacher

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Abstract

Teachers' resilience is the ability of teachers to overcome difficulites and recover quickly in the face of problems and difficulties, and even to seek development from difficult situations. This study aimed 1) to examine the aspects of resilience of effective high school English language teachers and 2) to explore how they cope with the difficulties and challenges in their jobs. The study adopted a mix-methods approach. By using Krejcie and Morgan formula to calculate the sample size, 30 teachers were selected from a population of 36 high school English language teachers at an international school in China to fill out the questionnaires, while 8 teachers were the semi-structured interviewees. Quantitative data and qualitative data analysis methods (Desctiptive statistics and Litchman's 3 Cs framework) were adopted. Semi-structured interview results indicated that they needed to have pride of being a teacher, creative problem-solving solutions, positive attitude at work and continuous development of their teaching activity through life-long learning as significance to develop teachers' resilience. Recommendations for enhancement of high school English language teachers' resilience are: firstly, the teachers must be aware of the difficulties they face and secondly, schools, peers and family members should find ways to support them.

(Total 83 pages)

Keywords: resilience; high school English language teachers; an international school; life-long learning

Student's Signature………………… Thesis Advisor's Signature……………………….

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Chapter 1

Introduction

This chapter provided background information on the issues that the present study addresses. It covered background of the study, statement of the problem, objectives of the study, research questions, scope of the study, the conceptual framework, the study's significance, limitations, and definition of the key terms.

1.1 Background of the Study

"Teacher" simply means "one who teaches". Thus, this word is closely related to another word "student" which means "one who studies". The teacher and the student clearly indicate the significance of education where the two develop the different roles in acquiring knowledge (Xu, 2010). On the spiritual level, as the engineer of the human soul, teachers' responsibilities are often more important than any other professional workers. Teachers are the disseminators of human ideology and culture, the cultivators of the successors of the motherland, and the shapers of various talents, which have a vital impact on the survival and development of human beings (Zhang, 2019).

Especially in the era of globalization, the role of English has penetrated into education, communication, tourism and economic security, and its importance is self-evident. In order to cultivate more talents who meet international standards and adapt to the development of the global society, China has incorporated English into the key curriculum of education (Chen, 2014). In order to make students better adapt to the new era of constant change and development, the main purpose of the current new curriculum reform for English teachers is to improve students' comprehensive abilities such as language use and English literacy (Zhang, 2022). In fact, the process of teaching subject knowledge by English teachers is a process that allows students to constantly understand foreign culture, cultivate good moral awareness, and improve personal humanistic

quality. Therefore, English teachers must clearly realize that in the process of teaching, they are not only imparting language skills to students, but also imparting knowledge of moral quality, outlook on life and scientific spirit to students (Wu, 2020). At the 2018 National Education Work Conference, Chen Baosheng, Minister of Education, clearly pointed out that "the key to improving the quality of education is to improve the quality of teachers". With the rapid development of the economy, the cultivation of high-quality talents has become the key, and the cultivation of teachers with various outstanding talents has become the top priority (Liang, 2021). The key to national competition is talent, the key to talent training is education, and the quality of education depends on teachers (Shi, 2012). Therefore, improving the quality of teachers and reforming teacher education has become a very urgent issue in all countries, especially the concept of teacher education is gradually being replaced by more accurate and richer concepts of teacher education (Shi, 2001). This substitution reflects the disagreement diagram of understanding and grasping the essence, value and function of "teacher".

Therefore, in the new era, our country attaches importance to whether teachers feel happy in the teaching process, so as to cultivate happy talents for the country and build a happy country (Qiao, 2005). The proportion of education expenditure to household expenditure is also increasing, and people are pursuing higher quality education. International schools have also flourished in the past decade, but they also face many problems that need to be solved in the development process, especially teacher pressure (Meng, 2014). International school teachers face special management and school management systems, and compared to public schools, students and parents have higher and more complex requirements for schools and teachers (Huang, 2013). They feel that the difficulty of work is increasing, the pace of work is accelerating, and the work pressure is constantly increasing. The resulting work problems deserve the attention and research of the entire society (Zhang, 2016).

The society and parents have given international school teachers too much expectations and requirements for this profession, and the image of them is too idealistic. It is reasonable to sacrifice their lives for students. However, they are only a very common profession. They are also people in society. They have their own families and

worries, and they will encounter various problems and setbacks. Under various problems, setbacks and pressures, teachers from international school have various psychological problems, such as job burnout, reduced teaching efficiency, lack of happiness, anxiety, depression and so on (Shi, 2018).

In the face of various setbacks and pressures, some teachers have negative emotions in teaching and even suffer from various psychological diseases, while some teachers can overcome the pressure and even turn the pressure into power, making greater progress in teaching and self-development (Zhu & Li, 2014). In response to this phenomenon, researchers have shifted their focus to the study of "teacher' resilience". Teachers' resilience is the ability of teachers to recover and maintain a good state in the face of potential dangers in order to overcome their own shortcomings or work pressure (Cai, 2015). This ability can help teachers adjust their mentality in time, overcome their shortcomings and various pressures brought by the environment, actively deal with various problems and difficulties, help teachers quickly recover their spirit and strength, adhere to their commitment to teaching or have a sense of professional happiness when they encounter various difficulties and setbacks (Hu, 2018). Research on teachers' resilience can help teachers to adjust and recover themselves in a timely and effective manner under various pressures and challenges (Li, 2014). Therefore, teachers' resilience not only helps teachers solve various psychological problems, but also plays a positive role in teachers' professional development.

Different teachers face different difficulties and challenges. Therefore, this study is based on the subject of English. Based on the conjecture that the characteristics of English teachers' resilience are different and the main influencing factors are different, it studies the characteristics and influencing factors of different English teachers' resilience, and tries to put forward some targeted improvement strategies for English teachers in English teaching and self-development.

1.2 Statement of the Problem

At present, many teachers are under great pressure, mainly from the pressure

of school performance assessment. The greatest pressure of teachers is performance assessment. International schools have very strict performance evaluation requirements compared to public schools. Every international school will use students' performance to assess teachers. This assessment standard is different from school to school, but there are several main data, including the excellence rate, passing rate, progress ranking and so on. The most important thing is that this teaching achievement is linked to the teacher's professional title, bonus, honor, etc (Liu, 2020).

In addition to the pressure of performance assessment, the pressure of professional titles is also one aspect, especially for high school teachers. Because high school is an important connecting point for students' learning. Students and parents have higher demands on teachers, while they want to increase their salaries, but there is no other shortcut except to evaluate their professional titles. But it is not easy for so many teachers in international schools to stand out. It is not only to have good teaching results, but also to have good quality classes, and also to have good subject research and many points of honor. If you cannot do it, the professional titles may not be with you (Li, 2015).

The teachers' mental pressure is so great, and their physical condition is not optimistic. Personally, it is inseparable from the current school management. At present, in order to achieve results, international schools continue to put pressure on teachers and increase their working hours. Like high school, many schools require teachers to work and rest at the same time as students every day, with working hours up to more than ten hours. Even if teachers have no classes, they cannot go home and must be at school. And even if some schools do not pay overtime, teachers must also complete the assigned tasks (Wei, 2018).

Teachers face various difficulties and challenges because the teaching job is demanding for the time and efforts on the part of the teachers. In the changing world with the changing generations of the students, the teachers need to face ongoing challenges which require them to adjust themselves to cope with their jobs. Therefore, this study aimed to examine the aspects of resilience of effective high school English

teachers and explore how they coped with the difficulties and challenges in their jobs.

1.3 Research Objectives

The study aimed to:

1) Examine the aspects of resilience of high school English language teachers

2) Explore how they cope with the difficulties and challenges in their jobs

1.4 Research Questions

The questions for the study are as follows:

1) What are the aspects of resilience of high school English language teachers?

2) How they cope with the difficulties and challenges in their jobs?

1.5 Conceptual Framework

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┌────────────────────────┐          ┌──────────────────┐
│ High    School  English│─────────▶│    Resilience    │
│ Language Teachers      │          │                  │
└────────────────────────┘          └──────────────────┘
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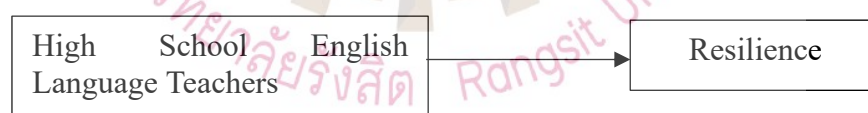
Figure 1.1 Conceptual Framework of the Study

1.6 Significance of the Study

This study was of great significance in these aspects:

1) Provided new ideas for solving various psychological problems of teachers.

Due to the particularity of the profession of teachers, teachers were prone to

various psychological problems, such as job burnout, in the long-term, complex and high-pressure work, which bought great harm to teachers' physical and mental health. Teachers' resilience was a kind of ability or quality that teachers can quickly recover and realize self-development in the face of various adversity. This ability can help teachers overcome their own shortcomings and environmental pressure, make self-adjustment and self-recovery in time, regain the sense of professional happiness, and transform the pressure into the power of self-development.

2) Helped teachers achieve professional development.

Teachers should not only improve their teaching skills and abilities, but also pay attention to their psychological conditions on the way to achieve their own professional development. In the past 20 or 30 years, the main topic of the research on teachers' professional development has been to explore the pressure faced by teachers, job burnout and the reasons for leaving. These studies have revealed why teachers gradually lose their enthusiasm for teaching, leading to the stagnation of professional development and even leaving. However, they did not pay attention to why some teachers can maintain the continuous enthusiasm and development momentum of teaching in the face of pressure and challenges. The research of teachers' resilience can help teachers solve various psychological problems and achieve professional development at the same time.

3) Brought positive influence to students.

The research on teachers' resilience not only helped teachers adjust their psychological state in time, but also has a positive impact on students. Education is not only the teaching of knowledge but also the healthy growth of students physically and mentally. The psychological health of teachers has an extremely important impact on the healthy growth of students' psychology. The improvement of teachers' psychological resilience helps teachers recover and adjust in time when facing adversity. Therefore, reduce the psychological burden of teachers, improve the level of mental health, and put into work in a more positive psychological state. Teachers actively carry out teaching

work was also mobilize students' enthusiasm for learning.

1.7 Limitations of the Study

The scope of the study is very small. It only studies the situation of English language teachers from only one international school in China. And resilience of English language teachers in this study cannot represent the whole situation of English language teachers in China.

1.8 Definitions of Terms

The following key terms are adopted in this study.

Resilience

It refers to the ability of high school English language teachers to overcome difficulties and recover quickly in the face of problems and difficulties, and even to seek development from difficult situations. In this study, there are four aspects of resilience of high school English language teachers: spiritual influences, personal competences, peer support and family cohesion.

High School English Language Teachers

It refers to 36 English language teachers from Dongcheng Bilingual Experimental School (High School) in this study. High school English teachers in this school mainly cultivate students' reading and writing abilities and language proficiency.

An International School in China

It refers to Dongcheng Bilingual Experimental School (High School) in this study. And this is a high-quality international school integrating primary school, junior high school and senior high school. It has always implemented the student-centered teaching concept, emphasizing that the focus of teaching activities should be guided from teachers to students, and students' thoughts, feelings, experiences and behaviors should be regarded as the main body of teaching, giving students full space for free

learning, giving full play to students' subjective initiative, and mobilizing students' learning interest and enthusiasm learning thinking and learning development

Chapter 2

Literature Review

This literature review chapter first presented three areas: traits (the personal qualities or characteristics namely 1) patience, 2) creativity, 3) communication and 4) empathy), professionalism (teachers' professional qualities namely 1) the development of teachers' content knowledge and 2) the proficiency of teachers' teaching skills such as their communication skills, classroom management and ability for using technology) and resilience (the ability of high school senior teachers to overcome difficulties and recover quickly in the face of problems and difficulties, and even to seek development from difficult situations). Then, the chapter discussed related theories supporting teachers' traits, professionalism and resilience to be followed by related research about teachers' traits, professionalism and resilience. Finally, there was a summary about this chapter.

2.1 Characteristics of a Good English Language Teacher

To be a good English language teacher, a person is required to have certain specific skills, especially those related to teaching. The following table indicates what has been found by ten studies in the area.

Table 2.1 Characteristics of a Good English Language Teacher

No.	Researcher/Year	Research Title	Teacher Characteristics
1	Arikan, Taser & Sarac-Suzer (2008)	The Effective English language Teacher from the Perspectives of Turkish Preparatory School Students	An effective teacher is a friendly, young, enthusiastic, creative and humorous person. He or she should be a native speaker of Turkish but fluent in English and with correct English pronunciation.

Table 2.1 Characteristics of a Good English Language Teacher（Cont.）

No.	Researcher/Year	Research Title	Teacher Characteristics
2	Chayanuvat (2009)	English Learning Experiences of Students Enrolled at a Thai University: A Case Study	Desirable general warm human qualities such as caring and nurturing, specific personal characteristics accommodating presentation and performance skills, sufficient content knowledge and effective teaching strategies.
3	Kadha (2009)	What Makes a Good English Language Teacher? "Teachers' Perceptions and Students' Conceptions"	Preparation and presentation of materials, planning a lesson making it interesting, stating its objectives. motivating students and analyzing their needs
4	Al-Magtri and Thabet (2013)	The Qualities of the Good English Teacher as Perceived by Saudi and Yemeni College Students of English Qualities	Under the socio-affective category are that the good English teacher is patient, relaxed, good-tempered, fair, helpful encouraging, respectful, kind, loving and care.
5	Zhong (2015)	National Standard for Undergraduate Teaching Quality of English Majors	Take teacher development as the first priority, improve the teaching quality of professional teachers, strengthen the humanistic and cultural quality of English professional teachers.

Table 2.1 Characteristics of a Good English Language Teacher（Cont.）

No.	Researcher/Year	Research Title	Teacher Characteristics
6	Chen (2017)	A Comparative Study of Chinese-speaking and English-speaking EFL Teachers' Questioning Behaviors	Teachers are encouraged to propose reference questions in English classes if possible; Adopting question strategies in a flexible way will assist students to answer questions; Enough waiting time is suggested to set aside for students; Praises with comments or follow-up questions are encouraged.
7	Sulasmi (2017)	Good English Teacher Characteristics as Perceived by the Seventh Semester Students of English Education Department, Univeritas Muhammadyah Surakarta	Their perceptions of good English teacher characteristics are related technical knowledge of mastering the four skills (listening, speaking, reading and writing), grammar, vocabulary, clear pronunciation, explaining material clearly and managing time Pedagogical skills are managing classrooms well, motivating students, giving optimal feedback, using interesting and variety media and variety techniques. In addition, individual qualities such as patience, honesty, discipline, responsibility and good figure.
8	Liu (2019)	The Investigation Research on the English Teachers' Qualities from the Perspectives of Secondary School Students	Through the five aspects of English teaching resources, English teacher resources, English curriculum construction and English curriculum quality management, improve students' satisfaction with correct evaluation of English teaching instruction and ensure good teaching quality.

Table 2.1 Characteristics of a Good English Language Teacher（Cont.）

No.	Researcher/Year	Research Title	Teacher Characteristics
9	Pang & Zhao (2019)	A Case Study of Discourse Analysis for Excellent College English Teachers	College English teachers' theoretical accomplishment, language ability and teaching practice level are the premise and foundation of improving college English classroom teaching quality.
10	Wichadee (n.d.) (2020)	Characteristics of Effective English Language Teachers: The Perspectives of Bangkok University Students	Students placed an importance on overall characteristics at a high level and highest level to organization and communication skills. From the interviewed data, students considered being well-prepared the most important.

In summary, there are many aspects that many good teachers must have their individual characteristics, the teaching abilities beginning from the choice of pedagogy, subject knowledge and necessary skills for teaching as well as their strengths and weaknesses. Therefore, this part lays the foundation for the study of teachers' resilience, so that the findings from this study will be useful for the schools or universities when they make their choices for teacher recruitment.

2.2 Resilience

2.2.1 Definition of Resilience

The term "resilience" originates from the English word "resilience" in the definition of psychology. The meaning of "resilience" refers to the phenomenon that when individuals face adversity, difficulties and problems, their psychology is not damaged, and they can even seek further development from it (Lin, 2014). The word "resilience" comes from the Latin word "resilience", which means "jump fixation". The research on resilience first began with the research on children and adolescents.

Researchers use the word "resilience" to describe three situations that children and adolescents will encounter: first, some adolescents can achieve better development results despite encountering some conditions that bring more risk factors to their own development; second, some adolescents can even be under pressure, and it can also make their own abilities develop continuously; third, some teenagers can recover from the trauma (Werner, 1995).

Xi and Sang (2006) were the first Chinese scholars to translate into resilience, because the foreign website project resilience is based on a spring, which means that it is elastic and retractable, indicating that the individual's psychological state is in a flexible state, with elasticity, contraction and stretch. Therefore, Xi and Sang (2006) believed that the translation of the word into resilience was the most appropriate.

As for the definition of resilience, there is no unified concept among different scholars. The most representative way of induction in the existing literature is to summarize the definition of resilience into the following four categories: results-based definition, capability-based definition, process-based definition and comprehensive definition.

Consequential definition defines resilience from the perspective of individual psychological development results. Researchers believe that resilience is the result of individual psychological development. Paul Karoly and Linda S. Ruehlman (2006) believed that psychological resilience refers to the development results that can successfully adapt to the severe and often debilitating adversity or life stress. Lin (2014), a Chinese scholar, believes that psychological resilience refers to the relatively good psychological development results of individuals when facing difficulties, coping with pressure or trauma. The definition of resilience adopted in this study is the result definition, which is determined by the results of individual psychological development.

The definition of competence defines resilience from the perspective of individual's psychological development ability, and regards resilience as the ability or quality of individual's psychological development, which is an individual's

characteristic (Lin, 2014). Masten and Coatsworth (1998) believe that there are multiple definitions of the meaning of resilience, which generally means that individuals are in some major and challenging environments, trying to adapt to and seek self-development ability. An important criterion for defining the outcome of individual psychological development is whether a child can have some special factors to help him overcome difficulties and even develop his ability when encountering difficulties and adversity. Davidson(2010) believes that resilience refers to the ability of individuals to maintain positive emotions and happiness at their height level when they encounter major difficulties, problems or adversity.

According to the process definition, resilience is a dynamic process of development and change. Gwyther and Robert (2011) in "Resilience in Aging" believe that resilience is a kind of behavior that will consider and give priority to those who can promote satisfaction in a specific developmental, physical, emotional and spiritual situation, the development of ideas and emotions. The American Psychological Association Help Center (2002) proposed that "resilience is a good process in the face of adversity, trauma, tragedy, willis, or major stressors, such as family and marital problems, serious health problems, or work and economic stressors. It means being able to bounce back from difficult experiences."

Comprehensive definition defines resilience by integrating the results, abilities and processes of resilience development. For example, Michael (1993) believes that, 'resilience is a kind of ability that can protect children from adversity, stress and other injuries. But not all people's resilience is at the same level, and no one can fully possess this ability. Some people's resilience is higher than others, while others are lower than others. Resilience is a personality characteristic that can be applied to all dangerous environments. Some developmental changes will affect resilience has an impact. Resilience refers to the ability of an individual to bounce back quickly in the face of adversity through the interaction between some internal and external factors of the individual. These factors can successfully interact with each other, although they can also operate abnormally in the face of major pressure and adversity (Kathleen & Janyce, 2004).

Based on the above definitions of resilience, the concept of resilience can be understood from the following aspects:

Resilience is a kind of ability, trait and character that an individual has. This ability, trait and character can be continuously developed or even improved under certain conditions or by certain means.

The condition of resilience is that the various pressures, setbacks or adversity that individuals encounter in their study, work and life have a certain impact on their physical and mental development.

The result of the development of resilience is that individuals can quickly overcome, recover and successfully cope with various negative impacts.

Therefore, the level of individual resilience can be judged according to whether the individual can adjust and recover quickly when encountering pressure and frustration from all parties in his study, work and life.

2.2.2 Definition of Teachers' Resilience

There are also many studies on resilience in the academic circle. Most of them are about the resilience of teenagers, and relatively few about the resilience of teachers.

Patterson and Abbott (2004) defined teacher resilience as the ability of teachers to effectively use school resources to achieve teaching objectives in the face of adverse conditions. Teachers with individual characteristics of resilience are more likely to persist in adverse conditions, adapt to changes and are less likely to consider leaving. They have a higher sense of efficacy, utility, achievement and humor, more purposeful career planning, self-insight, professional freedom, specialized agencies and coping strategies, which have been proved to be very important. Brunetti (2006) defined teachers' resilience as a kind of personal character and quality, which enables teachers to stick to their commitment to teaching and teaching practice in the face of challenging environments and repeated setbacks, based on the research and summary of existing relevant literature. Although different researchers have different definitions of teachers'

resilience, these definitions contain two indispensable conditions: teachers should be in a challenging pressure environment for teachers' development; teachers can adapt to the changing environment, achieve success in teaching or develop their abilities in all aspects.

There are few studies on teachers' resilience in China. Teachers' resilience is under the concept of resilience, or it is to combine resilience with a specific group. Therefore, some of the existing documents do not have a specific definition of teachers' resilience, and the concept of resilience is combined with the definition of teachers' group. As Fang (2015) said, combining these definitions, each type of definition of teacher's resilience is defined by two essential conditions: teachers themselves are in adverse conditions or under negative influence; in adverse conditions or negative influence, teachers can quickly adapt to their own psychological adjustment, and get corresponding development in teaching, ability and other aspects.

2.2.3 A Study on the Influencing Factors of Teachers' Resilience

Experts and scholars in China and foreign countries have done a lot of research on the influencing factors of teachers' resilience. According to the article "Teacher Resiliency: A Key to Career Longevity", Becky (2002), on the basis of in-depth interviews with 12 pre-service teachers, attributed the factors affecting teachers' resilience to important interpersonal relationships, professional efficacy and professional skills, personal achievement and a sense of silence. In "Resilience: What We Have Learned", Benard (2005) summed up the influencing factors of teachers' resilience as social efficacy, problem-solving ability, teachers' autonomy and teachers' sense of mission. Beltman and Mansfield (2011) sorted out 6 internal protective factors: individual characteristics, high self-efficacy, problem-solving ability, teachers' teaching level, teachers' professional reflection on themselves, self-interest, etc. There are six external protective factors: the support of the school leadership, the support of tutors, the support of peers and colleagues, the support of students to teachers, the entry plan to take care of teachers' individual needs, and the support of family and friends. The six external protective factors can be summed up in three aspects: family support, school support and community support.

In the study of Zhang and Wang (2016), 625 preschool teachers in Guiyang City who participated in the study were tested with the Adult Resilience Scale, Achievement Motivation Scale, Self-rating Anxiety Scale and Self-rating Depression Scale. The results showed that there was a significant correlation between resilience and achievement motivation and its dimensions, as well as psychological depression, and a significant negative correlation with failure avoidance motivation and depression.

In the article "The Concept, Measurement and Influencing Factors of Teachers' Resilience", Cao (2015) summed up the factors affecting teachers' resilience as follows: first, demographic variables. Marriage, age, length of service, professional title, position and gender all have different effects on teachers' resilience: second, individual internal factors, professional ability (mainly refers to professional ability), teachers' classroom practical ability (such as humor, expectation, adaptability, ability to get along with students), professional goals or personal values, and relaxation and stress reduction strategies. Individual characteristics (such as tenacity, optimism, sense of humor, etc.), self-efficacy (such as self-confidence, internal control attribution, competence, etc.), coping skills (such as high-level interpersonal skills, proactive problem-solving skills, etc.), teaching skills (such as understanding students, high expectations, creativity, etc.), career reflection and growth (such as career ambition, self-analysis, etc.) and self-care (such as being responsible for your own health, important support relationships, etc.); third, external environmental factors. External environmental factors mainly refer to the influencing factors from the teaching environment, such as school leadership support, interpersonal trust, teaching policies and incentives.

Li and Wu (2014) attributed the factors affecting teachers' resilience to the dynamic impact of various factors of individuals and environment in "improving teachers' resilience: the impact of school working conditions and interpersonal trust". These factors are mainly reflected in: first, individual protective factors, including teachers' personality qualities such as enthusiasm, optimism, persistence, positive attitude, emotional intelligence, etc., self-efficacy, internal moral sense, coping skills, teaching ability, professional reflection and growth, etc.; second, individual challenging factors, including lack of self-confidence and rarely seeking help, These factors will

negatively affect the courage and resilience of teachers in the face of pressure: second, the protective factors in the working environment of teachers, including the support of school leaders, adequate school resources and facilities, mentoring, trust and support of school colleagues, harmonious teacher-student relationship, support of family and friends, etc.; fourth, the challenging factors in the working environment, including lack of resources, lack of leadership support Tense interpersonal relationships, heavy workload, lack of time, non-teaching activities, lack of support for professional development, etc.

Chen (2014) summarized the factors affecting teachers' resilience into the following parts in the Current Situation of Teachers' Resilience Research:

Table 2.2 Factors Affecting Teachers' Resilience

	Protection Factors	Risk Factors
Individual (Internal)	Teachers' personality quality, such as enthusiasm, optimism, persistence, positive attitude, emotional intelligence, etc., sense of self effect, internal moral induction, skills, teaching ability, professional reflection and growth, etc.	Lack of self-confidence and lack of help affect teachers' courage and resilience in the face of pressure.
Environment (External)	Support from school leaders, sufficient school resources and facilities, mentoring, trust and support from school colleagues, harmonious relationship between teachers and students, support from family and friends, etc.	Lack of resources, leadership support, interpersonal tension, heavy workload, lack of time, non-teaching activities, lack of support for professional development, etc.

There is no specific research on the resilience of novice teachers in the existing research, but in the research on the resilience level of teachers, the teaching age has a

great impact on the resilience level of teachers. For example, Ou, Pan and Zhang (2016) investigated 1018 rural primary and secondary school teachers and kindergarten teachers with the method of questionnaire in the "Research on the Current Situation and Characteristics of Rural Teachers' Resilience". The results show that the rural teachers' resilience is at a high level. The rural teachers' resilience has significant differences in gender, age, teaching age, teaching grade and position; there is no significant difference in the marital status of rural teachers' resilience; however, emotional stability factors have significant differences in marital status. Liu (2020), in her master's thesis "Measurement and Related Research on the Resilience of Middle School Teachers", analyzed the basic situation of the resilience of middle school teachers, and found that there were significant differences in the resilience of teachers of different teaching ages. In terms of the total score of resilience, teachers with 1-3 years of teaching experience have the lowest level of resilience, which is significantly lower than teachers with 10-14 years of teaching experience, teachers with 10-14 years of teaching experience are significantly lower than teachers with 20-24 years of teaching experience, and teachers with 20-24 years of teaching experience have the highest level of resilience, which is significantly different from teachers with 15 years of teaching experience. In addition, the professional title also has a greater impact on teachers' resilience. The higher the professional title, the higher the recognition of teachers' profession, and the higher the level of resilience. Lei (2013), a graduate student of Zhejiang Normal University, also found that in her master's thesis, "Using one-way ANOVA", we compared the total questionnaire and dimensions of psychological rigidity of primary and secondary school teachers of different teaching ages, and explored the impact of teaching age on the resilience of primary and secondary school teachers. From the table, we can see that there are significant differences in the interpersonal dimension of primary and secondary school teachers of different teaching ages. The post-test shows that in the interpersonal dimension, the scores of teachers of 11-15 years of teaching age are significantly higher than those of 0-5 years, 6-10 years, 15 years Teachers with more than 15 years of teaching experience scored significantly higher. Teachers with teaching experience of 5 years and 6-10 years. The results of Luo's (20140 research on the resilience of preschool teachers in Haikou show that there is a significant difference between the working ability of married teachers and unmarried teachers, and the working ability level of

married teachers is significantly higher than that of unmarried teachers. In addition, although there is no significant difference between the two in the dimensions of work motivation, emotional regulation and social support, the average value of married teachers is higher than that of unmarried teachers, that is, the overall resilience of married teachers is better than that of unmarried teachers. In Ou's (2016) research on the resilience of rural teachers, it was also confirmed that the emotional control ability of married teachers was significantly higher than that of unmarried teachers.

Jia (2021) found that there is no significant difference in the impact of educational background on preschool teachers' resilience and various dimensions when he studied preschool teachers' resilience. Liu (2020) also found that there is no significant difference between educational background and subject variables in the overall level of resilience of middle school teachers after investigating and studying teachers with different degrees and disciplines in his master's thesis.

Therefore, on the basis of summarizing the existing literature and combining with the framework theory of Copperfer's resilience, this study divides the factors that affect teachers' resilience into environmental characteristics and personality characteristics. It is found that the environmental characteristics mainly include: family, school, friends, colleagues, leaders, students' parents and society; The characteristics of individual resilience mainly include: personal ability, sense of efficacy, and teacher belief. Whether there are differences in the characteristics of psychological resilience of teachers of different teaching ages, and what are the factors that affect the resilience of teachers at different stages, and whether they have the same impact on teachers at different stages, the research on these issues in the existing literature is still lacking.

2.2.4 Research on Methods of Improving Teachers' Resilience

With the increasing emphasis on teachers' resilience in China, more and more researchers have put forward their own views on how to improve teachers' resilience. Summing up the existing literature, it is found that most of these methods are studied from a macro perspective.

Zhang (2019) put forward in his article, "to improve the resilience of teachers,

we should correctly understand the pressure and difficulties, and form a positive attitude and evaluation: a work group that can provide effective support, a harmonious campus atmosphere that can give teachers a sense of belonging, a work group that can provide effective support, and a harmonious campus atmosphere that can give teachers a sense of belonging."

Li and Wu (2014) put forward in the article, "we should improve teachers' resilience in mutual trust and open interpersonal relationships, and teachers can effectively cope with challenging environments through the support of school interpersonal relationships."

Although many existing literatures have put forward their own suggestions on how to improve teachers' resilience, it seems that there is no systematic and standardized research on the promotion strategies of teachers' resilience. Different teachers have different problems and challenges to be solved, and their resilience characteristics are also different. Therefore, for different teachers, more targeted and practical promotion strategies are needed, rather than strategies in general.

2.3 Related Research

With the help of the concept of resilience, researchers applied it to individual psychological development scenarios to study the structure and mechanism of resilience.

2.3.1 Related Research on the Structure of Resilience

In addition to its definition and influencing factors, the research on resilience is mainly about the structure of resilience and its model construction. The research on structure helps to understand the composition of resilience in depth.

The structure of resilience refers to individual risk factors and protective factors. These factors can be either the external factors of the individual, that is, the support that the individual obtains from the external environment (such as the support of family, society, etc.), or the internal factors of the individual, that is, the characteristics that the

individual has, such as personal efficacy, personality, personal skills, etc (Liu, 2014). Protective factors and risk factors are a pair of concepts corresponding to each other. The factors that are helpful to psychological development obtained by individuals from the external environment and internal characteristics are protective factors, and vice versa are risk factors.

1) Risk Factors

According to Lin's (2014) "Psychoelasticity", risk factors refer to early researchers divided them into two categories: genetic or genetic factors and environmental factors. Herein, genetic or genetic factors refer to temperament and personality (such as neuroticism and anti-social personality) formed by genetic or genetic influence Impulsiveness, low IQ, etc.: Environmental factors refer to the influence of parents' incorrect parenting style, broken families, socio-economic factors, bad companions, schools and communities, etc.

When Beltman, Mansfield and Anne (2011) studied the structure of teachers' resilience, they believed that risk factors were a common threat in some unfavorable or challenging situations. A large number of studies have shown that teachers' pressure, teachers' retention, teachers' loss and other factors will bring challenges to teachers. Risk factors include individual risk factors and environmental risk factors. Individual risk factors include negative self-belief or lack of self-confidence; difficulties in seeking help; and conflicts between personal confidence and the practice used. Environmental risk factors include pre-service training program, family, school or classroom and occupational work.

Therefore, risk factors can be seen everywhere and can be encountered anytime and anywhere. In the same environment, some people will be depressed when they encounter setbacks, while others will be more and more brave. What makes these individuals stand out from the risk factors? It is those protective factors that are at work.

2) Protective Factors

At present, the definition of protective factors is relatively uniform: in the formation and development of resilience, internal and external protective factors play a key intermediary role. Ask protective factors to reduce the negative impact of risk factors on individuals. Zeng (2013) has comprehensively summarized the protective factors of children, and he called these protective factors elastic variables. The summary is as follows:

Table 2.3 Children's Elastic Variables

Individual Factors of Children	Family Factors	Factors Outside the Family
Average intelligence level, good temperament in infancy, high social skills, age (small), gender (female before adolescence, male during adolescence), empathy, internal control point, attractiveness, planning ability, self-definition of elasticity, cognitive-emotional processing of experience.	Harmonious relationship between parents. The family is in good financial condition. Enthusiastic and supportive parents. Good parenting style. Good parent-child relationship.	Social support network (relatives, social groups, material and emotional support of the country, the number of children who take care of them), successful school experience.

Individual factors refer to the idiosyncratic factors that can help individuals overcome adversity and develop actively. Because foreign researchers have found that children's average intelligence level, good temperament in infancy, high social skills, age, sex, feelings of empathy, internal control points, attractiveness, planning ability, self-definition of flexibility, and cognitive and emotional processing of experience are the main factors that affect children's development of flexibility within individuals. Harmonious parental relationship, good family economic status, enthusiastic and

supportive parents, good parenting style and good parent-child relationship are the family factors that affect children's elastic development. Social support networks (relatives, social groups, material and emotional support of the country, etc.) and successful school experience are factors outside the family that affect children's flexible development (Zhang, 2015).

2.3.2 Related Research on the Model Construction of the Mechanism of Resilience

Zhang (2015) believes that the so-called mechanism of resilience is to clarify the ways in which protective factors have a positive impact on children's development in the development of resilience. There are many studies on the mechanism of resilience, and here only a few typical ones are summarized.

In 1984, Gannezy et al. proposed three theoretical models: compensation model, challenge model and condition model. In the compensation model, the model considers that protective factors and risk factors are independent of each other, and they do not work with each other. However, under the joint action of protective factors and risk factors, they jointly affect the development of individuals. If there are more protective factors than risk factors in the process of individual development, it can play a compensation role for the positive development results of individuals. By analyzing the relationship between risk factors and individual development results, the challenge model divides risk factors into three levels: low, medium and high. Both high-and-low level risk factors will lead to negative development results. Only medium level risk factors correspond to positive development results. In the conditional model, protective factors play a regulatory role between risk factors and negative development results, and can regulate or reduce the factors that risk factors have a negative impact on development results. In the process of individual psychological development, some risk factors will play a role and bring negative development results. However, with protective factors playing a regulatory role, the impact of risk factors can be reduced and the individual psychological development can be protected.

Rutter (1990), four mechanisms of resilience were proposed: slowing down the

impact of risk factors, slowing down the chain reaction, promoting individuals' sense of efficacy and self-respect, and looking for opportunities. The details are as follows:

1) Slowing down the impact of risk factors.

When individuals encounter risk factors, they can reduce or even avoid the harm caused by risk factors by changing their own perception of the risk factors. Or the body can reduce the harm of risk factors by avoiding contact with these risk factors. You can also let individuals adapt to situations with relatively less risks first, so that when they encounter dangerous factors that will cause greater harm, they can avoid the harm they cause. In fact, this is also a kind of compensation or offset.

2) Slowing down the chain reaction.

If the risk factors encountered by individuals are long-term, they will bring long-term chain reaction to individuals, which can be mitigated by providing some protective factors. For example, because they are often cared for and cared for by teachers and classmates, left-behind children can be protected from long-term absence of their parents.

3) Promoting individuals to gain self-efficacy and self-respect.

The influence of protective factors on the development of individual resilience can be achieved through the improvement of self-esteem and self-efficacy. When an individual is affected by some dangerous factors, if the outside world can provide him with some conditions to gain a sense of self-efficacy and feel that he is respected, he can improve his psychological resilience and help him overcome the influence of dangerous factors.

4) Looking for opportunities.

Under the cross influence of risk factors and protective factors, individuals can

find opportunities and resources for their development and develop from them.

Kumpfer (1999) has formed its own resilience framework based on previous studies. Kumpfer's resilience framework is composed of the following contents: C a) existing environmental characteristics (including risk and protective factors): C b) individual resilience characteristics: C c) individual resilience characteristics play a role in it when it is affected by environmental characteristics, and bring about resilience reorganization or maladaptation reorganization. As shown in the figure below,
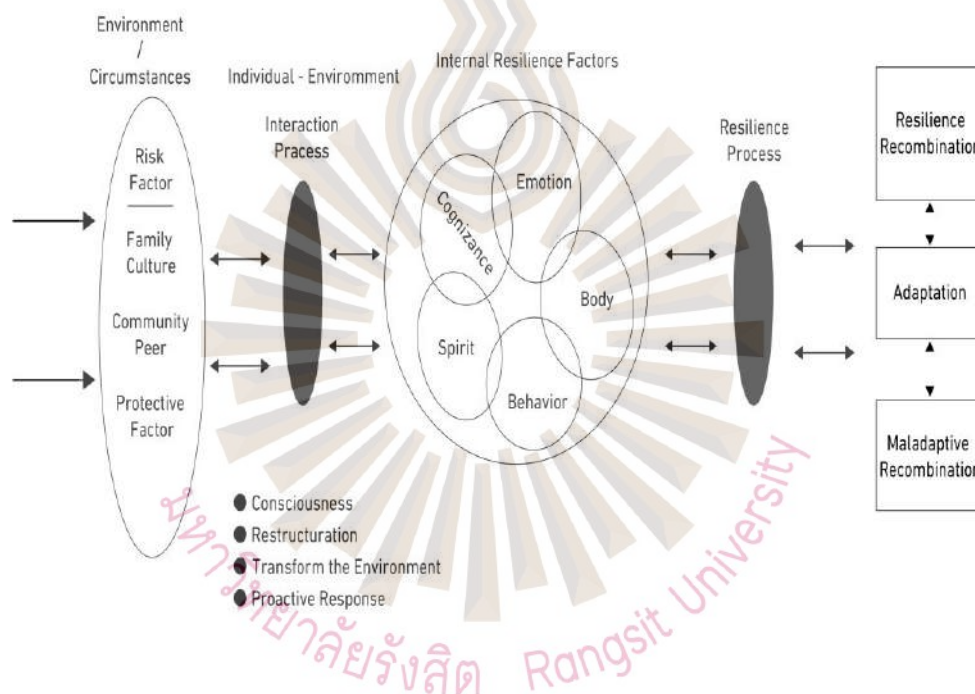
Figure 2.1 Consciousness, Restructuration, Transform the Environment and
Proactive Response

In this framework, the first ellipse indicates that when an individual is facing pressure sources or challenges, the risk factors and protective factors in the environment will interact with each other, and the protective factors can buffer the risk factors. Generally speaking, the individual can adapt well under one or two risk factors, but if there are more than two, the buffering effect of individual protective factors will be reduced, and individuals will be more vulnerable to the harm of risk factors, and bring bad results. However, if protective factors increase, the negative impact of risk factors

can also be effectively reduced. The second ellipse represents the process of interaction between the individual's internal resilience and external environmental characteristics. In this process, the individual can choose and change the external environment through his own personality characteristics. The individual can choose to be affected by what environment or not. The process of interaction between the risk factors and protective factors in the external environment characteristics and the individual's internal resilience characteristics leads to the process or result of psychological resilience.

The rightmost part of the resilience framework shows three possible results caused by the resilience process: resilience restructuring, which means that individuals can become stronger and reach a higher level of resilience after the interaction between the individual's internal resilience characteristics and external environmental characteristics: dynamic balance restructuring (i.e. adaptation), which means that the individual's resilience characteristics are in the process of interacting with environmental characteristics, protective factors take effect, making individuals recover to the state before the occurrence of risk factors; the reorganization of maladaptation refers to that in the process of interaction between individual resilience and environmental characteristics, protective factors cannot overcome the influence of risk factors, so that the level of individual psychological resilience stagnates in a very low state (Ma & Sang & Hong, 2018).

The research on the mechanism of resilience has deeply revealed how resilience plays a role in individual psychology, which can effectively help researchers to conduct in-depth research on resilience. In this study, we used the framework of Kumpfer's resilience to study the influencing factors of teachers' resilience.

2.3.3 Related Research on the Correlation Between Resilience and Other Factors

In addition to the research on the structure of resilience and the model construction of the mechanism of resilience, researchers also focus on the research of resilience and other factors.

The first is about the research of resilience and job burnout. Fang (2016)

studied the relationship between job burnout, resilience and subjective well-being of urban primary and secondary school teachers by using the Job Burnout Scale (MBI), Psychological Resilience Scale (CD-RISC), Subjective Well-being Scale (GWB) and SPSS software through a questionnaire survey of 276 urban primary and secondary school teachers. The study found that there is a negative correlation between job burnout and psychological resilience, that is, teachers with high psychological resilience are not prone to job burnout, while teachers with low psychological resilience are more prone to job burnout. Peng (2016) found that there was a significant negative correlation between resilience and job burnout of English teachers in independent colleges after conducting a questionnaire survey on 100 English teachers in three independent colleges in Hubei Province. The improvement of teachers' resilience can reduce the occurrence of job burnout to a certain extent.

There are also many studies on the relationship between resilience and job burnout in the medical field. Wang and Yang (2015) conducted a questionnaire survey and data analysis on 218 in-service nurses in Grade III and Grade A hospitals, and found that there was a significant correlation between nurses' resilience, job burnout and turnover intention. The improvement of psychological resilience can reduce the occurrence of job burnout. Wei and He (2016) used cluster random method to investigate 600 clinical nurses with resilience questionnaire and job burnout scale, and analyzed with multiple linear regression to draw the conclusion that resilience has a greater impact on job burnout of clinical nurses, and good resilience is more likely to have a stronger ability to resist pressure, and more likely to experience a lower level of job burnout.

In addition, researchers have also studied the relationship between resilience and social support. Jia's (2021) research also concluded that there is a significant correlation between social support and resilience, and the improvement of social support level can help improve the resilience level of preschool teachers. Meng (2013) found that the resilience of prison police is positively correlated with general self-efficacy and social support through questionnaire survey. The increase of self-efficacy and social support can improve the level of psychological resilience.

The improvement of resilience can reduce the probability of job burnout to a certain extent, and the increase of self-efficacy and social support can improve the level of resilience. Research on resilience and other factors can help us understand resilience more comprehensively and solve various problems with the help of resilience.

2.4 Summary

Due to the different main problems faced by different teachers, their psychological state, psychological problems to be solved and solutions are also different. By studying the resilience of different teachers, we can more clearly understand the characteristics of resilience of teachers at different stages, the main factors that affect resilience and the strategies that can be used to improve resilience. Based on the existing literature, this paper interviews different teachers, studies the characteristics of different teachers' resilience, and finds out effective ways to improve resilience, so as to achieve better comprehensive development of teachers.

Chapter 3

Research Methodology

The purpose of this study was to explore resilience of high English language teachers. A systematic research plan was described in this chapter to ensure the accuracy and completeness of the research plan. The researcher discussed the research topic, research design, research instruments, validity and reliability, data collection procedures, and analysis of research data, and ethical considerations in this chapter.

3.1 Research Design

The mixed-method was used in this study. Quantitative and qualitative research approach were adopted using the questionnaire and semi-structured interview. The study collected both quantitative and qualitative data. The main purpose of the questionnaire survey was to explore the resilience of effective high school English language teachers and how they cope with difficulties and challenges in their jobs. To supplement the limitations of the questionnaire survey, the researcher collected more information by the semi-structured interview.

The following table shows how this study was conducted. Starting with each goal, the details show what tools were used to achieve each goal.

Table 3.1 Research Plan

Objective No.	Details	Method/Instrument	Data Collection	Data Analysis
3.1.1	What are the aspects of resilience of effective high school English language teachers?	1) Questionnaire 2) Interview	Online delivery of the questionnaire Semi-structured interview (individual)	Percentage, Average and S.D. Thematic Analysis
3.1.2	How they cope with difficulties and challenges in their jobs?	1) questionnaire 2) Interview	Online delivery of the questionnaire Semi-structured interview (individual)	Percentage, Average and S.D. Thematic Analysis

The specific research steps of this study was demonstrated as follows.

Table 3.2 The Steps in the Study

Actions	Details
1) Determine the study site	The location of the study was determined according to the content of the study. This study was conducted at Dongcheng Bilingual Experimental School (High School) in Weifang, Shandong Province.
2) Determine the research participants	High school English language teachers working at Dongcheng Bilingual Experimental School (High School) in Weifang, Shandong Province was selected for this study.
3) Conclusion confidentiality agreements	Confidentiality of the investigation process was conducted as needed. ——Validation of the instruments ——Pilot Test of the questionnaire ——Ethics Approval Protocol
4) Questionnaire and semi-structured interview	First, a questionnaire survey was conducted. Then, based on the questionnaire results, the researcher had the IOC form. Second, the researcher invited IOC experts to assess the items on this checklist that were believed to show the traits of good English language teachers. The top five items in each section that the experts agree on was used as the criteria for selecting the interviewees for this study. And then, there was the semi-structured interview for resilience of effective high school English language teachers and how they cope with difficulties and challenges in their jobs.
5) Data Analysis	Quantitative data was analyzed by means of SPSS. And qualitative data was analyzed by means of thematic analysis.

3.2 Study Site

The research was conducted at Dongcheng Bilingual Experimental School

(High School) in Weifang, Shandong Province, which is one of the key provincial schools in China. The school was founded in 2004. Since its founding, it has thousands of students from China and other countries, enjoying a high reputation in teaching and community services. The school has trained many excellent graduates, who have been accepted by famous schools around the world, and trained elite talents around the world. Moreover, this is a high-quality international school integrating primary school, junior high school and senior high school. It has always implemented the student-centered teaching concept, emphasizing that the focus of teaching activities should be guided from teachers to students, and students' thoughts, feelings, experiences and behaviors should be regarded as the main body of teaching, giving students full space for free learning, giving full play to students' subjective initiative, and mobilizing students' learning interest and enthusiasm learning thinking and learning development.

In classroom teaching, teachers deepen this method and put forward questions related to today's subjects from different perspectives (learning interest, life perspective, economic perspective, critical reflection, cultural penetration, etc.). On the one hand, this teaching mode not only teaches students the classroom knowledge they need to master, but more importantly, students actively participate in the learning process. Teachers take students as the center, and in the process of students answering questions, find out the different problems of different students, and carry out teaching according to the degree of students. When students are in class, their learning attitude is very positive and active, the classroom atmosphere is active, and they are very enthusiastic to answer questions, and they can ask the teacher at any time, and express their views on the questions at any time; On the other hand, this teaching mode is not only to teach students knowledge and get a good result in the exam, but also to cultivate students' cognitive style (critical and creative thinking), emotional experience and behavior style from different perspectives.

At the same time, this requires teachers to be much higher than ordinary schools. The teachers of the school are required to fully mobilize the enthusiasm of the students, yearn for learning and self-improvement and be full of motivation, and like to work with young people. In terms of professional ability, the teachers of the school are required to

have professional qualifications and teaching qualifications, and have excellent English level, at least bilingual ability; Have in-depth research on relevant subjects and be familiar with the development trend of education and related subjects; have the ability to develop teaching programs that meet students' needs, arouse students' interests, and cultivate students' ability to identify different cultural connotations in the multicultural environment of the school; have the ability to encourage and support students on academic and personal issues related to the discipline, enable students to develop socially accepted behavior habits, and cultivate students' value system with personality development as the core. In terms of communication skills, the school requires teachers to have the ability to establish and maintain effective working relationships with colleagues from different cultural backgrounds. In terms of dedication, the school requires teachers to contribute to the achievement of the school's mission and purpose. In addition, teachers are stable and teaching experience is rich. The school attaches great importance to the training and guidance of teachers, so this international school can become a research place to study the resilience of high school English language teachers.

3.3 Population and sample

3.3.1 Population

In this study, high school English teachers working at Dongcheng bilingual Experimental School (High School) in Weifang, Shandong Province was selected as the population. There are currently 36 English language teachers at the school.

3.3.2 Sample

The quantitative research approach was adopted using questionnaire. The study required methods to determine the sample size needed to represent the given population. The formula developed by Krejcie and Morgan (1970) can be used for small samples for a given number of people in an experiment. It can be constructed using the following formula.

$$S = X^2 \, NP(1-P) \text{ chuhao} \div d^2 \, (N-1) + X^2 \, P(1-P) \qquad (3\text{-}1)$$

S = required sample size.

X² = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Formula source: Krejcie and Morgan (1970)

Since there are 36 high school English teachers working at Dongcheng bilingual Experimental School (High School), the formula developed by Krejcie and Morgan (1970) leads to the calculation that a base of 30 teachers were used as the study sample. The number of people used for the questionnaire survey was 30.

The qualitative research approach was adopted using semi-structured interview. Eight to twelve good English language teachers (based on Creswell (2003) were identified as the study's research participants based on the criteria determined by three I.O.C experts.

3.4 Research Instruments

3.4.1 Questionnaire

In this study, the researcher adapted two instruments to collect important data. The questionnaire design was based on Zhang's (2016) research and response analysis of currents and countermeasures of resilience of effective high school English language teachers and how they cope with difficulties and challenges in their jobs.

The content of the questionnaire was divided into four parts.

In the first part, the researcher focused on spiritual influences with 9 items, such as 'I often feel proud of being a teacher'.

In the second part, the researcher focused on 10 items concerning personal competences, such as 'I am able to handle difficult situations rationally'.

In the third part, the researcher focused on 5 items of peer support, such as 'Frequently I discuss problem-solving methods with my peers'.

In the fourth part, the researcher focused on 5 items relevant to family cohesion, such as 'My family understands what is important in life for me'.

This section discussed the questionnaire design.

The researcher invited IOC experts to assess the items on this checklist that believed to show the traits of good English language teachers. The top five items in each section that the experts agree on was used as the criteria for selecting the interviewees for this study.

3.4.2 Semi-structured Interview

A qualitative research approach was adopted using semi-structured interviewing. Eight to twelve good English teachers (based on Creswell (2003) were identified as the study's research participants based on the criteria determined by three I.O.C experts. There were some interview questions:

1) Could you tell me about your teaching experiences?

2) Do you like to be a teacher?

3) Do you find any challenges in teaching at the present time?

4) What is your plan for the job?

5) What keeps you in the job?

6) How do you cope with the difficulties and challenges in the job?

7) Do you consider yourself an effective teacher?

8) What type of professional development do you need?

3.5 Instrument Validity

3.5.1 Validity

Validity refers to how the tool measures what it wants to measure. Three experts validated the tools in this study. The Index of Item - Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) is a procedure used in instruments development for evaluating content validity at the item development stage. In this study, IOC is used to assess the checklist items and the semi-structured interview questions. Three experts will be invited to do this activity.

The IOC points in calculations provided into three scales of rating for consistency and congruencies of the items. Three experts choosed only one answer as the given mark from these three alternatives of choices as follows:

+1 = Congruent with clear understanding,

0 = Uncertain or not sure whether item related to the study,

-1 = Not Understand or not congruent or related to this study.

Total points for each item must have the consistency value equal to or above

0.50 (Petchroj & Chamniprasart, 2004); IOC marks are calculated by below equation:

$$IOC = N \sum R \qquad (3\text{-}2)$$

R = Point given by experts

ΣR = Total points of each expert

N = Numbers of experts

3.6 Data Collection

The researcher invited IOC experts to assess the items on this checklist that was believed to show the traits of good English language teachers. The top five items in each section that the experts agree on was used as the criteria for selecting the interviewees for this study.

Eight to twelve good English language teachers (based on Creswell (2003) were identified as the study's research participants based on the criteria determined by three I.O.C experts. Throughout the interview process, the researcher interviewed the high school English language teachers. The interview used the wechat online application and teachers were questioned one by one and day by day. With the consent of the respondents, the researcher recorded the interviews and listen their voices carefully.

3.7 Data Analysis

In this study, thematic analysis was used to analyze the qualitative data collected from semi-structured interviews. For qualitative data derived from the semi-structured interviews and the teachers' journals, thematic analysis is adopted. It is a method for identifying, analyzing, organizing, describing, and reporting the themes found in a dataset (Braun & Clarke, 2006). This is an inductive way of analysis from a large number of data which are not sorted out into topics or themes to a central concept

which can be used to explain how the various elements are grouped together. The three analysis steps are adopted from Litchman's Three Cs (Coding-Category-Concept) Process. The following figure displays how the qualitative data will be analyzed.
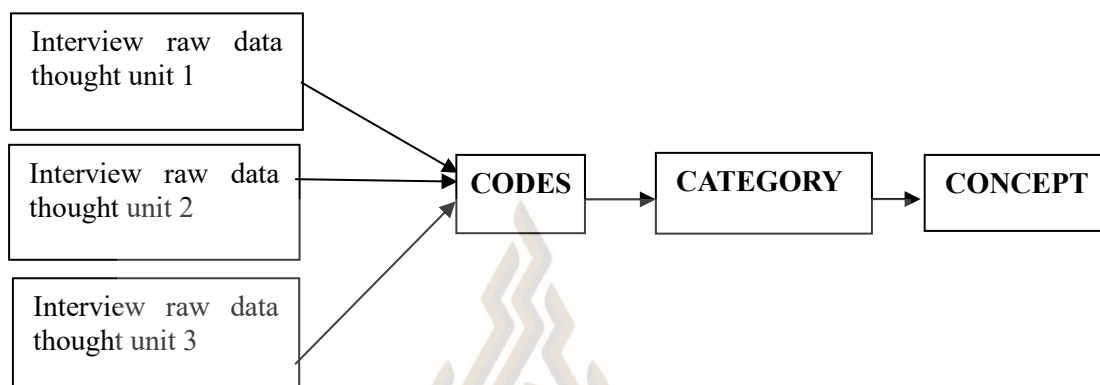
Figure 3.1 Data Analysis Process based on Litchman's Three Cs process

3.8 Ethical Considerations

To conduct the study ethically, the researcher took the following steps:

1) Prior to conducting the study, the researcher obtained consent from the participants.

2) Personal information and responses from participants were collected and maintained in a secure manner.

3) The subjects of this study were high school English language teachers; this study did not include minor children.

4) To prevent disclosure of participant information, the data collected was deleted within one year of the publication of this study.

All samples signed an informed consent form to confirm that the personal

information and identity of the participant will not be disclosed in this study. The informed consent form for this study included the Informed Consent Form 18+, which was adapted from the RSU Ethical Review Board (ERB) form.

Following the RSU Ethical Review Board (ERB), the investigators conducted an informed consent process to provide potential subjects with sufficient information and ample opportunity to consider whether to participate in the study without pressure or undue influence. As a result, subjects could stop participating in the survey process at any time without being asked any questions or having their work or personal lives affected.

To confirm that this study complies with the RSU Ethical Review Board (ERB) regulations, the researchers did not disclose personal information or the identity of the sample and only used the data collected for the research purposes of this study.

Chapter 4

Research Results

In this chapter, questionnaires and semi-structured interviews were used to conduct the research. This chapter presented the findings of the questionnaires and semi-structured. The purpose of this study was to examine the aspects of resilience of high school English language teachers and explored how they cope with the difficulties and challenges in their jobs.

4.1 Analysis of the Questionnaire

This questionnaire survey was targeted at high school English language teachers in an international school. In this study, 30 high school English language teachers completed the questionnaire, which contained three sections: personal particulars, aspects of resilience of high school English language teachers and an open-ended question. Item 34 was an open-ended question for additional comments and remarks. There were no responses in this section. A total of 30 questionnaires were distributed and 30 were returned, with a 100% return rate.

4.1.1 Personal Particulars

The questionnaire was administered to 30 high school English language teachers in an international school. The results of the personal particulars questionnaire data analyzed are shown in the following table (Tables 4.1-4.2). Tables 4.1-4.2 show the personal particulars statistics of the responding population, including gender, age and years of teaching English, with all details shown in Tables 4.1-4.2.

Table 4.1 Gender and Age

Item	Choice	N	Percentage
Gender	Male	10	33.33%
	Female	20	66.67%
	Total	30	100%
Age	20-30 years old	20	66.67%
	30-40 years old	10	33.33%
	40-50 years old	0	0
	Total	30	100%

As table 4.1 shows, the online questionnaire was administered to 30 high school English language teachers. There was a considerable difference in the gender ratio of the participating teachers, with most of the teachers surveyed being female (N= 20/66.67%), while male respondents were 10 (33.33%). There was also a difference in the age of the participating teachers, with 20 (66.67%) being 20 to 30 years old and 10 (33.33%) being 30 to 40 years old, however, none of them were over 40 to 50 years old.

Table 4.2 Years of teaching English

Item	Number of Years	N	Percentage
Number of Years in Teaching English	1-5	20	66.67%
	6-12	10	33.33%
	Total	30	100%

The number of years that high school English language teachers have been teaching English shown in Table 4.2 indicates that 20 teachers have 1-5 years of experience in teaching English (66.67%), which is the largest proportion of all options. 10 teachers have 6-12 years of teaching experience (33.33%). The information shows all high school English language teachers in this international school have prior teaching experience.

4.1.2 Aspects of Resilience of High School English Language Teachers

The questionnaire surveyed 30 high school English language teachers in an

international school. The questionnaire data analyzed is shown below. Descriptive statistics namely means and SDs were calculated for all items, with specific details of each item being displayed in the table.

Table 4.3 Analysis of the Questionnaire Items from Items 4-13

Dimension	NO.	Questions	$\overline{\text{X}}$	S.D.	Interpretation
Part 2: Aspects of Resilience of High School English Language Teachers					
Spiritual Influences	4	I often feel proud of being a teacher.	4.34	0.63	Agree
	5	Although the work is very stressful, I still firmly believe that I can persist in my position as a teacher.	4.42	0.60	Agree
	6	I think of myself as a strong person.	4.30	0.67	Agree
	7	I can handle unpleasant feeling, such as anger or fear.	4.35	0.62	Agree
	8	Although I am under pressure, I often experience the joy of teaching in my work.	4.37	0.62	Agree
	9	I always creatively find ways to overcome difficulties.	4.46	0.56	Strongly Agree
	10	When faced with a difficult problem, I can usually find several solutions.	4.35	0.61	Agree

Table 4.3 Analysis of the Questionnaire Items from Items 4-13 (Cont.)

Dimension	NO.	Questions	$\overline{X}$	S.D.	Interpretation
Part 2: Aspects of Resilience of High School English Language Teachers					
	11	I am able to adapt to change.	4.39	0.59	Agree
	12	Sometimes I believe things happen for a reason.	4.51	0.49	Strongly Agree
	13	I have positive thinking.	4.59	0.46	Strongly Agree
Total $\overline{X}$:			4.41	0.59	

From the table 4.3, we can see that the highest mean value is 4.59 (S.D.= 0.46), which shows that the most important thing for English language teachers is to have positive thinking on spiritual influences, and to have an optimistic and active attitude towards things in order to perform well in work. And the lowest mean value is 4.30 (S.D.= 0.67), which shows that teachers believe that being a strong person has little to do with being a good English language teacher. But teachers also agree on the impact of this on becoming a good English teacher. In addition, teachers tend to recognize the view that there is a reason for everything, and believe that good English language teachers can actively seek solutions and methods when facing difficulties and challenges.

Table 4.4 Analysis of the Questionnaire Items from Items 14-23

Dimension	NO.	Questions	$\overline{X}$	S.D.	Interpretation
Part 2: Aspects of Resilience of High School English Language Teachers					
Personal Competences	14	I am able to handle difficult situations rationally.	4.48	0.51	Agree
	15	I am good at learning from failure.	4.52	0.47	Agree

Table 4.4 Analysis of the Questionnaire Items from Items 14-23 (Cont.)

Dimension	NO.	Questions	$\overline{\text{X}}$	S.D.	Interpretation
Part 2: Aspects of Resilience of High School English Language Teachers					
Personal Competences	16	I can make some plans to overcome difficulties and follow them.	4.38	0.61	Agree
	17	I can often see the good side of bad things.	4.46	0.57	Agree
	18	Frequently I use humor or jokes to alleviate conflicts or unhappiness.	4.34	0.62	Agree
	19	I am willing not to think too much about issues that affect my emotions.	4.39	0.59	Agree
	20	I strive to find solutions to positive issues.	4.44	0.45	Agree
	21	I am engaged in other social activities and finding new sustenance.	4.63	0.42	Strongly Agree
	22	I work hard to attain my goals.	4.53	0.47	Strongly Agree
	23	In my work place, when I am with others, I easily laugh.	4.56	0.43	Strongly Agree
Total $\overline{\text{X}}$:			4.47	0.51	

From the table 4.4, we can see that the highest mean value is 4.63 (S.D.= 0.42), which shows that the most important thing for good English language teachers is to engage in other social activities and finding new sustenance for overcoming difficulties. It means that teachers pay more attention to collaborative problem-solving in nowadays. And the lowest mean value is 4.34 (S.D.= 0.62), which shows that frequently teachers use humor or jokes to alleviate conflicts or unhappiness that cannot solve too many substantive problems. Instead, teachers believe that hard-working is necessary to achieve the goals and values of their work, so that they can easily and freely cope with various challenges that arise in their work.

Table 4.5 Analysis of the Questionnaire Items from Items 24-28

Dimension	NO.	Questions	$\overline{X}$	S.D.	Interpretation
Part 2: Aspects of Resilience of High School English Language Teachers					
Peer Support	24	Frequently I discuss problem-solving methods with my peers.	4.46	0.61	Strongly Agree
	25	When needed, I have always someone in my workplace who can help me.	4.48	0.56	Strongly Agree
	26	I can get support from my peers.	4.36	0.62	Agree
	27	The bonds among my peers and me are strong.	4.41	0.59	Strongly Agree
	28	I can discuss personal issues with my peers.	4.39	0.59	Agree
Total $\overline{X}$:			4.42	0.59	

From the table 4.5, we can see that the highest mean value is 4.48 (S.D.= 0.56),

which shows that good English language teachers are good at seeking help from others, expressing their ideas to others, and good at communication. And the lowest mean value is 4.36 (S.D.= 0.62), which shows that a good English language teacher not only needs to receive help from peers, but also needs to have the ability to solve problems and strengthen relationships with peers, help each other, and progress together.

Table 4.6 Analysis of the Questionnaire Items from Items 29-33

Dimension	NO.	Questions	$\overline{\text{X}}$	S.D.	Interpretation
Part 2: Aspects of Resilience of High School English Language Teachers					
Family Cohesion	29	My family understands what is important in life for me.	4.49	0.54	Strongly Agree
	30	I feel very happy with my family.	4.37	0.59	Strongly Agree
	31	The relationship between my family and me is characterized by healthy coherence.	4.41	0.56	Strongly Agree
	32	In difficult periods my family is always on my side.	4.34	0.58	Strongly Agree
	33	I continue to work because of my family.	4.30	0.60	Agree
Total $\overline{\text{X}}$:			4.38	0.57	

From the table 4.6, we can see that the highest mean value is 4.49 (S.D.= 0.54), which shows that becoming a good English language teacher requires the support of

family members, and the family atmosphere is harmonious, and the parents' words and deeds have a certain impact on children, and this influence will be reflected in work. And the lowest mean value is 4.30 (S.D.= 0.60), which shows that a good English teacher can continue to strive in their job, not only relying on family support for knowledge, but also on communication between teachers and peers, which is closely related to the improvement of their own abilities.

Table 4.7 Frequencies of the Questionnaire Items from Items 4-13

Dimension	NO.	Questions	Positive	Neutral	Negative
Spiritual Influences	4	I often feel proud of being a teacher.	11	7	12
	5	Although the work is very stressful, I still firmly believe that I can persist in my position as a teacher.	16	10	4
	6	I think of myself as a strong person.	21	4	5
	7	I can handle unpleasant feeling, such as anger or fear.	19	10	1
	8	Although I am under pressure, I often experience the joy of teaching in my work.	24	5	1
	9	I always creatively find ways to overcome difficulties.	17	8	5
	10	When faced with a difficult problem, I can usually find several solutions.	18	5	7

Table 4.7 Frequencies of the Questionnaire Items from Items 4-13 (Cont.)

Dimension	NO.	Questions	Positive	Neutral	Negative
	11	I am able to adapt to change.	19	8	3
	12	Sometimes I believe things happen for a reason.	10	11	9
	13	I have positive thinking.	23	6	1

From the table 4.7, we can see that in terms of spiritual influences, although a teacher is under pressure, he or she often experience the joy of teaching in my work. More teachers prefer to have positive thinking and think as a strong person.

Table 4.8 Frequencies of the Questionnaire Items from Items 14-23

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Aspects of Resilience of High School English Language Teachers					
	14	I am able to handle difficult situations rationally.	17	10	3
	15	I am good at learning from failure.	19	9	2
	16	I can make some plans to overcome difficulties and follow them.	20	5	5
	17	I can often see the good side of bad things.	22	7	1
Personal Competences	18	Frequently I use humor or jokes to alleviate conflicts or unhappiness.	23	5	3

Table 4.8 Frequencies of the Questionnaire Items from Items 14-23 (Cont.)

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Aspects of Resilience of High School English Language Teachers					
	19	I am willing not to think too much about issues that affect my emotions.	25	4	1
	20	I strive to find solutions to positive issues.	23	6	1
	21	I am engaged in other social activities and finding new sustenance.	19	9	2
	22	I work hard to attain my goals.	18	6	6
	23	In my work place, when I am with others, I easily laugh.	25	3	2

From the table 4.8, we can see that in terms of personal competences, as a good English language teachers, he or she is willing not to think too much about issues that affect his or her emotions. In a good English language teachers' work place, when he or she is with others, he or she easily laugh. When a good English language teacher faces some difficult, he or she always strives to find solutions to positive issues.

Table 4.9 Frequencies of the Questionnaire Items from Items 24-28

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Aspects of Resilience of High School English Language Teachers					
Peer Support	24	Frequently I discuss problem-solving methods with my peers.	18	10	2
	25	When needed, I have always someone in my workplace who can help me.	21	5	4
	26	I can get support from my peers.	24	3	3
	27	The bonds among my peers and me are strong.	21	5	4
	28	I can discuss personal issues with my peers.	18	7	5

From the table 4.9, we can see that in terms of peer support, as a good English language teacher, he or she always can get support from his or her peers. When needed, a good English language teacher has someone in his or her workplace who can help him or her. And the bonds among peers and a good English language teacher are stong.

Table 4.10 Frequencies of the Questionnaire Items from Items 29-33

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Aspects of Resilience of High School English Language Teachers					
Family Cohesion	29	My family understands what is important in life for me.	16	9	5
	30	I feel very happy with my family.	24	6	0

Table 4.10 Frequencies of the Questionnaire Items from Items 29-33 (Cont.)

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Aspects of Resilience of High School English Language Teachers					
	31	The relationship between my family and me is characterized by healthy coherence.	26	4	0
	32	In difficult periods my family is always on my side.	21	6	3
	33	I continue to work because of my family.	23	5	2

From the table 4.10, we can see that in terms of family cohension, as a good English language teacher, he or she always has a harmonious family atmosphere and the relationship between the family and him or her is characterized by healthy coherence. A good English teacher continue to work because of his or her family.

4.2 Analysis of the Semi-structured interview

In this section, data were collected from semi-structured interviews, with the participation of 8 effective high school English language teachers in this international school.

To examine the aspects of resilience of effective high school English language teachers and explore how they cope with the difficulties and challenges in their jobs, online interview data were collected from eight teachers from this international school, who were selected on a voluntary basis. Themes were analyzed form the meaning conveyed by the response (See Appendix E for all detailed responses).

The data of the eight interviews from the participating interviewees were analyzed based on Lichtman's (2013) The Three Analysis Technique. The following

table shows the number of codes, categories and concepts.

Table 4.11 The Number of Codes, Categories and Concepts

Teachers A-H	Number of Codes	Number of Categories	Number of Concepts
Teacher A	14	8	1
Teacher B	16	6	1
Teacher C	18	8	1
Teacher D	16	10	1
Teacher E	14	12	1
Teacher F	16	10	1
Teacher G	12	8	1
Teacher H	14	8	1
Total	**120**	**70**	**8**

Table 4.11 shows a total of 8 concepts which can be subsequently reduced to teachers' resilience. The analysis of the interviewed data is in three Cs (Code-Category-Concept) columns below.

Table 4.12 The Code-Categories-Concept Analysis

Code	Category	Concept
Students cannot understand in class (8)	Teachers' Problems in Teaching (20)	Teachers' Resilience
Students do not complete homework (8)		
Students do not follow discipline (8)		
Students do not listen even after speaking (6)		
Parents do not cooperate (6)		
Teaching tasks can only be completed by about 85% (8)		
The use of teaching methods is still too limited (8)		

Table 4.13 The Code-Categories-Concept Analysis

Code	Category	Concept
Lack of hope sometimes (8) Stressed out and tired sometimes (8) Very confused about this job as a teacher sometimes (8) Without goals or direction sometimes (6) Lack of confidence in work sometimes (8)	Teachers' Negative Feelings in Teaching (30)	Teachers' Resilience

Table 4.14 The Code-Categories-Concept Analysis

Code	Category	Concept
Maintain an active attitude in work (8) Seek help from peers (8) Communicate more with family members and friends well (8) Improve teaching ability through life-long learning (6)	To cope with challenges in work (20)	Teachers' Resilience

When the codes were categorized, three categories emerged. As shown in the table: 1) teachers' problems in teaching; 2) teachers' negative feelings in teaching; 3) to cope with challenges in work. These themes can be further categorized into one concept: teachers' resilience.

4.3 Resilience of Effective High School English Language Teachers

The following interviewed data point out the teachers' resilience.

-- "Students understand in class, do not complete homework, do not follow discipline, do not listen even after speaking, and parents do not cooperate. I am not very good at communicating with parents, and I don't like to call them.

When parents come to me, I do not know what to say to them. I have a headache when encountering these problems and feel like I cannot solve them properly. I also need to adjust myself according to the situation. Some problems that I can solve in a timely manner are easy to adjust, while those that cannot be solved in a timely manner always feel difficult to adjust." (Interviewee A, personal communication, June 07, 2023)

-- "Generally speaking, being able to successfully complete teaching tasks can also promote self-development. Once the necessary tasks are completed, students can achieve good grades and feel happy." (Interviewee B, personal communication, June 08, 2023)

-- "If it is difficult, there is actually no end to learning. Even after teaching for several years, sometimes I feel like others are also good at this lesson, or there may be laziness in my work, always using those methods to support me. Day after day, can I make some innovations, can I stop walking in the same place? Every time I think about this, I feel like I have read too few books, listened to too few lessons, and had the opportunity to improve a bit, The profession of teaching is always a process of continuous learning." (Interviewee C, personal communication, June 08, 2023)

-- "In both life and work, there are actually many troubles, but when encountering them, one must find a way to solve them. Actually, in life, how can one have no worries at all? It depends on how you approach this problem. If you treat this worry as a small test that you encounter and think more about how to solve it, then it won't become a worry." (Interviewee D, personal communication, June 09, 2023)

-- "When encountering unresolved issues at work, I usually rarely tell my parents that my family is not in my own living environment and I cannot experience this feeling. After work, I am also far away from home and I don't want my parents to worry about me. I always report good news but not bad

news, and work troubles tend to be resolved on my own." (Interviewee E, personal communication, June 09, 2023)

-- "When I encounter difficulties, my colleagues will be helpful, but to be honest, I first want to find a way to solve the problem on my own. If I cannot solve it, I will seek the help of my colleagues because I feel that they are so busy every day and have to worry about my own affairs." (Interviewee F, personal communication, June 10, 2023)

-- "When encountering difficult problems in teaching, I will seek help from my colleagues in the office and talk to them. After finishing the matter, I can feel more comfortable in my heart. Over the years, the colleagues I have met have always been relatively good, and their emotions are relatively simple and easy to get along with. Colleagues can provide comfort when feeling uncomfortable. Sometimes we also discuss together to see what methods can be used to make it easier for students to understand. If it is a slightly tricky problem, they will also seek help from their leaders, who will also provide some lesson preparation resources or provide some guidance, etc. When encountering problems in life, they will also seek guidance from their leaders. When they feel sad, their leaders will provide some guidance." (Interviewee G, personal communication, June 10, 2023)

-- "When I encounter problems with students, I am willing to choose to communicate with their parents in a timely manner to solve their problems. The vast majority of parents still cooperate, but cannot demand perfection from them. Many parents are older than us, many have social status, and have their own ideas. Firstly, we need to have our own stance. As teachers, we are relatively professional in education, and we should respect them, Equal communication is needed. If cooperation is helpful in solving problems, failure to cooperate will increase the difficulty of the problem." (Interviewee H, personal communication, June 11, 2023)

4.4 Conclusion

In summary, the data collected from the questionnaires were analyzed from 30 full-time high school English language teachers in this international school, and 8 teachers for semi-structured interviews.

Analysis of data from both quantitative and qualitative studies, questionnaires and interviews revealed that effective high school English language teachers need to have great enthusiasm and pursuit for the education industry, regard it as a sacred cause, and contribute to the vigorous development of the education industry. The purpose of teachers engaging in the education industry is not to satisfy their own material pursuits, but to have a firm belief in teaching and cultivating talents for the country. Out of a firm belief and sincere love for this profession, teachers are able to overcome various problems and setbacks in the process of professional development, face difficulties, seek development in adversity, and then climb to the highest stage of development. The findings of the study from both the quantitative and qualitative data are shown the figure below.
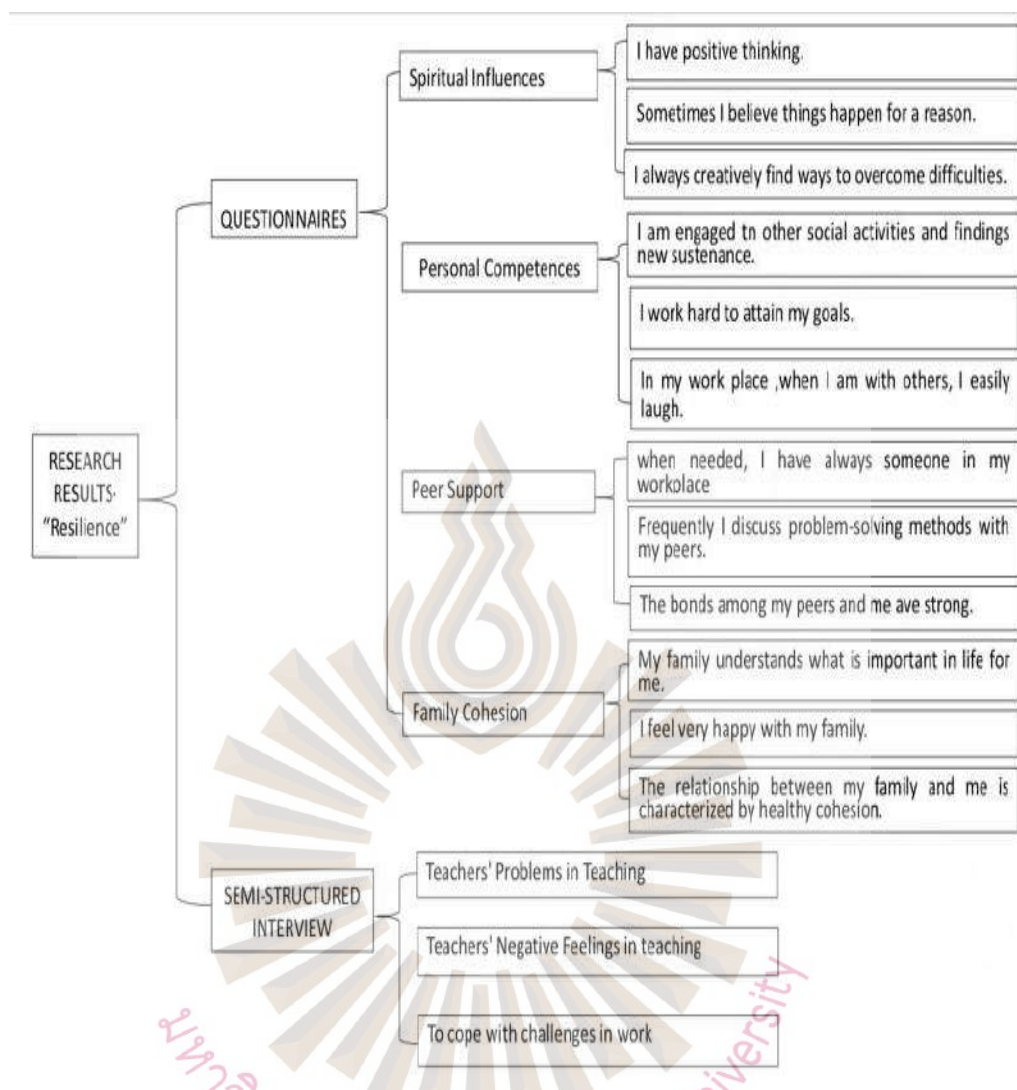
Figure 4.1 Research Results of Resilience

Chapter 5

Conclusion, Discussion and Recommendations

This chapter presents the conclusion from the analyzed findings, discussion of findings followed by recommendations for the use of the findings and for future studies. This chapter is separated into three sections: conclusion, discussion and recommendations.

This study aimed to examine the aspects of resilience of effective high school English language teachers and explore how they cope with the difficulties and challenges in their jobs. The teachers who filled out the questionnaire ranged from 26 to 35 in age, and about 66.67% were female. In addition, the teachers in this study had at least 1-5years of high school English teaching experience. Specifically, the study asked the following two questions:

This section discusses the answers to the research questions:

1) What are the aspects of resilience of effective high school English language teachers?

2) How they cope with the difficulties and challenges in their jobs?

5.1 Conclusion

5.1.1 Responses to Research Question 1

What are the aspects of resilience of effective high school English language teachers?

The data from the questionnaires collected from 30 high school English language teachers found the aspects of resilience. The questionnaire findings revealed that the teachers obtained a high average score of all the sections. It shows that the most important thing for good English language teachers is to engage in other social activities and finding new sustenance for overcoming difficulties (Mean=4.63; S.D.= 0.42) and to have positive thinking on spiritual influences, and to have an optimistic and active attitude towards things in order to perform well in work (Mean=4.59; S.D.= 0.46).

The qualitative data were analyzed from semi-structured interviews with 8 effective high school English language teachers were found: good English language teachers always have an optimistic and active attitude towards their work and engage in finding many ways for facing challenges.

5.1.2 Responses to Research Question 2

How they cope with the difficulties and challenges in their jobs?

The data from the questionnaires collected from 30 high school English language teachers found that an effective English language teacher is good at seeking help from others, expressing their ideas to others, and good at communication (Mean=4.48; S.D.=0.56). another questionnaire result shows that becoming an effective English language teacher have the support of family members, and the family atmosphere is harmonious, and the parents' words and deeds have a certain impact on children, and this influence will be reflected in work (Mean=4.49; S.D.= 0.54).

The qualitative data were analyzed from semi-structured interviews with 8 effective high school English language teachers were found: effective English language teachers always have supporting from their family, friend, peers and so on. And they always have good communication skill and get along well with others.

5.2 Discussion

Based on the research of teachers' resilience, this paper proposes feasible

strategies to improve teachers' resilience at all stages. Improvement can be divided into strategies to enhance the impact of protective factors in environmental characteristics and strategies to enhance the impact of protective factors in personality characteristics. Among them, strategies proposed to improve the impact of protective factors in environmental characteristics include: actively seeking help from others; trying to understand students; and actively seeking support from parents. The strategies proposed for improving the impact of protective factors in personality traits include: learning to adjust mindset; improving teaching effectiveness; establishing firm teacher beliefs; improving personal abilities; and developing the habit of writing teaching diaries.

5.2.1 Pride of Being a Teacher

The recording of teaching diaries can help teachers record the problems and events they encounter during a day of teaching, so that they can further reflect on which areas they have not yet completed well and which areas they have completed relatively well. They can also summarize some experience and lessons from it, which is helpful for solving future problems. By recalling some interesting events in teaching, teachers can experience more positive emotions such as joy and comfort. These positive emotional experiences can enhance their sense of teaching effectiveness and strengthen their correct beliefs. According to Lei (2013), Li and Wu (2014), Luo (2014) and Liu (2020), which shows that "teachers personality quality, such as enthusiasm, optimism, persistence, positive attitude, emotional intelligence, etc."

Therefore, being pride of a teacher and approaching teaching work with a good mindset in the workplace, it will be easier to overcome many challenges and difficulties encountered in the workplace.

5.2.2 Actively Seeking Help from Family Members and Friends

Whether encountering difficulties in work or life, teachers can also seek help from their family and friends. Although family and friends may not be able to provide substantial help in solving problems, communicating with them can provide spiritual comfort for teachers and help them relax psychologically and emotionally. The support of family and friends can provide spiritual support for teachers, which is similar with

Pan and Zhang (2016), Liu (2020), Lei's (2013) research, shows that 'there is significance difference between the working ability of married teachers and unmarried teachers, and the working ability level of married teachers is higher than that of unmarried teachers.'

The support and assistance of parents can play a very important role in solving students' problems. Teachers can obtain parental support through the following methods: 1) proactively contact parents in a timely manner and explain the students' learning situation and any problems they encounter at school to parents. Parents can timely understand their children's performance and problems during school, facilitating their timely cooperation with teachers to educate them, and also facilitating teachers to obtain timely cooperation and support from parents; 2) clarify to parents how they need to cooperate Parents have different educational level and comprehensive quality. Some Parent-teacher conference evades the responsibility of urging children to learn by using the excuse that their educational level is too low to coach and they do not know how to communicate with children. In Li and Wu, 2014; Zeng, 2013; Zhang, 2015 and Fang's (2016) studies, which shows that teacher's resilience can divide into environmental characteristics and personality characteristics. It is found that the environmental characteristics mainly include: family and friends.

In response to this situation, teachers can clarify with parents in advance which tasks require their cooperation and how to complete them, so that parents can cooperate and supervise children's learning according to the teacher's requirements, cooperate with the teacher's work, and jointly promote children's progress. Teachers also need to have frequent communicate with their family members and have support with their family and friends.

5.2.3 Positive Attitude at Work

This study suggests that students can be understood through the following methods: 1) reading relevant books in psychology and education can help teachers understand the physical and mental development characteristics of students at this stage, and teaching design can be targeted to design some beneficial links for students at this

stage of learning. In addition, understanding the physical and mental development characteristics of students at different stages can help teachers avoid feeling anxious when facing various problems that students may encounter; 2) Communicating with students requires mastering appropriate methods and not blaming them too much. (Luo, 2014; Jia, 2021; Zhang, 2019 and Lin, 2014) It is important to acknowledge what students have done well before pointing out their shortcomings, so that students are more receptive. It is essential to have sufficient patience in communicating with students and not make judgments about their behavior based on their own subjective assumptions.

5.2.4 Continuous Development of Teaching Abilities Trough Life-long Learning

The personal abilities of teachers include teaching ability, problem-solving ability, and emotional regulation ability. The improvement of teachers' personal ability enables teachers to handle both teaching problems and student problems with ease, thus improving teachers' resilience level.

Teachers need to observe and learn from other teachers' classes more frequently, actively participate in various teaching and research activities, and promptly seek advice from experienced teachers when encountering problems. So that teachers can update their teaching methods in a timely manner and use advanced teaching equipment to carry out teaching.

When teachers encounter problems that they find difficult to solve, they can seek advice from experienced and mature teachers or seek help from school leaders: they can help themselves choose more effective solutions by reading and learning books and literature on education and psychology.

5.3 Recommendations

With the society and more and more experts and scholars pay attention to teachers' psychology and health, the research on teachers' resilience has also received more attention. This study explored the level, characteristics, influencing factors of

teachers' resilience at different stages and strategies to improve teachers' resilience. The study found that the level of resilience of different teachers is different because each teacher's resilience has different influencing factors.

5.3.1 Recommendations for Effective High School English Language Teachers

This study believes that as a teacher, the research on teachers' resilience, especially the research on the resilience level of different teachers, can help different teachers understand their own understanding of resilience, and with some methods and strategies, improve their resilience ability. Therefore, this study is of great significance for teachers to improve the level of resilience and promote professional development.

5.3.2 Recommendations for the Future Research

Because this research has certain limitations, it only focuses on the research on resilience of English teachers in one school, so in the future research, other researchers can also try to carry out more in-depth research on teachers' resilience from other perspectives of multiple schools, and study its formation process and impact on different teacher groups.

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Appendices

Appendix A

The Questionnaire

Questionnaire

All information collected from this questionnaire will be kept strictly confidential, and will be used for research purposes only. Completing the questionnaire will take you about 20 minutes. Thank you for your time.

The Questionnaire

Part 1: Personal Particulars

No.	Instruction: Please fill in the space provided with your answer.	
1	Age ………years old	
2	Gender …	
3	No. of years teaching English ………..years	

Part 2: Questionnaire Questions for Aspects of Resilience of High School English Language Teachers

Please tick √ the box under the letter you think the statement is true of you.

1. = Strongly Disagree

2. = Disagree

3. = Neutral

4. = Agree

5. = Strongly Agree

Statement	Levels of Perception				
2.1 Spiritual Influences	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4. I often feel proud of being a teacher.					
5. Although the work is very stressful, I still firmly believe that I can persist in					

my position as a teacher.				
6. I think of myself as a strong person.				
7. I can handle unpleasant feeling, such as anger or fear.				
8. Although I am under pressure, I often experience the joy of teaching in my work.				
9. I always creatively find ways to overcome difficulties.				
10. When faced with a difficult problem, I can usually find several solutions.				
11. I am able to adapt to change.				
12. Sometimes I believe things happen for a reason.				
13. I have positive thinking.				
2.2 Personal Competences				
14. I am able to handle difficult situations rationally.				
15. I am good at learning from failure.				
16. I can make some plans to overcome difficulties and				

follow them.					
17. I can often see the good side of bad things.					
18. Frequently I use humor or jokes to alleviate conflicts or unhappiness.					
19. I am willing not to think too much about issues that affect my emotions.					
20. I strive to find solutions to positive issues.					
21. I am engaged in other social activities and finding new sustenance.					
22. I work hard to attain my goals.					
23. In my work place, when I am with others, I easily laugh.					
2.3 Peer Support					
24. Frequently I discuss problem-solving methods with my peers.					
25. When needed, I have always someone in my workplace who can help me.					
26. I can get support from my peers.					
27. The bonds among my peers and me are strong.					
28. I can discuss personal					

issues with my peers.					
2.4 Family Cohesion					
29. My family understands what is important in life for me.					
30. I feel very happy with my family.					
31. The relationship between my family and me is characterized by healthy coherence.					
32. In difficult periods my family is always on my side.					
33. I continue to work because of my family.					

Part 3: Open-ended Question

34. Additional Remarks and Comments

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Appendix B

The Semi-structured Interview Questions

The Semi-structured Interview Questions

01) Could you tell me about your teaching experiences?

02) Do you like to be a teacher?

03) Do you find any challenges in teaching at the present time?

04) What is your plan for the job?

05) What keeps you in the job?

06) How do you cope with the difficulties and challenges in the job?

07) Do you consider yourself an effective teacher?

08) What type of professional development do you need?

Appendix C

Items Objective Congruence (IOC)

INVITATION TO BE AN IOC EXPERT

in

Aspects of Resilience of Effective High School English Language

Teachers

Research Title: Resilience of Effective High School English Language Teachers at an International School: the Teachers' Voices

Researcher: JIE LIU

Background Information

Teachers face various difficulties and challenges because the teaching job is demanding for the time and efforts on the part of the teachers. In the changing world with the changing generations of the students, the teachers need to face ongoing challenges which require them to adjust themselves to cope with their jobs.

This study aims to:

1) Examine the aspects of resilience of effective high school English language teachers.

2) Explore how they cope with the difficulties and challenges in their jobs.

The quantitative and qualitative research approach will be adopted using

questionnaire and semi-structured interview. Thirty high school English language teachers (based on Creswell (2003) will be identified as the study's research participants based on the criteria determined by three I.O.C experts.

You are invited to be an IOC expert to assess the items on this checklist that are believed to show the aspects of resilience of high school English language teachers.

INSTRUMENT 1
ITEM OBJECTIVE CONGRUENCE (IOC)

THE TEACHER QUESTIONNAIRE

Aspects of Resilience of Effective High School English Language Teachers

Direction:

1) The expert is kindly requested to examine each item of the research instrument for its content validity. Thank you.

2) Select **one** of the three items: Agree (+1), Not Sure (0) and Disagree (-1) by putting a √ in the box of your choice.

No.	Questionnaire Questions for Aspects of Resilience of High School English Language Teachers	Agree +1	Not Sure 0	Disagree -1
	A. Spiritual Influences			
A1	I often feel proud of being a teacher.			
A2	Although the work is very stressful, I still firmly believe that I can persist in my position as a teacher.			
A3	I think of myself as a strong person.			

A4	I can handle unpleasant feeling, such as anger or fear.			
A5	Although I am under pressure, I often experience the joy of teaching in my work.			
A6	I always creatively find ways to overcome difficulties.			
A7	When faced with a difficult problem, I can usually find several solutions.			
A8	I am able to adapt to change.			
A9	Sometimes I believe things happen for a reason.			
A10	I have positive thinking.			
	B. Personal Competences			
B1	I am able to handle difficult situations rationally.			
B2	I am good at learning from failure.			
B3	I can make some plans to overcome difficulties and follow them.			
B4	I can often see the good side of bad things.			
B5	Frequently I use humor or jokes to alleviate conflicts or unhappiness.			
B6	I am willing not to think too much about issues that affect my emotions.			
B7	I strive to find solutions to positive issues.			
B8	I am engaged in other social activities and finding new sustenance.			
B9	I work hard to attain my goals.			
B10	In my work place, when I am with			

	others, I easily laugh.			
	C. Peer Support			
C1	Frequently I discuss problem-solving methods with my peers.			
C2	When needed, I have always someone in my workplace who can help me.			
C3	I can get support from my peers.			
C4	The bonds among my peers and me are strong.			
C5	I can discuss personal issues with my peers.			
	D. Family Cohesion			
D1	My family understands what is important in life for me.			
D2	I feel very happy with my family.			
D3	The relationship between my family and me is characterized by healthy coherence.			
D4	In difficult periods my family is always on my side.			
D5	I continue to work because of my family.			

Remarks and Comments of the I.O.C Expert

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INSTRUMENT 2

Semi-structured Interview Questions for Teachers

No.	Semi-structured Interview Questions	Agree	Not Sure	Disagree
		+1	0	-1
1	Could you tell me about your teaching experiences?			
2	Do you like to be a teacher?			
3	Do you find any challenges in teaching at the present time?			
4	What is your plan for the job?			
5	What keeps you in the job?			
6	How do you cope with the difficulties and challenges in the job?			
7	Do you consider yourself an effective teacher?			
8	What type of professional development do you need?			

Remarks and Comments of the I.O.C Expert

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Biography

Name   Jie Liu

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