

Resilience and Adversities: The Case of HEI Faculty and Students

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Abstract: The goal of this study was to look into the Higher Education Institution's (HEI) faculty and students' resilience and adversity amidst challenges in life. A descriptive correlational research design was employed in this study, with data drawn from the faculty respondents having a normal level of resilience while the students have low resilience in facing adversities. Furthermore, there was no significant relationship between gender, age, and marital status with the resilience level of the faculty. However, there is a negative correlation with gender and marital status to the level of students' resilience. Thus, it is recommended to have interventions on some factors such as promoting the well-being of the graduate faculty and students, internet connectivity problems, and Information and Communications Technology (ICT) literacy in using the new learning modality.

Keywords: Resilience, Adversities, HEI, Faculty, Students

1. Introduction

The contribution of HEI to the advancement of knowledge and creativity is directly linked to the nation's development goals. It cultivates future leaders who will continue to transform the educational landscape. As a result, graduate education provided students with more advanced knowledge in a particular field. However, the COVID-19 pandemic brought numerous challenges to the higher education community. There were more people infected with COVID-19 as a result of the pandemic, more than 1.5 million students in 190 countries who have not been able to attend school physically [1]. It forced school closures all across the world [2] and travel restrictions [3]. As a result, educational institutions have moved significant face-to-face learning to remote learning [4]. The educational institutions' initial response involved faculty rushing to adapt their traditional curricula to an online

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environment, mindful of technology, learning management systems, and various online learning platforms that learners could access from home [5], primarily providing students and teachers with two options: online learning and modular distance learning. Learning materials will be uploaded in a Learning Management System (LMS) such as Google Classroom, Schoology, Blackboard, or Canvas in the online modality [6]. Students can download and use them to complete the assessments. To effectively teach and learn in this medium, teachers must learn technology-based instruction. The transition is considered difficult for faculty and students who are used to traditional face-to-face instruction and have basic or intermediate computer skills [7]. Definitely, the pandemic has compelled teachers to work harder than ever to keep teaching despite the virus' disruption and threat. The challenges and difficulties faced by the faculty and school administrators in the new normal have been documented in several studies [8]. Henceforth, the COVID-19 pandemic has added stress to the faculty's work in the new normal. It put the faculty's physical, mental, spiritual, and emotional well-being at risk [9].

Teacher resilience is defined as a teacher's ability to respond positively to challenging situations that they may face during their careers. For three reasons, resilience is crucial in the classroom. First, it is impossible to expect students to be resilient if their instructors, who are a primary source of role models, do not exhibit this trait [10]. Second, teaching is a difficult profession in an emerging "era of diversity and sustainability" [11]. A shift in focus from teacher burnout to resilience could lead to a better understanding of how teachers manage and maintain their motivation and commitment during times of transition [6]. Finally, resilience, defined as the ability to "bounce back" in the face of adversity, is inextricably linked to a strong sense of vocation, self-efficacy, and enthusiasm for teaching, all of which are needed to improve students' achievement in all aspects of their lives [10]. Likewise, according to the findings of the study of Durso [12], the sources of stress and/or adversity were the low initial motivation for the program, personal health issues, faculty didactic-pedagogical deficiency, difficulties in relationships with peers, and competing professional demands. However, the main protective factors identified were adaptability, self-control, personal organization, good relationships with the faculty, integration with colleagues, and family support.

On the other hand, faculty and students' resilience and adversities amidst the new normal of education seemed to be rarely explored areas. Though Filipinos are known for their resilience [13]. It refers to a person's ability to adapt and be flexible in the face of adversity, as well as their ability to successfully overcome obstacles [14].

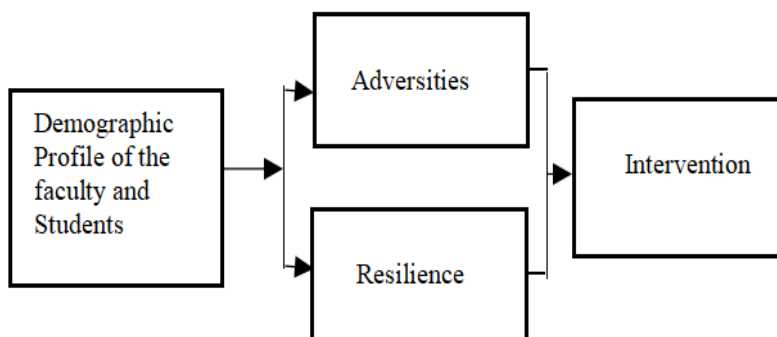


Figure 1. Schematic Diagram of the Study

Figure 1 shows the schematic of the study, wherein the independent variable is the demographic profile of the faculty, such as gender, age, marital status, and estimated monthly salary, while the dependent variable is the adversities and resilience encountered by the faculty and students. The output would be the intervention program that will be done by the management.

The main goal of this paper was to find out how resilient the graduate faculty and students are as they face various learning adversities amidst the COVID-19 pandemic. It aims to determine the following specific objectives:

- (1) The demographic profile such as gender, age, and marital status of the graduate faculty and students;
- (2) The resilience level of various adversities encountered by the respondents in this new learning modality;
- (3) The relationship between the resilience level and demographic profile of the graduate faculty and students.

The following hypothesis were tested:

- (1) The level of resilience of the faculty is not significantly related to their demographic profile.
- (2) The level of resilience of the students is not significantly related to their demographic profile.

2. Methodology

This paper was conducted in Palompon Institute of Technology (PIT), Palompon, Leyte, Philippines, with the respondents drawn from the faculty and students of the college of graduate studies. It utilized a descriptive correlational research design, and this method will consolidate the information provided by the respondents. The study was conducted in PIT, Palompon, Leyte, Philippines, with the respondents drawn from the faculty of the College of Graduate Studies.

The research instrument used in this study was a survey questionnaire administered via Google Form, which consists of two (2) sets with the following: Set A was designed to determine the demographic profile of the respondents as to gender, age, marital status, and estimated monthly income, which sought the frequency and percentage. Set B determined the level of resilience in the new normal adversities utilizing the brief resilience scale [15], and the scores were interpreted using five numbers, ranging from “1” (Low Resilience) to “5” (High Resilience).

Table 1. Brief Resilience Scale

BRS Score	Interpretation
1.00-2.99	Low Resilience
3.00-4.30	Normal Resilience
4.31-5.00	High Resilience

Moreover, the demographic profile will be interpreted using frequency profile will be interpreted using frequency and percentage, further to determine the relationship between the demographic profile and the level of resilience is Pearson r moment correlation.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

Table 2 presents the data on the demographic profile of the faculty respondents in terms of gender, age, marital status, and monthly income.

Table 2. Demographic Profile of Faculty Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	4	30.77
Female	9	69.23
Total	13	100.0

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
20-25	0	0.0
26-30	1	7.69
31-40	1	7.69
41-45	4	30.77
46 and above	7	53.84
Total	13	100.0

<i>Marital Status</i>	<i>Frequency</i>	<i>Percentage</i>
Single	3	23.08
Married	9	69.23
Widow	1	7.69
Separated	0	0.0
Annulled	0	0.0
Total	13	100.0

As shown in Table 2 in the gender profile, the male consists of 4, and the female is 9. It denotes that there are more female responses than male responses since most of the faculty in the College of Graduate Studies are female.

Furthermore, in the age profile, the range 20-25 got 0 frequency and 0.0 percentage; the range 26-30 got 1 frequency and 7.69 percentage; the range 31-40 got the frequency of 1 and 7.69 percentage; the range 41-45 got the frequency of 4 and 30.77 percentage and the range 46 and above got the frequency

of 7 and 30.77 percentage. The results showed that those aged under 46 and above have the highest frequency. It implies that the majority of the faculty in the College of Graduate Studies are from Generation X and Baby Boomers, and because the majority of the faculty are in Associate Professor and Professor Academic Rank, and most of the students in the College of Graduate Studies are all professionals and teachers from various schools in Region VIII.

Moreover, for marital status, there are three (3) single and nine (9) married faculty and then one (1) widow but no separated or annulled faculty. It shows that married faculty has the highest frequency, which indicates that most of the faculty have social support and companionship that enhance life satisfaction. The demographic profile such as gender, age, and marital status were the independent variables that were expected to influence the resilience level of various adversities encountered by the faculty respondents.

Table 3. Demographic Profile of Student Respondents

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	31	27.92
Female	80	72.08
Total	111	100.0
<i>Age</i>		
20-25	39	35.14
26-30	35	31.53
31-40	25	22.52
41-45	7	6.31
46 and above	5	4.50
Total	13	100.0
<i>Marital Status</i>		
Single	54	48.65
Married	57	51.35
Widow	0	0.0
Separated	0	0.0
Annulled	0	0.0
Total	111	100.0

Table 3 presents the data on the demographic profile of the student respondents in terms of gender and marital status. As shown in Table 3 in the gender profile, the male consists of 31, and the female is 80. It indicates that there were more female than male students' responses in this study.

Further, in the age profile, the range 20-25 got a frequency of 39 and 35.14 percentage; the range 26-30 got a frequency of 35 and 31.53 percentage, for the range 31-40, the frequency is 25 and 22.52 percentage; the range 41-45 got a frequency of 7 and 6.31 percentage; and the range 46 and above got the frequency of 5 and 4.50 percentage. The results showed that those aged under 20-25 have the highest frequency. It implies that most of the students in the College of Graduate Studies are generation Z.

Moreover, for marital status, there are 54 single and 57 married faculties but no widow, separated, or annulled student. It shows that the married students have the highest frequency.

3.2 Resilience Level of Various Adversities Encountered

3.2.1 Resilience Level of Faculty Respondents

This section reveals the resilience level of various adversities encountered by the faculty respondents. The statement "I don't know how to use Moodle Learning Management System" got the highest mean of 4.46, which denotes high resilience. It implies that the faculty are very resilient in finding ways, such as using other platforms that would be easy for them to deliver their online classes through using other learning management systems (LMS), since most of the faculty do not know how to navigate Moodle based on the interview responses by the selected respondents during the seminars and training conducted on the school campus.

Table 4 reveals the resilience level of various adversities encountered by the faculty respondents.

Table 4. Resilience Level of the Faculty

Statements	Mean	Interpretation
1. I'm experiencing difficulty using my laptop during my online class.	2.62	Low Resilience
2. I don't have resources (laptop, cell phone, internet connectivity) to use for my instructional materials.	2.00	Low Resilience
3. I don't know how to use Google Classroom.	2.15	Low Resilience
4. I don't know how to use Moodle Learning Management System.	4.46	High Resilience
5. My knowledge of using Google Classroom is limited only.	3.54	Normal Resilience
6. I cannot access the activities of my students at home due to a low Internet connection.	3.08	Normal Resilience

7. I cannot communicate with my students at home due to a low Internet connection or no signal.	3.08	Normal Resilience
8. I'm having difficulty checking their requirements or activities because I'm not used to the online class modality.	2.85	Low Resilience
9. I'm having difficulty conducting my virtual class, so I prefer a modular approach.	2.46	Low Resilience
10. I cannot regularly check my students' classwork due to an unstable Internet connection.	2.85	Low Resilience
11. Sometimes, I feel exhausted checking the student's bulk assignments and projects online.	3.85	Normal Resilience
12. My students seldom experience disconnection during my online class.	4.23	Normal Resilience
13. My students were having difficulty with the modular approach, so I prefer an online class.	3.31	Normal Resilience
14. My students were having difficulty in their oral presentations or reporting in my online class.	2.92	Low Resilience
15. Only a few can attend my online class due to problems of Internet connectivity.	3.46	Normal Resilience
16. I have a hard time preparing my course content due to the new modality approach.	2.92	Low Resilience
17. I'm having difficulty retrieving the assignments or projects of my students.	2.69	Low Resilience
Overall Weighted Mean	3.09	Normal Resilience

The following statements that have normal resilience results were: "My students seldom experience disconnection during my online class," "Only a few can attend my online class due to problems of Internet connectivity," "Sometimes, I feel exhausted in checking the student's bulk assignments and projects online," "My knowledge in using Google Classroom is limited only," "My students were having difficulty with the modular approach, so I prefer an online class," "I cannot access the activities of my students at home due to a low Internet connection," and "I cannot communicate with my students at home due to a low Internet connection or no signal."

It implies that the faculty accept this kind of situation in a new normal modality and they already have an option to address it if this condition happens in their online class. The intervention program addressed issues such as connectivity problems and limited knowledge in using Google Classroom by

conducting a series of webinars on using the different LMS like Google Classroom, Moodle, Edmodo, and so on, and during the online class, the faculty record their virtual class every meeting and upload it in the virtual classroom so that the students can view it in case they are disconnected during the online class due to technical difficulties.

On the other hand, the following statements that have low resilience results were “I have a hard time preparing my course content due to the new modality approach,” “My students were having difficulty in their oral presentation or reporting in my online class,” “I cannot regularly check my students' classwork due to an unstable Internet connection,” “I'm having difficulty conducting my virtual class, so I prefer a modular approach,” “I'm experiencing difficulty in using my laptop during my online class,” “I don't know how to use Google Classroom,” and “I don't have resources (laptop, cell phone, internet connectivity) to use for my instructional materials.”

It implies that the faculty having this kind of adversity has low resilience because this situation is beyond their control and capabilities. It needs an intervention program by the school management to address these difficulties in the new normal approach.

Further, results showed an overall weighted mean of 3.09, which denotes “Normal Resilience.” It implies that the faculty are very resilient to find ways to solve the adversities they encountered in the new normal modality approach, such as using other LMS in their online class that are easy and have user-friendly features, choosing a network provider that has a strong internet connection, and attending webinars that talk about the new learning modality. The results were confirmed by the study of Coskun *et al.* [16] that showed being resilient can be defined as a person who is resistant and flexible and can also heal quickly, get better, and overcome challenges of all kinds of trauma, tragedy, personal crisis, and problems.

3.2.2 Resilience Level of Student Respondents

Table 5 reveals the resilience level of various adversities encountered by the student respondents. The statement “I'm having difficulty in our oral presentation or reporting during my online class” got the highest mean of 3.34, which denotes normal resilience. It implies that the students are resilient in finding ways even though they were having difficulty in their oral presentation or reporting during their online class.

Table 5. Resilience Level of the Students

Statements	Mean	Interpretation
1. I'm experiencing difficulty using my laptop during my online class.	2.51	Low Resilience
2. I don't have resources (laptop, cell phone, internet connectivity) to use for my online class.	1.63	Low Resilience
3. I don't know how to use Google Classroom.	1.49	Low Resilience
4. My knowledge of using Google Classroom is limited only.	2.70	Low Resilience

5. I cannot access the activities and assignments at home due to low Internet connections.	2.31	Low Resilience
6. I cannot communicate with my professors due to a low Internet connection or no signal.	2.58	Low Resilience
7. I'm having difficulty doing our requirements or activities because I'm not used to the online class modality.	2.33	Low Resilience
8. I'm having difficulty in my online class, so I prefer the modular approach.	2.15	Low Resilience
9. I cannot regularly check our assignments and activities posted in our Google Classroom due to an unstable Internet connection.	2.14	Low Resilience
10. Sometimes, I feel exhausted from complying with my bulk assignments and projects online.	2.54	Low Resilience
11. I seldom experience disconnection during my online class.	2.93	Low Resilience
12. I'm having difficulty with the modular approach, so I prefer an online class.	3.19	Normal Resilience
13. I'm having difficulty in our oral presentation or reporting during my online class.	3.34	Normal Resilience
14. I seldom attend my online classes due to problems of Internet connectivity.	2.61	Low Resilience
15. I'm having difficulty downloading or uploading my assignments or projects in our Google Classroom.	2.13	Low Resilience
Overall Weighted Mean	2.43	Low Resilience

Furthermore, the statement “I'm having difficulty downloading or uploading my assignments or projects in our Google Classroom” got the lowest mean of 2.13, which denotes low resilience. It implies that the students were having difficulty with their internet connection and some other problems, such as their knowledge of using Google Classroom is limited only to the basic navigation, they are experiencing difficulty in using their laptop, and sometimes they are having difficulty in complying with the assignments and research work due to continued power maintenance during weekends.

The results show the overall weighted mean of 2.43, which suggests “Low Resilience”. It also implies that the students were having difficulty in their online class during the pandemic due to poor internet connectivity, limited knowledge of the new learning platform, and a lack of sufficient resources. Further,

this data was gathered during lockdowns, and the students were not prepared for the transition from face-to-face to an online approach. The school intervention was done to help the students in their adversities, and the following were implemented: leniency in the submission of their school requirements; a series of orientations, seminars, and trainings for the new learning approach; an online feedback platform used for the students' queries, such as Facebook, Google Meet, and Zoom. Further, adaptation and resilience are needed, particularly in education and learning, in order to endure, learn, and bounce back during this era of stress to contribute to the quality of education and student learning [17].

3.3 The Relationship of Demographic Profile and Resilience Level of the Respondents

3.3.1 Faculty Respondents

Table 6 reflects the relationship between demographic profile and resilient level. Four observations can be extracted from the table, and these are the relationships of gender, age, and marital status to the resilience level of the graduate faculty.

Table 6. Relationship of Demographic Profile and Resilience Level of Faculty

Variables	1	2	3	Resilience Level
1. Gender	-	0.59*	0.82**	- 0.26
2. Age		-	0.78**	- 0.15
3. Marital Status			-	- 0.19

Note: **p*-value < 0.05; ***p*-value < 0.01

Table 6 shows that there is no significant relationship between gender, age, and marital status and the level of resilience of the faculty, implying that null hypothesis 1 is accepted. The results were confirmed in the study of Coskun *et al.* [15] that showed students' level of resilience has no significant relationship with gender.

It further implies that the independent variables mentioned in Table V do not affect the resilience level considering the adversities encountered by the respondents.

3.3.2 Student Respondents

Table 7 reflects the relationship between demographic profile and resilience level. Four observations can be extracted from the table, and these are the relationships of gender, age, and marital status to the resilience level of the graduate students.

It is revealed in Table 7 that there is a negative significant correlation between gender and marital status and the level of resilience of the students. Therefore, the null hypothesis 2 is rejected. The results contradict the study of Coskun *et al.* [16] that students' level of resilience has no significant relationship with gender and monthly income.

Table 7. Relationship of Demographic Profile and Resilience Level of Students

Variables	1	2	3	Resilience Level
4. Gender	-	0.012	0.650**	- 0.290*
5. Age		-	0.038	0.120
6. Marital Status			-	- 0.286*

Note: **p*-value < 0.05; ***p*-value < 0.01

It further implies that the gender and marital status of the students affected their resilience level, as shown in Table 5. The overall weighted mean is 2.43, suggesting “Low Resilience.” Moreover, based on the results of the demographic profile, most of the respondents are female and married. That is the reason they have low resilience. Aside from being students, they also have other obligations to do, like taking care of their family, and at the same time they have to do the academic-related tasks for the school. This finding is confirmed with the study of Cadete and Ruggunan [18] that women academics are more likely to experience adversity due to internalized gender roles and stereotypes.

4. Conclusion

This study explored the resilience of the graduate faculty and students in the new normal modality. The results imply that faculty were able to manage the adversities they encountered in the new normal. On the other hand, there was no significant relationship between gender, age, and marital status with the resilience level of the graduate faculty. However, the student’s resilience revealed “Low Resilience,” and it has a negative correlation with the demographic profile of the students, such as gender and marital status. It implies that the students, during their adversities, experienced low resilience in dealing with their online classes and complying with their course requirements due to the majority of them being female and married, and the new modality approach is new to them, plus the connectivity issue. Generally, it is concluded that the faculty are resilient amidst new normal adversities. However, the students showed low resilience because they are having difficulty coping with the new normal adversities during the pandemic. Two directions are recommended. First, explore other external factors that contribute to coping in the new normal. Second, intervention may be done to promote the well-being of the graduate faculty and students, such as addressing some issues pertaining to internet connectivity problems, and ICT literacy in using the new learning modality.

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