Challenging Teacher Resilience through Disruptive Student Behavior

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ABSTRACT : For teachers to be more successful in dealing with students' disruptive behaviour, it is necessary to strengthen their resilience. This paper defends the thesis that teacher resilience is central and crucial in successfully coping with disruptive behavior. To examine the problem, a review of the related research in the field of resilience in the teaching profession was performed. We examine resilience as an interweaving of the following factors: self-efficacy, well-being, social-emotional competencies, teacher-student relationship. The purpose of the text is to shed light on the importance of resilience and to encourage teachers to strengthen their resilience so that they can be successful in dealing with the disruptive behavior of their students. The concluding part of the text confirms the thesis on the key role of teacher resilience in dealing with disruptive behavior.

KEYWORDS: Resilience, disruptive behavior, self-efficacy, well-being, social-emotional competencies, teacher-student relationship.

I. INTRODUCTION

Working with children with special needs is required in mainstream primary education. The review of the literature indicates that there are two main factors influencing inclusion, the teacher's attitude and competency (Bagon & Istenic Starcic, 2016) which is related to teachers' resilience, self-efficacy and well-being. Especially children with emotional and behavioral problems both challenge teachers. Teachers of additional professional help have an even greater responsibility as they face the special challenges of students with emotional and behavioral problems, who are identified as students with special needs. (Mackenzie, 2011). Teachers rely on resilience at work to be able to perform their work tasks successfully (Gu & Day, 2007).

II. PURPOSE AND OBJECTIVES OF THE STUDY

In the present article, we study the role and importance of teacher resilience in dealing with student disruptive behavior. We examine resilience in the interplay of the following factors: self-efficacy, well-being, social-emotional competencies, and teacher-student relationship.

III. LITERATURE REVIEW

Teacher resilience is defined as the quality of a teacher who remains committed to his or her profession and as a developmental process that includes the ability to adapt to different situations (Beltman, Mansfield, & Price, 2011). Resilience is simultaneously defined as the ability to return to its original state after exposure to stress, pressure, or problems, and the ability to adapt to pressures (Colvin and Taylor, 2012).Lo, B. (2014) summarizes the findings of her research that lack of support, unwillingness and overload with work demands, and feelings of helplessness are sources of stress. He found that resilience, stress and burnout are linked. Richards et al. (2016) found that resilience is an important factor in reducing stress and teacher exhaustion. Aloe, A., Nickerson, A., Norris, B., Rinker, T., and Shisler, S. (2014) investigated the relationship between student's disruptive behavior and teacher burnout. They found that there was a statistically significant association between disruptive behavior and the three dimensions of burnout (emotional exhaustion, personal achievement, and depersonalization). The strongest association is present between students' disruptive behavior and teachers' emotional exhaustion. At the same time, disruptive student behavior is strongly associated with teacher depersonalization. As the level of disruptive behavior of students increases, the level of a teacher's sense of achievement decreases. Altindag Kumas, Ö., Kinay, I. and Suer, S. (2021) investigated the relationship between the stress experienced by teachers concerning student work and teacher resilience and found that there is a statistically significant negative association, which is consistent with other research (Richards et al. 2016; Rizqi, 2017). Malkoç and Yalçın (2015) found that occupational dissatisfaction of teachers, as a result of problems associated with disruptive

Student behavior, is one of the key causes of stress. Increasing the level of resilience strengthens the ability to cope with disruptive behavior, performance, professional satisfaction and reduces the level of stress (Polat and Özdemir, 2018, in Altindag Kumas, 2021). Pamungkas, H., Rafsanjani, M., and Rahmawati, E. (2019) have shown through research that students' disruptive behavior significantly affects a teacher's well-being and commitment to work, as well as emotional exhaustion.

IV. METHODOLOGY

A review of the literature in the research field of resilience in the teaching profession was performed. With the use of Google Scholar, a search for relevant research and literature based on relevant keywords (e.g.: resilience, well-being, disruptive behavior, burnout, self-efficacy, etc.) was conducted. We present the search terms and criteria:

Table 1: Search terms and criteria.

Inclusion criteria	Exclusion criteria
The study focuses on students' disruptive behaviour and teacher resilience.	The study does not focus on students' disruptive behaviour and teacher resilience.
The study focuses on middle school, high school or college students.	The study focuses on preschool and primary school students.
The study was published after the year 1990.	The study antecedents the year 1990.
The study design is qualitative, quantitative or mixed.	/
The study is empirical or theoretical.	The study is a review of the literature or a meta-analysis.
The study is peer-reviewed.	The study is not peer-reviewed.
The study is written in English.	The study is not written in English.

We manually screened each article title and abstract. All selected studies were a subject of full-text screening and reading. Reporting is presented in Table 1: List of articles, categories and codes. In this review, we included all research designs, both qualitative, quantitative and mixed. Also, only peer-reviewed studies published in English were included. Finally, only studies published after the year 1990 were considered. Included publication types are articles and other formats (PhD theses, book). Our final selection of 30 articles has been found and studied.

Five research questions have guided us:
RQ1: Which resilience factors are examined concerning a teacher's daily working with students with emotional difficulties?
RQ2: What is the role and meaning of teacher resilience?
RQ3: What is the impact of student disruptive behaviour on teacher resilience?
RQ4: What other factors influence resilience?
RQ5: How can teachers strengthen their resilience?

Further, seven categories have been formed, as listed below:

Resilience: contains codes associated with definitions, meanings and impacts of resilience.

Disruptive behaviour: contains codes associated with definitions, meanings and impacts of student disruptive behaviour.

Self-efficacy: contains codes associated with definitions, meanings and impact of self-efficacy.

Well-being: contains codes associated with definitions, meanings and impact of well-being.
Social-emotional competencies: contains codes associated with definitions, meanings and impacts of social-emotional competencies.

Relationships: contains codes associated with meanings, types and impacts of relationships.

Strengthening resilience: contains codes associated with ways in which teachers can strengthen their resilience.

V. RESULTS

Table 2: List of articles/ books, categories and codes.

Article/ book	Categories	Codes
Aldrup, K., Göllner, R., Klusmann, U., Lüdtke, O. & Trautwein, U. (2018). *Learning and Instruction.*	*Resilience* *Well-being* *Relationships*	The teacher-student relationship, teacher well-being
Aloe, A., Nickerson, A., Norris, B., Rinker, T. & Shisler, S. (2014). *Educational Research Review.*	*Disruptive behaviour*	Teacher burnout, student disruptive behaviour
Altindag Kumas, Ö., Kinay, I. & Suer, S. (2021). *Electronic Journal of Social Sciences.*	*Resilience*	Stress, teacher resilience, negative association
Bagon, S. & Istenic Starcic, A. (2016). *Education and Self Development.*	*Resilience* *Social-emotional competencies*	Inclusion, teacher's attitude, competency
Beltman, S., Mansfield, C. F. & Price, A. (2011). *Educational Research Review.*	*Resilience*	Teacher resilience, quality, adapting to different situations
Colvin, H. M. & Taylor, R. M. (2012).	*Resilience*	Definition, ability, exposure to stress
Chang, M.L. (2013). *Motivation and emotion.*	*Resilience* *Social-emotional competencies*	Socio-emotional competencies, student disruptive behaviour, burnout
Chang, M.L. & Taxer, J. (2020). *Teachers and Teaching.*	*Resilience* *Social-emotional competencies*	Emotion regulation strategies
Clara, M. (2017). *Teaching and Teacher Education.*	*Resilience*	Reflection, teacher resilience
Drew, S. & Sosnowski, C. (2019). *English Teaching: Practice & Critique.*	*Resilience*	Teacher resilience, pursuing goals, learning opportunities, supportive professional relationships
Fathi, J. & Saeedian, A. (2020). *Iranian Journal of English for Academic Purposes.*	*Resilience* *Self-efficacy*	Teacher self-efficacy, burnout, teacher resilience
Fluelen-Ra-El, G.M. (2020). *Lindenwood University, ProQuest Dissertations Publishing.*	*Disruptive behaviour* *Self-efficacy*	Teacher self-efficacy, student behaviour, no link
Gu, Q. & Day, C. (2007). *Journal Teaching and Teacher Education.*	*Resilience*	Teacher resilience, successful work, relying on resilience
Germer, K.C. (2009).	*Resilience* *Social-emotional competencies*	Self-compassion, experiencing unpleasant emotions, understanding emotions
Harris, M. A. & Orth, U. (2019). *Journal of Personality and Social Psychology.*	*Resilience* *Social-emotional competencies*	Self-esteem, personality, crucial role

Haydon, T. & Kennedy, A. (2020). *Intervention in School and Clinic.*	*Resilience* *Disruptive behaviour* *Relationships*	Role of a teacher-student relationship, the impact of student disruptive behaviour, positive classroom climate
Ihsanat, A. & Indartono, S. (2020). *Advances in Social Science, Education and Humanities Research.*	*Resilience* *Social-emotional competencies*	Teacher's commitment, self-esteem, teacher resilience
Kangas-Dick, K. & O'Shaughnessy, E. (2020). *International Journal of School & Educational Psychology.*	*Resilience*	Mindfulness, coping with stress, positive coping strategies, supportive relationships
Koomen, H., Spilt, J. & Thijs, J. (2011.). *Educational Psychology Review.*	*Resilience* *Relationships*	Role of teacher-student relationships, teacher well-being, improved student behavior, job satisfaction
Lanza, G. (2020). *UCONN Library Doctoral Dissertations.*	*Resilience* *Disruptive behavior*	Student disruptive behavior, teacher burnout
Leroux, M. & Theoret, M. (2014). *Reflective Practice International and Multidisciplinary Perspectives.*	*Resilience*	Reflection, strengthening resilience
Lo, B. (2014). *SpringerPlus.*	*Resilience*	Overcoming stress, positive thinking, coping strategies, school support
Mackenzie, S. (2011). *Journal of Research in Special Educational Needs.*	*Resilience* *Disruptive behaviour*	Challenges, working with students with special needs, emotional and behavioural problems
Malkoç, A. & Yalçın, Ġ. (2015). *Turkish Psychological Counseling and Guidance Journal.*	*Resilience* *Disruptive behaviour*	Stress, student disruptive behaviour, teacher resilience, performance, professional satisfaction
Ngui, G. & Lay, Y. (2020). *European Journal of Educational Research.*	*Resilience* *Self-efficacy* *Well-being* *Social-emotional competencies*	Teacher self-efficacy, teacher resilience, teacher well-being, emotional intelligence
Özben, S. (2010). *Procedia Social and Behavioral Sciences.*	*Resilience* *Disruptive behaviour*	New coping strategies
Pamungkas, H., Rafsanjani, M. & Rahmawati, E. (2019). *Journal of Accounting and Business Education.*	*Disruptive behaviour* *Well-being* *Relationships*	Student disruptive behaviour, teacher well-being, work commitment, teacher-student relationships, depression, emotional exhaustion
Ramsay, A. (2020). *Sociology Senior Seminar Papers.*	*Resilience* *Relationships*	The teacher-student relationship, less punishment
Richards, K. A. R., Levesque-Bristol, C., Templin, T. J. & Graber, K. C. (2016). *Social Psychology of Education.*	*Resilience*	Teacher resilience, stress, exhaustion
Rizqi, M. A. (2017). *Teflın Journal.*	*Resilience* *Well-being* *Relationships*	Teacher resilience, stress, exhaustion, student-teacher relationship, teacher well-being, job satisfaction

Teleb, A. A. & Awamleh, A. A. A. (2013). *Current Research in Psychology.*	*Resilience* *Social-emotional competencies*	Compassion, self-compassion, self-esteem

RQ1: Which resilience factors are examined concerning a teacher's daily working with students with emotional difficulties?

Based on the literature research review, we identified the following factors are examined in connection with resilience: *self-efficacy* (Ihsanat and Indartono, 2020; Fathi and Saeedian, 2020; Fluelen-Ra-El, 2020), *well-being* (Ngui and Lay, 2020; Aldrup, Göllner, Klusmann, Lüdtke and Trautwein, 2018), *relationships* (Koomen, Spilt et al., 2011; Rizqi, 2017; Haydon & Kennedy, 2020) and *socio-emotional competencies* (Germer, 2009; Chang, 2013; Teleb and Awamleh, 2013; Harris & Orth, 2019).

RQ2: What is the role and meaning of teacher resilience?

Teacher resilience plays an important role in fostering a positive response from teachers to the challenges they face in their careers (Colvin and Taylor, 2012). Teacher resilience plays an important role in recognizing and illuminating the negative effects of stress and burnout (Lo, 2014; Altindag Kumas, Kinay and Suer, 2021).

RQ3: What is the impact of student disruptive behaviour?

There is a statistically significant negative relationship between the stress experienced by teachers (concerning student work) and teacher resilience (Richards et al. 2016; Rizqi, 2017). Disruptive student behaviour affects negative teacher-student relationships, leading to ignorant teacher behaviour and a lower level of work commitment. At the same time, disruptive behaviour of students causes a higher rate of depression in teachers, as well as their level of patience decreases (Pamungkas, Rafsanjani and Rahmawati, 2019).

RQ4: How is resilience connected to other factors?

Life events and changes affect *self-efficacy*, which in turn affects teacher commitment. The teacher's commitment affects his self-esteem, which in turn also affects his resilience (Ihsanat, A. and Indartono, S., 2020). Fathi, J., and Saeedian, A. (2020) found in a study that self-efficacy is a greater predictor of burnout than resilience. Fluelen-Ra-El, G.M. (2020) found that there is no significant direct link between teacher self-efficacy and student behaviour.

Ngui, G., and Lay, Y. (2020) in a study confirmed the association of self-efficacy and resilience through individual *well-being*. They found that when an individual is satisfied with his or her life, it affects his or her perception of his or her abilities and, consequently, resilience. Well-being is associated with the perception of life satisfaction. This means that well-being is driven by the positive spirit and self-confidence of the individual. Enhancing well-being increases self-efficacy and provides a resilient individual. In addition to a strong belief in one's resilience, the teacher must also be satisfied. Self-efficacy, emotional intelligence, and well-being contribute significantly to an individual's resilience.

Aldrup, K., Göllner, R., Klusmann, U., Lüdtke, O., and Trautwein, U. (2018) found that a teacher's perception of behavioural problems in the classroom is related to their well-being. Teacher-student relationships make an important contribution to a teacher's well-being. Strengthening the teacher-student relationship strengthens the well-being of the teacher.

Rizqi (2017) found that *social relationships* reduce the level of teacher stress and increase the level of resilience. The teacher-student relationship is an important but often overlooked aspect of learning and the environment that can improve student behaviour and enhance teacher well-being and job satisfaction (Koomen, Spilt et al., 2011). By strengthening the teacher-student relationship, teachers can save time in dealing with disruptive student behaviour and foster a positive classroom climate (Haydon, T., & Kennedy, A., 2020). Ramsay, A. (2020), found in research that students who get along with their teachers or are on good terms with teachers are less likely to be punished. At the same time, research has shown that students who perceive a teacher as supportive are less likely to be punished.

Teachers' resilience is also influenced by their *socio-emotional competencies*. Students' disruptive behaviour is defined in the literature as a key cause of teacher stress and burnout, and little is known about the emotional processes associated with students' disruptive behaviour and teacher burnout. Research has shown that a subjective assessment of a student's disruptive behaviour is important in a teacher's experience of anger or frustration (Chang, M.L., 2013). Teachers are expected to be able to manage emotions in a way that is focused on meeting the needs of their students. Teachers can help themselves with respectful attitudes or compassion for themselves in dealing with unpleasant emotions. We call this self-compassion. Self-esteem stems from the assumption that every individual is important and worthy, regardless of their appearance or accomplishments (Teleb and Awamleh, 2013). Germer (2009) defines self-compassion as the willingness to indulge and recognize the experience of unpleasant emotions. In doing so, the individual should not avoid experiencing unpleasant emotions. Resilience is also influenced by self-esteem. Self-esteem or self-confidence is a positive or negative evaluation of oneself. Self-image is therefore about how an individual sees and values himself. Self-esteem is associated with academic abilities, social skills, the appearance of an individual and his belonging to a certain group. Self-esteem is crucial in shaping an individual's personality (Harris & Orth, 2019).

RQ5: How can teachers strengthen their resilience?

Disruptive behaviour by students can lead to burnout. Therefore, it is necessary to understand teachers 'emotional responses and how emotion regulation strategies affect teachers' affective experiences (Chang, M.L., and Taxer, J., 2020). Lanza, G. (2020) also showed with research that teacher perception of students' disruptive behaviour is a factor in teacher burnout. Another factor is the lack of school support in dealing with disruptive behaviour. Lo, B. (2014) summarizes the findings of her research that coping techniques and positive thinking help teachers in overcoming stress. At the same time, the strong support of school management has a strong supportive effect on teachers. Clara, M. (2017) confirmed in the study that Leroux and Theoret (2014) also argued that reflection is crucial in strengthening resilience. Drew, S., and Sosnowski, C. (2019) say that teachers who pursue their goal and purpose are more resilient. They are just more resilient teachers who see challenges as learning opportunities. Even teachers who have supportive professional relationships with fellow teachers, school management and students are more resilient.

Kangas-Dick, K., and O'Shaughnessy, E. (2020) add that mindfulness is effective in coping with stress. Schools should strengthen confidential and collaborative relationships with teachers. Especially in the first or early years of a career, it is important to offer teachers a support network, mentoring. Both teachers and students are more successful in environments where feelings of security and trust prevail. School leaders and psychologists have a key role to play in equipping teachers with coping strategies. Consultations with teachers strengthen resilience when they are collaborative and at the same time allow teachers autonomy. Providing positive coping strategies strengthens the teacher's sense of competence, which is crucial in stressful situations. Özben, S. (2010) says that teachers know how to deal with disruptive student behaviours and therefore need new coping strategies. Koomen, H., Spilt, J., and Thijs, J. (2011) point out that teachers 'relationships with students are a source of teachers' daily emotional experiences and well-being. Teacher-student relationships contribute to a sense of connection. At the same time, the professional and personal identity of the teacher is connected and shaped by his social relations. These relationships also shape emotional experiences within everyday interactions, which can explain the effects of students' disruptive behaviour on a teacher's well-being.

VI. DISCUSSION

Teachers experience stress, caused by work tasks and student disruptive behaviour. Student disruptive behaviour influences teacher resilience and well-being, as it can cause emotional exhaustion and lead to burnout. In the present article, we studied the role and importance of teacher resilience in dealing with student disruptive behaviour. Five research questions guided our review of professional literature and research.

RQ1: Which resilience factors are examined concerning a teacher's daily working with students with emotional difficulties? Our literature research review examines the following resilience factors: *self-efficacy* (Ihsanat and Indartono, 2020;

Fathi and Saeedian, 2020; Fluelen-Ra-El, 2020), *well-being* (Ngui and Lay, 2020; Aldrup, Göllner, Klusmann, Lüdtke and Trautwein, 2018), *relationships* (Koomen, Spilt et al., 2011; Rizqi, 2017; Haydon & Kennedy, 2020) and *socio-emotional competencies* (Germer, 2009; Chang, 2013; Teleb and Awamleh, 2013; Harris & Orth, 2019).

RQ2: What is the role and meaning of teacher resilience? We found out that *teacher resilience* has an important role in teacher's lives as it helps teachers deal with difficulties at work - such as student disruptive behaviour (Richards et al. 2016; Rizqi, 2017; Altindag Kumas, Kinay and Suer, 2021). R*Q3: What is the impact of student disruptive behaviour?* This kind of behaviour can be even more challenging when it comes to working with students with special needs (emotional and behavioural problems). We found out that *student disruptive behaviour* causes depression, stress and emotional exhaustion in teachers (Pamungkas, Rafsanjani and Rahmawati, 2019).

RQ4: *How is resilience connected to other factors?* We also found out that resilience is connected with other factors. By strengthening their *self-efficacy*, teachers also strengthen their *well-being* (Ngui, and Lay, 2020). However, Fluelen-Ra-El, G.M. (2020) found that there is no significant direct link between teacher self-efficacy and student behaviour. When dealing with student disruptive behaviour teachers need to focus on their *social-emotional competencies* and improving their *relationships* with students (Rizqi, 2017; Aldrup, Göllner, Klusmann, Lüdtke and Trautwein, 2018; Haydon & Kennedy, 2020). R*Q5: How can teachers strengthen their resilience?* Teachers can strengthen their resilience not only by strengthening resilience-related factors (self-efficacy, well-being, social-emotional competencies and teacher-student relationships) but also with the use of mindfulness (Kangas-Dick and O'Shaughnessy, 2020), reflection (Leroux and Theoret, 2014), positive thinking (Lo, 2014), supporting relationships at work (Koomen, Spilt and Thijs, 2011; Kangas-Dick and O'Shaughnessy, 2020). Looking into the future, schools and school systems need to acknowledge the importance of the well-being of their employees, understand the challenges they face at work and help them overcome these challenges as well as improve pedagogical practice.

VII. CONCLUSION
Based on the literature review, presented in this article, self-efficacy, well-being, social-emotional competencies and teacher-student relationships are important or even crucial when dealing with student disruptive behaviour. By strengthening the mentioned factors, teachers strengthen their resilience. For teachers or schools, in general, to be successful in dealing with student disruptive behaviour, schools should focus on giving support, establishing supportive working environments and coping strategies for their employees. More attention should be given to teacher well-being and teacher resilience. Our study has its limitations as it is based on a literature research review. This review study provides a background for the empirical pedagogical study to be conducted with teachers.

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