

Patterns of Stress and Resilience Experienced by Junior High School Teachers

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INFO ARTIKEL

Riwayat Artikel:

Diterima: 09-11-2021

Disetujui: 09-12-2021

Kata kunci:

*resilience;
junior high school;
ketangguhan;
sekolah menengah pertama*

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ABSTRAK

Abstract: This descriptive qualitative study is to investigate the patterns of the sources of stress and the pivotal aspects to become resilient experienced by junior high school teachers. Six teachers of junior high school in Malang who have been teaching for more than 10 years are involved. The data shows that there are six major challenges faced by the teachers namely pandemic, class management, fatigue manifestation, work-related stress, time management and curriculum and school administrator. Meanwhile, the significant points of resilience administered by the teachers in the face of difficult times are having positive personality, constructive support system and institutional support.

Abstrak: Penelitian kualitatif deskriptif ini adalah untuk mengetahui pola sumber stres dan aspek penting untuk menjadi resilien yang dialami oleh guru SMP. Enam guru SMP di Malang yang telah mengajar lebih dari 10 tahun dilibatkan dalam penelitian ini. Data menunjukkan bahwa ada enam tantangan utama yang dihadapi guru yaitu pandemi, manajemen kelas, kelelahan, stres terkait pekerjaan, manajemen waktu dan kurikulum serta administrator sekolah. Sementara aspek untuk resiliensi yang dilakukan oleh partisipan dalam menghadapi masa-masa sulit adalah memiliki kepribadian yang positif, *support system* yang konstruktif serta dukungan institusional.

It is the truth that teachers are often forced to face the challenges that make the profession more complicated than it must be. On many occasions, teachers must finish the work at home which is obviously a burden. They must prepare the forthcoming lessons, grade students' papers, or deal with tons of administrative paperwork. Sometimes they must contact the parents when it comes to deal with difficult students. This will potentially be overwhelmed if the parents perceive that the teachers are the ones to blame. Accordingly, it is easy to notice that teachers are fighting an uphill battle leading to a mental, emotional, and physical strain. The more stressful circumstances they encounter, the stronger feelings they have to depart from their career. Bachkirova (2005) states that teachers stress results in early retirement, long and excessive absences, new teachers leaving during training, and an increase in teachers leaving the profession within their first five years.

Teacher stress has increasingly been a widespread topic to investigate by many researchers. Two studies conducted in the year of 2016 by Feltoe et al and Azhan et al which examined the same issue. However, they administered different method of data collection. Feltoe et al (2016) used an online survey to gain the data from 535 secondary teachers in all over Queensland and revealed three factors that significantly triggered teacher stress. They are lack of time, paperwork demands and overload curriculum. While Azhan et al (2016) distributed a set of questionnaire to secondary school teachers with various positions from 4 different schools in Terengganu, Malaysia. The study investigated the correlation between designed variables of stressors and stress. The findings uncovered a positive and strong correlation between students poor behavior, heavy workload and teacher stress.

In connection to ELT, a research by Aslrasouli & Vahid (2014) adds some empirical facts to the issue. They made an attempt to figure out the stressor among novice and experienced Iranian EFL teachers. The researchers uncovered that anxiety is the biggest source of stress. It grows even worse when they teach classes with both genders. Teaching in co-ed classes seems to give the teachers more pressure since they are attached to cultural and religious values in which opposite sex should not be placed together. Besides, others stressors that the teachers continually fight are limited time for marking, demanding amount of paperwork, number of classes, salary unsatisfactory, and poor working condition.

In the world that keeps challenging as well as demanding, it is inevitable for the teachers to carry on their occupation problem free. Teachers will have to struggle to figure some ways that are effectively working without putting them on risk. As the matter of fact, it is the truth that every teacher reacts to stressors differently, hence it is better for them to be able to identify

the possible factors in order to help them choose positive overcoming strategies rather than the negative ones. If they can identify such troubled situations, teachers can make use of coping strategies to overcome the setbacks or even to prevent the situations altogether. Moreover, it is also important how teachers can behave positively towards their difficult times or in other words, how they behave resiliently in such challenging moments.

Several studies have been conducted on teachers resilience which investigate what possible aspects helping the teachers to overcome the emotional tensions in their draining condition and commit to their profession (i.e (Howard & Johnson, 2004; Gu & Day, 2013). The study conducted by Howard and Johnson (2004) reveals that the factors the participants have to fight back the stressors are divided into three main parts , namely agency which includes the skill of being in control of what happens, letting go and move on without feeling guilty, being able to look inside and reflect, being patient and understanding of what is really going on to the students and most of all the feeling of having moral purpose, caring family and friends as well as strong organizational support from school principals and staff and lastly having a sense of achievement and competence such as self pride. In a similar way, Gu and Day (2013) investigated three resilient teachers in their early, mid, and late careers. The study reveals that the interaction between teachers' sense of efficacy, professional and personal identities, and their capacity to manage these interaction contribute strongly to their resilience. Despite the fact that the participating teachers in the aforementioned studies apply positive strategies , there is a study done by Feltoe et al (2016) reveals that drinking alcohol is the second additional ways teachers will take to deal with stressor (11% out of 50%).

While previous studies involved only several teachers, a national survey was carried out by Richards (2012). The survey involved 1,201 K-5 to K-12 teachers in United States. The result identified heavy workload and responsibilities, teaching unmotivated as well as needy students, classroom condition and lack of control over school decisions are top 5 sources of stress. Although the findings of the study suggested that teachers may be experiencing obstacles, they are able to overcome such difficult times. There are five strategies were reported which were having good support system, good sense of humor, solitary time, positive personality and problem solving. Although there is an increasing number of studies on teachers' resilience, research regarding how an EFL teacher copes with their wearing time is still rarely undertaken. An interesting finding is portrayed in the study of Tejada et al (2016) can fill the gap. It indicates several aspects that help novice EFL teachers regulate their negative emotions during their initial, survival stage of teaching practice. There are three strategies used by these teachers to control their emotions: selecting situations, cognitive change, modifying the emotional experience. However, a survey study conducted by Brundage (2007) which involved 53 foreign EFL teachers from Canada, US, Australia and New Zealand teaching in Jeonju, South Korea in 2004 and 2006 result differently. This study looked at the causes of teacher stress and their coping mechanism. Regarding foreign EFL teachers' way of coping with stress, the study found that most of the participant or 35% of the population will do some exercise or sports (2004). However, the later study (2006) showed that drinking alcohol is the way of overcoming the stress done by most of the participants (27%). If the latitude is narrowed to Indonesian EFL teachers, a recent study conducted by Rizqi (2017) will be the best example. His study involved one EFL teacher and it uncovered that the curriculum in Indonesia has been the biggest source of stress. The study also investigated three key aspects to become resilient: institutional support, continuous collegial and family relationship and positive personality.

The studies on teachers stress have been investigated through the years. The results showed that teachers experiencing stress due to some prevailing factors such as low salary, heavy workload, time limitation, students poor behavior, poor working condition and lack of administrative or/and management support. The accumulation of these manifestation of work-related stress among educators will portray a general picture of the source of teacher stress (Chen, 1985). Moreover, Richards in Kanene & Mushungekelwa (2016) states that pattern of stress is about manner in which stress manifests itself among employees in an organisation. Given the stressful circumstances, consequently, teachers are expected to have the capability to overcome such troubles positively and behave resiliently.

Although the aforementioned studies have provided some understanding in the field of teacher resilience, most of them do not intend to reveal what aspects that make a teacher resilient or what action they take to overcome it. Tejada et al (2016), for instance, mainly discusses how the EFL teachers regulate their negative emotions. It did not cover other crucial factors that might direct the teachers to feel stressed (e.g heavy workload) and their efforts to make them resilient. Although Rizqi's study (2017) has provided a great importance to the field, it is not sufficient to represent the total population, especially in Indonesia. Rizqi's study pointed out only one English teacher of junior high school and with one main source of stress faced was the curriculum. This single-case finding, therefore, could not speak for the population of Indonesian teachers who may battle diversified causes of stress. Thus, the present study is conducted to bridge the gap by involving a larger population of junior high school teachers and their attempts to improve their resilience which accordingly will establish patterns of teacher stress and resilience.

METHOD

A descriptive qualitative research design was utilized in this study to examine the source of stress and the way the teachers overcame it. The design was selected as it delivers a more profound and thorough understanding of whatever stressors experienced by junior high school teachers in Malang and their strategies to conquer the hardship (Mohajan, 2018). To put it differently, it was expected to present the types of problems they had faced related to their teaching career and how they did not only survive but thrive, in a great detail.

This research focused on the stress and resilience faced by junior high school teachers in Malang. They were from both state and private junior high schools. To meet the data required, the participants chosen were candidates of English Teachers Olympiad that had been selected throughout Malang city. They were chosen to compete with teachers from all over Indonesia in National Teachers Olympiad 2018. These teachers were the main informants since they have been teaching for at least five years. This major criterion was in line with the statement said by Kyriacou (2001) that teachers with teaching practice between 5 to 10 years are the most potential sources to answer why and how some teachers are more resilient than others. The study was not limited on gender or ethnicity of the participants. A pseudonym or letter would be allotted to each participant in order to ensure confidentiality in this study. Participants' names or any other information would never appear on any data collected. The data of interview would be stored safely and exclusively accessed by the researcher only.

A semi-structured interview was employed in collecting the data. The method was advantageous because it allowed possible interesting issues to come up during the conversation although the interviewer has a structured guidance with her. There was no time limitation in the interview. It meant the participants were allowed to take the time they needed to answer the question desirably. This would let the interview be private and thorough, also let the participants be as open as possible hence their voice was fully heard. Moreover, to attempt a comfortable interview atmosphere, the participants could speak in both Bahasa Indonesia and English. However, to anticipate the fatigue the interview may cost, the participants were allowed to finish the interview in the next session.

The interview was divided into 3 (three) parts. In the first part of the interview guide would be composed of demographic information. Then it was followed by the second part of the interview which was to elicit the sources of stress. In the last section, the participants were asked about how they restrain the stressors and be resilient. The participants would also be given the chance to add their personal opinions before the interview ends.

To collect the data needed for this study, several steps were administered. First step was obtaining permission letter from *Dinas Pendidikan Kota Malang*. Then using the letter to meet the participants from each school and explain the aim of this study. Next step was making an appointment with each participant. When the time and place were set, the one-on-one interview would take place. The interview would be audiotaped and note taking was allowed during the interview. When the data needed had been saturated, the data collection process would be stopped.

During data analysis, the interview data of several teachers would be scrutinized to check whether or not the pattern had been found. The researcher would begin another session of interviews and analysis if the pattern had not been established. This process would be carried out several times and stopped when there was no more information found. At this point, the data was saturated and the pattern has been gained. To the purpose of the study, the following stages had been modified from the original data analysis phases by Braun & Clarke (2006). There were 4 (four) stages in data analysis; transcribing, generating codes and themes, reviewing themes, interpreting the data, and produce findings.

FINDINGS

Source of Stress

As previously mentioned, whenever the data was saturated, the interview session was discontinued. In this study, there were two interview sessions with six participants in total and three participants in each session. Quoted verbatim of participants' statements were used to endorse the explanation of the findings. The current research had two underlying assumptions. The first assumption was teachers with longer teaching practice were stronger. This belief agreed with the statement said by Kyriacou (2001) He stated that that teachers with teaching practice between 5 to 10 years are the most potential sources to answer why and how some teachers are more resilient than others. Since the interviews were conducted during Corona Virus- 19 (Covid-19) pandemic, it was to assume that teachers were dealing with more impediments during the pandemic and for this reason, they were expected to have a number of ways to tackle the high-pressured times positively. After carrying out a set of data analysis process, the result successfully unveiled several main variables of stress encountered by the participants.

Pandemic Covid-19

The analysis of the interview data revealed that during the time of pandemic, the struggles faced by the participants were tremendously elevated. Especially in the beginning of the plague which was around March 2020 which schools were closed and consequently the learning process were conducted online. The sudden change of national education system brought more and more hardships to them. Due to online learning, the participants were forced to handle problems beyond their capacity. Participant A to F lacked in monitoring the students which led to lower to zero students' participation, as well as indisciplined students who did not finish nor submit the tasks promptly. As stated by Participant A:

PA: "The obstacle that arises is that sometimes the students do not join the online classes. While we monitor them attending the class or not is by giving the formative tasks. From here, it seems that usually up to 1/3 of the class do not do as they're told till those who are absent." She continued to add on how pandemic made her feel:

"This year is the most difficult year. Students of this academic year are the hardest to deal with. From 7 to 9 grade, the teachers here must put extra efforts to guide them. Not to mention, how we have to monitor them during pandemic."

The pandemic, moreover, had been affecting the teaching learning process in so many ways. Some schools, like Participant C's, were employing blended learning methods, online and face-to-face, which obliged her to teach and be ready for students need during day and night. This condition highly contributed to her exhaustion. She described the moment in the following response.

PC: "Now there is a new local regulation from the mayor that there will be two methods used, offline and online learning. That's what makes me dizzy. The problem is that even though we are using offline learning and we meet the students face to face, but we still must prepare materials and other things for online classes as well. That's what makes me tired."

The other challenge of teaching during the pandemic was the inconsistency of school program. Participant D stated that the school programs keep shifting as the effect of the epidemic. She admitted this point in the following reply.

PD: "So the school programs was never consistent. They kept up with the situation. At first, we tried to use WhatsApp (WA). It turned out that using WA was considered less sophisticated and less IT involved. Then Google Classroom, changing it means that the learning tools also change again such as, the lesson plans, etc. It appeared that using google classroom, the students were less pro-active. Then we were back to use WA. Last semester, we used the LK (students' sheet) module."

Class Management

Pandemic and class management were two crucial and were interconnected aspects contribute to stress faced by all of the participants. Since the learning process shifted to online classes, teachers found it difficult to monitor the students at home. The students' learning motivation decreased even more greatly than before the global epidemic. One of the reasons was students' incapability to access the online learning platform and limited internet quota. They, also, were distracted by online gaming. As a result, they could not participate or engage well in the classroom.

PB: "The students here have very minimal basic English. Even in grade 9, the motivation to learn English is very weak."

She continued to point out the challenges in online learning:

"We, actually, have made use of Google classroom (GC) but there are children who cannot join and, in the end, it's only several students attending the GC. Eventually, we changed to Google form. The problem is that the students cannot access it. They also lack internet quota. In the early days of the pandemic, the government provided free quota, but after a while it is not available anymore."

PE: "There are certain classes who have very poor learning motivation. So, they, for instance, do not do the assignments. That is why we must really motivate them. If we "lose" them, they might all take a day off. They might be junior high school dropouts."

PF: "On average, they have low motivation to learn. So, most of them at home, they play a lot of online games. So in the morning, when they are at school, they are sleepy. In terms of motivation, in here, it indeed is low, I think."

Fatigue Manifestation

Fatigue refers to exhaustion, tiredness, and weakness (Merriam-Webster's Dictionary, 2006). The data analysis displayed those five out of six participants felt this manifestation during their teaching experience and some stated that the condition has escalated throughout the pandemic era. Five participants claimed that they have experienced sleep disturbance which was triggered by various reasons such as work overload, anxiety, and exhaustion. Besides, due to these weary conditions, their duties are frequently put off. As stated by Participant A:

PA: "I tend to be sleeping all the time. My body cannot take too much work."

She added more detail related to the pandemic:

"During pandemic, it is heavier when it comes to reminding the students to finish the learning process immediately. It is very mind and energy draining. Sometimes they say yes but they don't do it. Also, I must communicate with parents, but they do not give me positive response."

She also said that she had to stay up late to have communication with her students:

"There was a time, I had to evaluate their assignments and communicate with them until midnight because they often wake up at that hour."

Work-related stress

The interview with six participants uncovered that four of them considered work-related drawbacks were the source of stress. Work-related stress includes heavy workload, extra piles of workload and number of students. Although some claimed that they did not always experience the burden of heavy workload and extra piles of workload, when this occurred they felt that it exceeded their capability. Two participants uttered that they had to do and finished more duties before the new academic year started or in the beginning of the new academic year. To the participants with more than one responsibilities, the extra piles of work more frequently refer to their additional duty such as student affairs coordinator or curriculum affairs coordinator. Furthermore, teaching big classes also has been putting them in hard times. Having to teach a large number of students added more stress to what they were already dealing with. Especially, when students need to practice language skill. However, 1 participant declared that her school had small number of students which she considered not ideal. Below was the excerpt from the participants:

PB: "Overload work is at the end of the year before the new academic year begins, because I have to prepare for the final examination. After that, for grade 9, I must compose students certificate proposal and report cards. I am also a part of the certificate writing team. Not only that, but I am also the one who must deal with the problems whenever my colleague makes mistake in writing the certificate. Whereas the process of applying for a change of certificate is very long. That's heavy. Besides, I also must prepare administration, divide the new classes based on the scores of new students' admission. So yes, it is quite hard in the end and in the beginning of the academic year.

PC: "I have a lot of workloads, because I have 8 classes meaning 32 hours of teaching when it should be 24. I have discussed it with the curriculum coordinator, I asked for help, I cannot put up with it, I said. And it's not optimal for my teaching either."

She continued to add that:

"I think I have big classes. Ideally, there are 25-30 students per class. The classes that I teach has a minimum of 34 students, some are up to 36 students."

PF: "Maybe my colleagues see I have so much work to do, I also feel that way when compared to other friends. Sometimes, when I feel down, I complain."

She also had trouble concerning the large number of students:

" , the intensity is too much, yes, but this is set by Education Authorities. However, because the class is quite large when there is a speaking assessment, the students practice out loud as I must assess the pronunciation as well, their voices can be heard outside the classroom. This can disturb other classes. Another example is in writing. They cheat on each other and I can't track it because there are so many students."

Time Management

The interview data analysis indicated that two, out of three sub-indicators of time management, were the facet of stress faced by four participants. They were taking unfinished duty home and impatience. All the participants took their uncompleted duty home. This happened quite regularly. In fact, some participants blatantly stated that they always take the duties home whenever incomplete. Although these four participants shared the same source of stress, Participant F conveyed that it was her colleagues who made her duty unfinished and thus, she had to take it home with her. In addition, three of the participants were sometimes impatient towards her student's attitude or ability.

PA: "I am not being impatient often, no. But have I ever been impatient, yes, I have?"

She also added the moment when she had to take her on-going duty home:

"Often, very often. for example, I do the correction at home. In addition, if there is an administrative task that is needed, I often finish it at home. Such tasks were given to me when I served as student affairs coordinator. I also make lesson plans at home."

PC: "There are times when I feel impatient. When I have explained the materials more than 2-3 times."

For taking unfinished duty home, she stated that:

"Yes, I often take the duty home, but most of the time, it is still unfinished because of sudden activity."

PD: "Always. Because I cannot for example, make lesson plan here, at school. I cannot concentrate. Too noisy."

Curriculum and School administrator

Being under pressure caused by curriculum which was difficult to apply and inadequate support from school administration was the last source of stress that emerged during the interview. Four participants argued that Curriculum-13 (K-13) was less appropriate to the condition of each school. One argued that C-13 had so many materials that she and her English colleagues were overwhelmed and could not cover all at once. Especially during this problematic era, C-13 was even more difficult to follow. However, they expressed gracefulness to the simplification curriculum proposed by the Minister of Education related to the current global condition. They found it helpful since there were some adjustments to the materials, grading system, and grade promotion. Like the other three participants, Participant D also showed gratitude towards the latest curriculum although she was the only teacher who currently employed school-based curriculum (KTSP) in her school.

In term of school administration support, two of the participants claimed deliberately that the support given by the administration staff and/or the assistant did not suffice. They were unpunctual which resulted in delayed duties. Participant F, for example, had to push and remind the administrative staff to finish the paperwork's on time. They seemed unaware of what the teachers need. Participant F stated that last semester, she had to finish all the curriculum paperwork's by herself while her assistant gave nil support to her. She personally considered that semester was extremely heavy to her as the coordinator of curriculum affairs.

PA: "As for English, I think it's simpler. Very simple. So, I think it's easier to apply, even though there are some materials I take from the previous curriculum (C-13). What is not in this simplification curriculum, which are important, and the students need to know, I still teach them.

She continued:

"C-13, heavy, because it consists of many basic competencies. The competence is up to 11 points, especially for grade 9. Moreover, grade 9, in April, will have their school examination. It means that the teaching and learning process has finished. So yes, it is difficult."

PB: "In my opinion, the C-13 is very ineffective. As for the curriculum during the pandemic, the level has been lowered, however, our students are still at a level in which they do not fully understand the materials yet meaning, yes, like what I said before, from the fulfilment of unfinished tasks, for example. Then, in my opinion, we should evaluate KKM as well because I think, this pandemic affects all levels of people's lives such as students' motivation as well as their parents' motivation."

PF: "It's about core competencies and basic competencies, right? Simplified, huh? We've been following the latest curriculum. Compressing the competencies, it is not a matter of hard or easy, but what's being omitted. Maybe in the previous curriculum, there was material that the government deemed unnecessary was finally removed. So yes, now that's the point. It used to be a lot yes, now it's reduced."

She went on:

" , this C-13, I don't really understand its implementation. I just followed the instructions in the book. There is indeed a teacher's book for C-13. But for example, I think the instructions in the book don't suit my student's condition, I don't follow them. So, C-13 is basically student-centred, right? I know my students; I cannot teach using student-centred because they will not give any attention to me. Thus, it must be teacher-centred first. I only follow what's in the book whenever I see it fit the condition."

She then kept on explaining how the administrative support made her feel:

"In my opinion, not optimal. What we ask for, for example asking for a paperwork to be made, they said yes but didn't make it right away. Then later, in the afternoon, there was no sign that the task was about to be done, I finally called them, and they said, "Yes ma'am, I am just about to do it". This is disappointing. Sometimes, I must give urgent reasons such as "This is being asked by the school principal right now," that's when they work on it faster. This happens quite frequently."

Aspects of Being Resilience

The interview consisted of seventy-eight questions and twenty-eight of which were to expose the key factors of being resilient during their teaching carrier as well as recent years. Due to the circumstances, it was pivotal to the participants to have such ways to help them to have a high resilience and thrive in the course of terrible times. This study found three significant points of resilience that have been done for many years by six participants. The interview data analysis showed that those three key aspects were positive personality, a set of support system as well as institutional support. These three factors have been immense helps for all the participants and have lessened their stress. Furthermore, they have helped the participants to be able to manage the hardship from recurring. However, when the same problem happens in the future, they will not face it empty-handed. Over the years, these key aspects have been developed, especially during the recent pandemic. They were forced to be more creative, adaptive and to have more strengths. Although these resiliency facets cannot be seen as the "healing potions", the participants could take advantages from these resilient manners and concentrate on how to deal with these problems positively rather than linger on stress.

Positive Personality

The interview data showed that positive personality has been vastly favorable. This point has become the strengths for all the participants whenever they felt regret, failed, or had to keep "the fire" burning throughout their carrier as educators. Some of the strengths come from within meaning the participants considered themselves as sincere, strong-willed, and grateful people. They also realized that their love for teaching English, for being devoted teachers at their schools no matter how unpleasant the conditions have kept them from being dragged into depression or even worse, fleeing. To be able to witness their students grow into better individuals makes them proud. In addition, the way they perceive problems as something that always has solutions has motivated them to stay positive and keep trying to do better for their school.

PA: "So far, if I find a complicated problem, in the end I believe there will be a solution. Although the process is tiring but the results are good. And this makes me proud and happy, when I see my student who used to be difficult to handle, becomes a better person. I have felt my love for this school and for the students here since the beginning of my teaching carrier."

PB: "I think of this school as my second home. I must be comfortable here. I must enjoy it. I have to make peace with what is here and I have to accept anything as a form of responsibility and trust that I have to keep. I feel there are so many challenges here so that I can learn a lot -learning from students, from parents. Even when I feel tired, I always motivate myself, like "if this problem/work is not solved promptly, it will pile up." So, nothing that I take for granted. I consider everything big and must be resolved immediately."

PC: "I feel my love for teaching English increases, especially when I find out that some of my students are continuing their education abroad, or when they are grateful for what they have received. It all makes me happy and proud. I consider my students as my children, so I don't just help but more than that. I try to empathize, to put myself in their shoes, then try to find a solution."

Support System

During Pandemic, the participants need even more support than what they already received these whole years. The support they need, particularly at school, are from their peer, school administrator, headmaster, assistant and absolutely from their family. To some participants, pandemic has become the most under pressured period in which problems are varied and keep piling up. Especially when they must handle problematic students or parents. They consider support from colleagues, school administrators and coordinators, also headmaster as a huge deal of contribution towards their well-being. They found that the teamwork is what makes everything easier and possible. Being able to share the weight off their shoulders, to collaborate, to encourage one another when problems encountered, were the things they are very grateful for. Having a solid English team that

they can rely on whenever they feel spiritless and bored. The schools also provide weekly or monthly forums in which the teacher will be able to share or ask for advice to their peers, senior colleagues, even headmaster. While at home, they can always expect endless support from their husband, children, and sister. Some participants prefer to talk about the problems with their husband because it what soothes them. On the other hand, sharing the difficulties with their children who are at the same age with their students is considered beneficial. The participants can benefit from what their children experience during school time. What a teacher should and should not do to the students, from the students' perspective. Such strategy enables them to understand the situation more deeply so that they can be a step closer to the students. When sharing to husband and/or children is not feasible, there is always sisters to rely on. Participant F, for example, always finds comfort when she talks about her problems to her sister. She listens well and always prays for the participant's own good.

PA: "I have a solid English team. So, when I feel bored, or a friend is feeling down, we remind each other, support each other, encourage each other too. We are like family here. Once a month, there is also a monthly meeting which we usually use to share as well. During the pandemic, when I must manage problematic students, I always contact the homeroom teacher to bring the student to school. While at home, her children were those she can always run to:

"At home, I talk to my husband, but mostly to my children. They can calm their mother better because they know their world better. My children also often talk about what happened at school. Like when a teacher scolded her friend in front of many students, and it made him embarrassed. It sometimes becomes input for me. When sharing with them it was a learning process for me, that little things can hurt students without us realizing it."

PB: "As curriculum coordinator, I have a team, and they are very reliable. I also often consult to the headmaster, have discussion with teachers whom I consider to be more senior and wiser. Even though my school is small, but we are all like family. All of school components, from the gardener, the janitors to headmaster are very welcome and supporting. so, I don't feel alone. We also have a "Friday Sharing" program where we can share problems for the past week, provide input and other positive things. I share my problems. I feel I thrive because I share. I feel that the success of the teachers is my success, the failure of the teachers is my failure." She added that her husband had a significant role as well:

"Yes, clearly. My friend at home is my husband. If there are things or problems that I can share with him, I will do it. It at least halves the load I shoulder."

PF: "I don't always talk about problems with friends, but there are people I would like to discuss with if I really want to share or talk about certain problems. I often consult with the principal of the school. This year, I am grateful, because my assistant in the curriculum is very helpful. Sometimes he has ideas that I don't really have a clear picture about. But he has taken the initiative. We also have a school group, where the principal and friends often share motivational videos, provide moral support, congratulate whenever any accomplishments achieved, visit friends who are not well."

While outside of school, her sister is the one she always shares problems with:

"I feel more comfortable talking to my sister than my husband. It is more relatable, and I feel more connected to share with women. My sister is also always there for me and prays for my problems to be quickly resolved."

Institutional Support

The interview with six participants revealed that although they shared the same two major themes of becoming resilient, they illustrated each moment quite differently. However, the data analysis showed that the responses given by the participants concerning the third theme were homogenous.

The participants confidently claimed that they had received enormous support from teachers' association (MGMP). For the past few years, since the MGMP was coordinated by new chief, they stated that, the support has been greater than before. The monthly meeting is always held regularly. The committee invites teachers from both state and private schools fairly. The materials or any information concerning the workshop and/or annual meeting are also equally distributed. They considered the members of current MGMP team to be very advantageous.

Here are the positive responses portrayed by six participants along with the excerpt:

PA: "The MGMP support is huge. Under the leadership of Mrs. Gunawati, it is not only public schools that are considered, but private schools also become their concerns. Before Pandemic, regular meetings were held once a month. Our school is also involved in various workshops. Even though only school representatives are allowed to participate, the results of the meeting/workshop are shared in the group. So, we can still learn. It gives more equal attention. "

PB: "MGMP is also very good. and I think the support is great too. Like last activity was facilitation. The information obtained will be shared with all of teachers in our school. So, I think MGMP also plays an important role in the development of teacher and school administration so that we don't miss out on any information or developments in the city. We also have the same rights."

PD: "MGMP is very helpful. Significantly. Especially in the era of Mrs. Gunawati. Lots of articles, materials provided. Because she likes to share. And because of this, I also have a circle of state schoolteachers. It wasn't like this at all before. If we have to form a group discussion by ourselves and its always predictable that private teachers will group together with fellow private teachers."

PE: "Support from MGMP is very good. At MGMP, we usually share about problems that occur in our schools. Second, about the appropriate learning media used in the classroom. The third, about the latest developments related to the English language. All of this is immediately shared. Like the last activity, there was facilitation for 4 days. It is related to learning media, barcoding, and about getting to know the character of students through workshops. The last workshop, the material was very good."

PF: "The benefits of MGMP are enormous. MGMP is indeed a little time consuming, but the benefits of knowledge are far greater than that. So, I'm happy. We have the chance to meet and share with lecturers and resource persons who are qualified in their fields. MGMP facilitates things like this, so I'm very happy. After participating in MGMP activity, I felt like a newly charged cellphone."

Patterns of Stress and Resilience

As the findings have been described in the previous sub-chapters, the pattern of what makes the participants stressed recently and factors that keep them resilient which is the utmost objective of the study is able to be drawn out.

The pattern of the two variables in the study will be illustrated in two pie charts. Chart 1 will provide the information about the source of recent stress faced by the participants and Chart 2 will show the key aspects of resilience administered by the participants in dealing with such stress.

As stated earlier, six participants were individually questioned about the struggles they face recently. Participants mentioned six main sources of stress in their responses: pandemic, class management, fatigue manifestation, work-related stress, time management and curriculum and administrative support. All the participants considered pandemic and class management were two major obstacles. This result clearly put each of them in the biggest parts of the chart (20,6%). In the second position with just five percent difference, was fatigue manifestation. Five out of six participants or around 17,2% of the total participants experienced physical draining due to the stress. The last three facets, work-related stress, time management and curriculum and administrator support, were equally mentioned by four participants. Each of them shared 13,7% of the data found.

Chart 2 indicated three major positive factors which they administered and/or have helped them during the stressful moments namely positive personality, support system including colleagues and school support and family, also institutional support. The data found that six participants mentioned each of these key elements justly. In other words, these resilient facets shared 33,3% parts of the chart.

The following charts will summarise the explanation.

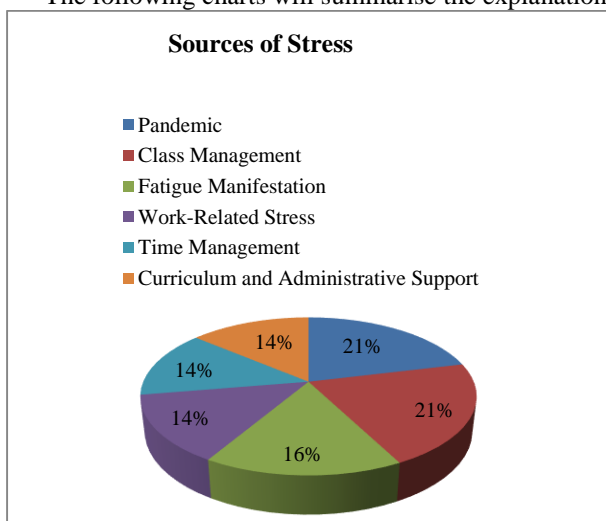


Figure 1. Sources of Stress

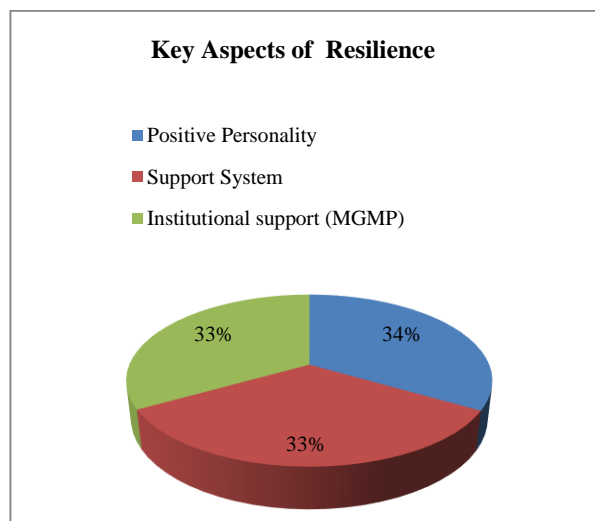


Figure 2. Resilience Aspects applied to overcome the stressors

DISCUSSION

Source of Teacher Stress Pandemic Covid-19

The interviews were carried out during the global outbreak, problems arising due to the condition were inevitable. The dramatic shift of teaching method, from face-to-face to distance learning, has been tremendously influencing teachers' life. Change is a substantial contribution to teacher stress (Johnston, 2012). Since the early waves of the plague, more and more problems began to pile up. The results showed that difficulty in supervising students during online classes as well as low students' participation have been the major contributions. This evidence reinforces the findings from previous researchers that the practices of teaching and learning cannot be achieved mostly because of the gap existing between teachers and students, leading to a decline in interest in joining online classes which even makes it more problematic for teachers to control them ((Rosalina et al., 2020; Prabawati, 2021). Moreover, the teaching learning process is hampered by the lack of students' familiarity with online learning platforms as well as limited internet quota. The teachers pointed out that what kept the students from joining or engaging well in online classes are limited access to media and internet data. This is supported by some previous literature expressing that the scarcity of online learning facilitation such as internet access and quota is one of the sources of stress faced by teachers (Nugroho et al., 2021; Izhar et al., 2021).

Class Management

The discoveries of the study mentioned that in times of pandemic, students lack of involvement during the lessons. However, this particular problem has been a nightmare even far before the Covid-19 outbreak. Low to unmotivated students contribute majorly in both traditional and online learning. Students who unable to possess a sustained learning motivation, will find it difficult to constantly attain a noteworthy enhancement in the process of language acquisition, even for the topmost students (Dornyei, 2001). The discovery related to students' low basic English proficiency is in accordance with past investigation pointing out that teachers have to explain the materials from the very beginning since the students does not have basic English lesson (Husna, 2021; Susiyanti, 2019; Souriyavongsa et al., 2013). On the other hand, family background as well as online gaming have become the external factors determining students' motivation. Students living in a distressed family, who are likely to be ignored by the parents or having neither encouragement nor full support from the family, serves as a major factor of low learning motivation (Mauliya et al., 2020; Whitaker et al., 2012), also playing online video games excessively causes students to be exhausted resulting in having trouble to study or complete the assigned tasks (Eskasasnanda, 2017).

Fatigue Manifestation

The third stressor is the physical tiredness also lethargy experienced by the teachers. During pandemic, as put by the teachers, pressure has elevated which caused them to develop weariness. This evidence is supported by Situmorang et al., (2021) and Collie, (2021) demonstrating that since the educators and learners are remotely separated, fatigue problems such as feeling tired and weak arise. The study also discovered that teachers were experiencing fatigue long before the Covid-19 epidemic. They admitted that at the beginning and in the end of an academic year always served a big role in their physical worn-out. As found by previous investigators in their studies (Widyawati & Felicia, 2017; Riaz & Ramzan, 2013) who support the idea that teachers has been experiencing constant fatigue manifestation, such as tiredness, weakness, and sleeping problems in their teaching practice. The effects of this fatigue to some teachers are quite the opposite from the other. When given the disadvantageous circumstances, some fell asleep easily while others had trouble sleeping. (Amschler & Mckenzie, 2013; De Souza et al., 2012) declare that teachers suffer from lack of sleep or have falling asleep difficulty due to professional obligation such as working hours, class preparation, homework, and exam-checking. This is similar to the findings that teachers had to stay up late to complete homework correction and communicate with the students, or to manage many things promptly related to their responsibilities as coordinators.

Work-related stress

It is believed that this stressor has always been a most-often mentioned aspect contributing to teachers stress (Adawiah & Romadona, 2021; Maphalala, 2014; Bearschank, 2010). There were several themes emerged correlated to work-related stress namely heavy workload, extra piles of workload and class size. one particular teacher mentioned that her current working hours was exceeding the original teaching workload. Besides, she also had to prepare more materials that serve her online and in-person classes. This is in agreement with a research conducted by Macintyre et al (2020) which strongly expressed that workload is what teachers find the most stressful. Moreover, teachers always found it problematic to teach a large number of students. The plausible explanation they mentioned was the difficulty to manage the whole class when it came to speaking examination and students practiced outloud and potentially disturbed others, for instance. The discoveries correspond to the research by (Ayeni & Olowe, 2016) saying that large class size has dire indication to the effectiveness of language learning. Moreover, teaching in overcrowded classes causing barriers in learning process such as insubordination, inefficiency of teaching techniques, students academic interaction, also time allotted to complete the lesson (Solis & Turner, 2016; Hadi & Arante, 2015).

Time Management

The next issue frequently faced by the teachers in teaching is to manage the time available. Morgan et al (2020) stating that time is always a concern which potentially becomes unnoticed or even unaddressed barrier to those who facilitate and provide professional development as teachers. This is in line with the findings of the study that most of the teachers dealt with time-related stress. The study discovered two facet of stress which were procrastination and impatience. The teachers strongly conveyed that they often postpone completing the tasks and bring the unfinished ones home. The finding is supported by Laybourne et al (2019) revealing that a collection of professional responsibilities such as preparing learning set such as lesson plan, also administrative work and marking students' assignments are the reasons of teachers procrastination. Bearschank (2010) emphasizes that teachers develop poor time management due to work overload, feeling overwhelmed as well as missed deadlines. As experienced by Participant F who missed the deadline of her responsibility due to peer laxity.

Curriculum and school administration

Lastly, curriculum and school administration support serve as the sixth source of teachers stress. Since it was introduced 8 years ago, Curriculum 2013 (K-13) has greatly challenged many teachers in a way or another. The discoveries are congruent with past investigators (Apsari, 2018; Rizqi, 2017) underlining that teachers don't entirely understand the application of scientific approach in K-13, thus giving confusion to the teachers. In Participant F's case, she relied on the K-13 guide book provided by the government, when baffled. Although she admitted that she had to come up with her own actions whenever the situation went

beyond the book anticipated. This is supported by Rohmah (2019) indicating that the selected teaching method in K-13 did not fit to the actual condition in the classroom. Another discussion of K-13 issue is the disparity between the study load and the time allocation (Khasanah & Widyantoro, 2017). Moreover, inadequate administrative support given to the teachers is a commonly-faced problem that can potentially initiate stress. A study of 1945 teachers by Yilmaz (2016) emphasizes that teachers feel that their need for administrative support is higher than what they actually receive. This is akin to what the current study demonstrated that administrative staff frequently gave teachers insufficient support such as improper time of duties completion and lack of responsibility awareness. In agreement, Johnston (2012) and Hammond & Onikama (1997) underline that lack of human resources and minimal administrative support have contributed significantly to teacher stress.

Teacher Resilience Positive Personality

During their teaching career, the teachers decided to never leave the profession albeit the ups and downs. The data found shows that the interviewed teachers made use of their personality to not only survive, but also thrive successfully in the face of challenges. The most mentioned form of positive personality is the love and commitment towards teaching English and schools. They believed that the challenges are a way to sustain their commitment to make their students a better learner, to love their students more and emphasize with what they are going through, also to be at peace and accept the difficulties and fully take advantages of them. These findings are supported by preceding investigators (Xue, 2021; Hui & Abdullah, 2020; Rizqi, 2017) expressing the inner sense of vocation such as love and commitment for teaching, as well as a belief in the ability to face the challenges are the resources to build a sense of personal resilience. Furthermore, teachers who have doubts about their own abilities in facing challenges will diminish the efforts, while those who believe that they are capable will committedly seek solutions to the problems (Bandura, 2000).

Support System

The second aspect of being resilient teacher is having a strong and resourceful support system. The study reported that, at school, teachers received enormous support from their peer, school principles, assistant as well as administrative staff. Since the outbreak a year ago, the demands imposed on teachers' shoulders greatly elevated. Thus, the supportive teamwork built in school organization has prevented the challenges in the classroom from accumulating. These constructive connections among school members have been predicted by earlier studies (Hui & Abdullah, 2020; Gu, 2014; Leahy, 2012). They demonstrate that a continuous collegial and school support serve as a great source of fostering resilience. A great deal of support was also given to the teachers from their family which had significantly lessened the weight by giving them support, loving them also praying for the problems to be resolved immediately. This result is supported by Leahy (2012) and Hui & Abdullah (2020) revealing that a strong family support has a high effect on building and maintaining resilience.

Institutional Support

The contribution of teacher association cannot be belittled. The teachers participants in the present study experienced the encouraging impacts of MGMP support to their professional development, especially in the last couple of years. The chief of MGMP along with the members had been very proactive in facilitating teachers around Malang with workshops and trainings, motivating and giving them advice on the pedagogical challenges faced in the classroom, also sharing knowledge and information among teachers. Two previous studies Hanung & Atmoko (2021) and Barella (2014) have presented similar findings. They point out that teachers agree that MGMP has greatly helped them to develop their professional competence, to work collaboratively towards teaching difficulties, as well as to share advantageous insights and lavish information.

In addition, by participating in MGMP activities, teachers also have the opportunity to build a mutual connection with new fellow teachers and colleagues (Rizqi, 2017). The study discovered an identical idea that MGMP was a means to have a constructive circle among teachers from both private and public schools compared to a few years ago. On the other hand, one previous study has shown the opposite finding emphasizing that only two teachers, out of twenty, who consider MGMP beneficial (Wulyani, 2017). The study argues that one possibility triggering this to happen is the inadequate knowledge and information of teachers to acknowledge the significance of MGMP to their individual and institutional enhancement.

Pattern of Teachers Stress and Resilience

The ultimate objective of the present study is to draw a pattern of what causes teacher stress and the key aspects to maintain resilience at school. The study has presented two charts regarding each of the variables in the previous chapter (See chart 1 and 2). The chart was chosen to graphically illustrated the connection between variables enabling the researcher to establish proposed causal links between them (Adams, 2001). In agreement, Pedhazur (1997) suggests that the researcher can make use of causal modelling to investigate patterns of causation among variables. In line with the underlying assumptions, first, the present findings reporting that the shift of teaching methods during pandemic has an incredible impact on teacher stress are supported by Travers & Cooper (1996) which emphasize that a major contribution to teacher stress is change. Secondly, as predicted, the findings indicated that teachers who have longer years of teaching experience have been greatly exposed to stressors Veldman et

al., 2013; Skaalvik & Skaalvik, 2011; Guarino et al., 2006). Thus, they build and develop a strong sense of resilience (Kyriacou, 2001), meaning teachers with at least 5—10 years of teaching have a set of key aspects to become sustainably resilient individuals.

CONCLUSION

English teachers experience many ups and downs and a never ending struggle throughout their teaching career, especially in time of pandemic which has dramatically changed every aspect of their lives in so many ways. Thus, it is inevitable to consider pandemic as one of the stressors and then followed by five others such as class management, fatigue manifestation, work-related stress, time management and curriculum and school administrations. There are three key aspects of being resilient used by the participants in the face of those aforementioned challenges namely positive personality, support system and institutional support. Based on the investigation, the pattern of teachers stress and resilience has been drawn. It indicated that experienced English teachers possess a high sense of resilience due to the great exposure of stress in their teaching career. Based on the findings, it is recommended to teachers of junior high school to be able to make use of the participants' ways of overcoming the stress positively or to prevent the similar hindrance from recurring in the future. School administrative should be more aware and responsive of what teachers need. They also can utilize this study as a reflection that a good administration can significantly reduce the occupational stress by building a supportive school culture contributing to a gratifying relationship between teachers and students. The policy makers should enhance the teachers comprehension about the implementation of Curriculum 2013 by conducting seminars or workshops. Also to provide a qualified counselor that the teachers can share the difficulties related to the C-13 with, once the seminars end. Lastly, The pattern drawn in the study is intended to be the initial pattern of teacher stress and resilience. Thus, the researchers interested in investigating the same area can proceed to examine the pattern quantitatively so that it can be generalised.

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