



ISSN: 2617-6548

URL: www.ijirss.com



Forging strength in the face of adversity: How professional identity shapes Malaysian teachers' resilience

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Abstract

This quantitative exploratory study delves into the perceptions of Malaysian teachers, investigating the interplay between three dimensions of teacher professional identity and the dual forces of intrinsic and extrinsic motivation in fortifying their resilience against the multifaceted challenges of teaching in public schools. Employing a cross-sectional research design, data were collected from 797 teachers through a structured questionnaire. The data were analyzed using the PLS-SEM approach for direct paths and mediation analysis. The findings underscore the pivotal role of both intrinsic and extrinsic motivation in shaping teacher professional identity, while highlighting that teachers' resilience in the face of adversity is significantly reinforced when nurtured by both personal and institutional dimensions of professional identity. These insights illuminate the intricate web of motivational and identity-driven factors that sustain teachers' perseverance, offering critical implications for fostering a more enduring and robust teaching workforce. Motivation acts as the support behind teachers' specific decisions and persistence, particularly their resilience in encountering teaching challenges. School leadership, including principals and administrators, plays a crucial role in fostering teacher resilience. Findings highlight that resilience is a dynamic process shaped by interactions between individuals and their environment, emphasizing the need for supportive leadership practices to enhance teacher well-being and retention.

Keywords: Extrinsic motivation, intrinsic motivation, PLS-SEM, professional identity, teacher resiliency.

DOI: 10.53894/ijirss.v8i2.6399

Funding: This study received no specific financial support.

History: Received: 28 February 2025 / Revised: 2 April 2025 / Accepted: 4 April 2025 / Published: 23 April 2025

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Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Institutional Review Board Statement: The study was conducted according to the guidelines of the ethical conduct and approved by the UTAR Scientific and Ethical Review Committee of Universiti Tunku Abdul Rahman (protocol code U/SERC/565/2025).

Publisher: Innovative Research Publishing

1. Introduction

Resilience never ceases to exist as it is greatly needed to teach and to deliver the best teaching [2]. Teacher resilience is defined as “capacity to manage the unavoidable uncertainties inherent in the realities of teaching” and to “maintain equilibrium and a sense of commitment and agency” [2]. It is said that teachers who have traits akin to resilient individuals are more likely to maintain perseverance in facing disadvantageous situations, find it easier to adapt to change, and may be less driven to quit the profession [3, 4]. State that the studies on teacher resilience have become a relatively important and recent area of investigation. Arguably, teachers who lack of resilience may cause them to quit the teaching job [5]. The phenomenon reflects the cruciality in understanding the “what” that can influence teachers’ resiliency in coping with the challenges of teaching.

In many countries around the world, it has always been a persistent issue to attract and retain teachers in the profession. The lack of qualified teachers and the difficulty in recruiting the most promising teaching talent may bring some adverse impacts on the quality of education provided to the next generation of citizens. Studies have shown that some countries face a serious issue of teacher shortages (e.g., South Africa), and in others (e.g., USA, Ireland), up to 50% of new teachers quit working as teachers within five years. The insufficient number of qualified teachers is a global threat [6]. It is, therefore, crucial to understand the challenges faced by teachers, their professional identity, and how they remain resilient in coping with these adversities.

Particularly in Malaysia, under the dedication by the Malaysian Ministry of Education (MOE), initiatives have been implemented to uphold the quality of teachers as well as their professional development [7]. The philosophy of teacher education emphasizes on producing well-rounded teachers who are knowledgeable, resilient, and dedicated to their roles and responsibilities [8]. The initiatives also aspire to assist teachers in attaining the necessary competencies so that they can thrive on their teaching careers [9]. For example, the establishment of the Teacher Professional Development Sector (TPDS) came after the restructuring of the MOE in 2008, with the objective to raise the quality of teachers in Malaysia. Also, the Malaysian Education Blueprint (2013-2025) reported that the MOE has been working to improve teachers’ teaching quality across the schools in Malaysia [1]. The MOE aims to provide pre-service and in-service training for teachers to enhance their professionalism. It is proven that teachers’ professional identity can be developed through professional development [10, 11].

Despite the efforts by MOE to maintain teacher professionalism, resilience among teachers in coping with teaching challenges is still inadequate. Studies conducted in an international context have found that teachers’ psychological well-being such as stress and burnout, could greatly affect their passion for teaching and commitment, thus affecting their resilience in encountering teaching problems [12-15]. Successful teaching in the class requires teachers’ continuous efforts and motivation, which are related to inner self and attitudes, to remain updated with the changes in the education world. At the individual level, teachers’ resilience level is deeply associated with their level of motivation and other abilities [16, 17]. Hence, it is argued that teachers’ motivation plays a crucial role in determining teachers’ resilience in coping with teaching challenges.

2. Literature Review

Empirical studies have investigated a wide range of problems in relation to teachers’ professional identity (TPI). Past literature has explored the links between teacher identity and early career resilience [18]. The fundamental conceptualization block for TPI is built upon the concept of a community of practice proposed by Farnsworth et al. [19]. The concept of a community of practice lies within the theory that emphasizes that learning involves a social process based on cultural and historical settings, displaying a strong association between TPI and community. For example, teachers undergo the negotiation of their professional identity within a community. Skott [20] highlighted that TPI reflects the shifting experience of being a teacher, becoming a teacher, and the sense of belonging as a teacher. It serves as a guiding framework for teachers to construct their own ideas of acting and understanding their work and the context. In short, a teacher’s identity is negotiated through experience and the process by which they make sense of their experiences [21].

In this study, teacher professional identity (TPI) was conceptualized into three major constructs, namely personal, social, and institutional. First, the personal construct of TPI consists of five components: (1) self-image, which explains the global characterization of oneself, as in how teachers describe themselves as teachers throughout their careers; (2) self-esteem, which explains the evaluation of oneself as a teacher; (3) job motivation, known as the motives that make teachers choose, stay committed, or forfeit the teaching job; (4) task perception, which refers to the way teachers define their jobs; and (5) future perspective, which highlights teachers’ expectations for the future development of their job situation and how they feel about this [22]. Therefore, to maintain self-esteem or self-efficacy, as well as commitment to and a passion for teaching, it is important to have a positive sense of identity with subjects, relationships, and roles [23-25].

Second, the social construct of TPI was conceptualized as the social stigmatization, which refers to social recognition of occupational prestige and support from family and friends [25, 26]. This study also demonstrated the macroscopic social effects on the professional identity of teachers. Third, the institutional construct of TPI refers to supportive leadership and colleagues [26]. It also refers to the tendency of administrators to engage with teachers’ work in the schools. Based on the previous studies, it is expected that the social demands for teachers to perform and the social support they receive can have a positive impact on teacher professional identity [26, 27]. This points out the possibility of relating teachers’ identity to their participation in social practices involving classroom teaching and their learning in professional development courses.

It is imperative for educators to be informed of the crucial role of motivation in shaping their enthusiasm and professional identity because the latter acts as a deciding factor on their work performance and career success at the teaching site [28]. Motivation can be classified into two major groups, namely intrinsic and extrinsic motivation [29]. Extrinsic motivation refers

to the engagement in an activity to obtain separate outcomes, such as tangible incentives, whereas intrinsic motivation refers to the interest to engage in activities without separate outcomes but for internal and personal growth Deci and Ryan [30] and Ryan and Deci [31]. Stupnisky et al. [32] also pointed out that intrinsic motivation is greatly associated with teachers' resilience in delivering best practices and maintaining engagement.

Previous studies have concluded that intrinsic motivation exerts a positive effect in warranting higher performance and well-being [33-35]. Additionally, scholars have realised that teacher motivation can impact individual teachers and educational organization goals de Wal et al. [33] and Durksen et al. [36]. Stupnisky et al. [32] examined the predictive role of basic psychological needs on teaching practices. The findings revealed that the fulfilment of the three basic psychological needs resulted in optimal teaching. The researchers also explained that intrinsic motivation is more likely to be greatly influenced by psychological factors compared to extrinsic motivation. Lohbeck [37] also confirmed the significant correlation between resilience and intrinsic motivation to teach. Boon [38] argued that one of the personal factors considered important in developing teacher resilience is a sense of purpose, which is aligned with the concept of motivation.

The literature focusing on factors affecting teachers' resilience is growing [5, 39-41]. The findings have suggested that support from school for teachers' learning, positive leadership, and feedback from parents and students exert positive impacts on teachers' motivation and resilience [2, 42-45]. Revealed that teachers' resilience was affected by several key factors, namely their educational values, socio-cultural related factors, different personal, relational, and organizational conditions of their work and lives. Drew and Sosnowski [5] explored the construct of teacher resilience by inviting 33 English teachers to participate in focus groups. The findings discovered that school culture, collegial relationships, and effective leadership played a crucial role in shaping teachers' resilience. The researchers also found that leadership could either encourage or inhibit resilience. A review updated by Mullen et al. [40] highlighted individual and contextual factors as the two major factors affecting teacher resilience.

Recent research has explored factors related to personal strengths contributing to teacher resilience. For example, the effect of strong intrinsic motivation on resilience [46, 47]. Conventionally, formal organizational processes, including ongoing induction, mentoring, and professional development, are proven to exert a positive effect on resilience [48, 49]. Nevertheless, researchers have found that informal processes such as the support provided by personal and professional networks are relatively not given enough attention [42]. Previous studies have shown that social support could empower employees to remain committed in completing their task and enhancing their work [50, 51]. In relation to that, studies have indicated that teachers who experience supportive professional relationships with colleagues, administrators, and students tend to be more resilient in teaching. Evidently, numerous studies on factors contributing to teachers' resilience in teaching have been seen in the international context; however, there remain issues to be explored within the Malaysian educational context as in what factors best capture the dynamic complexity of teachers' resilience, particularly in dealing with teaching challenges [3]. Therefore, this study aims to fill the gap by exploring how TPI is constructed and whether extrinsic or intrinsic motivation contributes to teachers' resiliency in coping with teaching challenges, specifically in Malaysian education settings. As the present study includes three conditions of TPI, the researchers aim to understand which condition has a significant effect on teachers' resiliency in coping with teaching challenges.

What can be found in the existing literature is the role of teachers' motivation in shaping their identity. For instance, a study by Salifu and Agbenyega [52] proved the importance of motivation on the construction of teacher identity. Richardson and Watt [53] also highlighted that motivation is one of the most important aspects for the development of teachers' professional identity. In addition, studies have shown that teachers' self-image closely relates to teachers' sense of professional identity [54]. When teachers are intrinsically motivated, they may view themselves as professionals in their teaching careers. Individuals with high positive affect are more likely to engage with their work [55]. The researchers revealed that resilience and transformational leadership were positively related to work engagement. This study explores the mediating effect of three conditions of TPI on the relationship between (1) extrinsic motivation and teachers' resiliency and (2) intrinsic motivation and teachers' resiliency. With some background information guided by the existing literature, the researchers hence proposed a research framework (Figure 1) to explore the relationship among the variables.

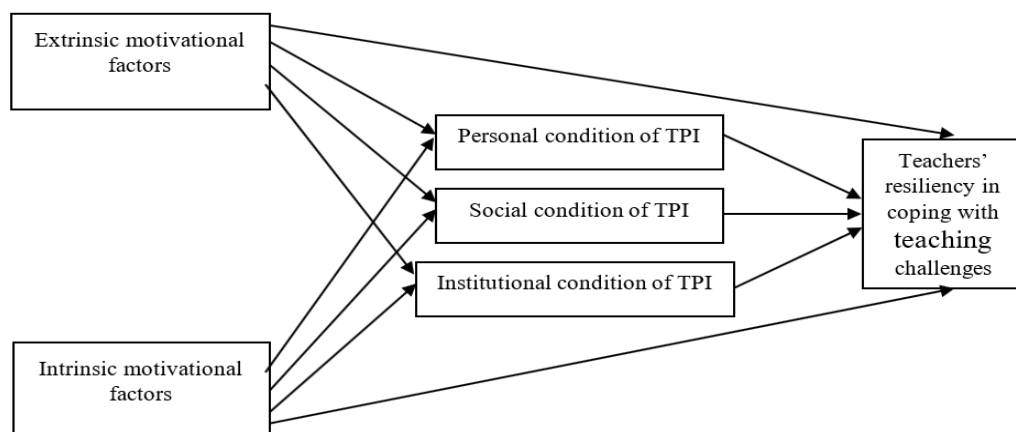


Figure 1.
Research Framework.

3. Methodology

3.1. Research Design

The present study adopted a cross-sectional research design that is effective to test the proposed hypotheses [56]. To test the hypotheses, exploratory structural equation modelling was primarily applied in the present study to explore the predictive relationships between factors. The researchers aim to search for patterns as there is little existing knowledge on how the conditions of TPI, extrinsic and intrinsic motivational factors, and teachers' resiliency in coping with teaching challenges are related.

3.2. Instruments

With references to the past literature and a mixed number of several instruments, the items in personal, social, and institutional TPI, extrinsic and intrinsic motivational factors, and teachers' resiliency in coping with teaching challenges were adapted to fit the context of the present study [57, 58]. Generally, face and content validity of the instrument were established after gathering feedback from the experts in the field of psychometric and educational psychology. First, the 37-item TPI questionnaire consists of personal, institutional, and social constructs by adapting the questionnaire proposed by Samsudin et al. [58]. Table 1 shows some examples of items of the three TPI constructs. For the extrinsic and intrinsic motivational factors scale, the researchers also adapted the instrument developed by Samsudin et al. [58]. For example, "I have always enjoyed working with children.". The items were in the format of a 4-point Likert scale ranging from 1 = strongly disagree to 4 = strongly agree.

Table 1.

TPI constructs.

TPI Constructs	Examples of Items
Personal	I am passionate about the teaching profession. I always make every effort to improve my career.
Institutional	The school encourages me to conduct action research. The performance evaluation in my school is useful to my career development.
Social	The community values experienced teachers. Teaching is considered as a high-status profession by society

The 18-item teacher resiliency in coping with teaching challenges scale was designed by adapting the questionnaire developed by Lamote and Engels [57]. Several sample items included "Insufficient number of in-service training opportunities"; "Lack of communication with other teachers"; and "Low prospects for promotion". The items were in the format of a 4-point Likert scale ranging from 1 = not at all obstacles to 4 = serious obstacles.

3.3. Sample

The sample consisted of 797 in-service teachers in Malaysia. The total sample was formed by 582 female participants and 215 male participants. Specifically, 594 participants teach at primary school, whereas 203 participants teach at secondary school. The schools were randomly chosen for data collection and the participation of each teacher was done on a voluntary basis. Informed consent was obtained from the participants to take part in this study. They were briefed about the purpose of the study. Participants were protected from confidentiality and anonymity as their identity was not disclosed.

3.4. Data Analysis

Data were analyzed using the Partial Least Squares Path Modeling (PLS-SEM) method via SmartPLS 3 software to explore the proposed model and hypotheses. Confirmatory factor analysis (CFA) was also conducted to check the construct validity of the instruments. Sarstedt et al. [59] explained that PLS-SEM can manifest greater statistical power, which allows a higher likelihood of identifying a specific relationship as significant when it is indeed significant in the population. Hence, this particular feature of higher statistical power makes PLS-SEM relevant for exploratory research settings where theory is less developed, and the goal is to reveal substantial effects [60].

4. Findings

4.1. Assessment of Measurement Model

This section presents the evaluation of the reliability and validity of the proposed model. As this study proposed a reflective measurement model, the indicator reliability, internal consistency reliability, convergent validity, and discriminant validity were assessed.

According to Sarstedt et al. [61], the indicator reliability in the form of factor loading displays the strength of the indicators used in representing latent variables. It is suggested that a reflective model to have outer loadings of 0.7 and higher [62]. Despite the suggested threshold value, there are diverse perspectives on the criteria of acceptability as weaker outer loadings (< 0.70) are often seen in social science studies [63]. From the loading value, there is an indicator named IMF1 (0.585) with an outer loading below the threshold of 0.7. Arguably, consideration of retaining Item IMF1 was done based on two reasons. First, the removal of the items did not cause the composite reliability and AVE to violate the recommended value [63]. Second, the item had a significant contribution to the latent construct. Founded on the two reasons, the item was retained from the construct.

4.2. Convergent Validity

The internal consistency reliability is technically more appropriate to be evaluated by checking [64]. Composite reliability [63]. Table 2 shows the results of the convergent validity of the model. The analysis showed that the composite reliability of the latent variables recorded between 0.737 and 0.853, supporting that the latent variables fulfilled the acceptable value of 0.60 and 0.70 for exploratory purposes [63]. Hence, the internal consistency reliability of the current model was achieved.

Next, the researchers examined the convergent validity. Hair and Alamer [63] explained that convergent validity is the extent to which a measure has a positive correlation with alternative measures of the same construct. To evaluate the convergent validity of a reflective model, the average variance extracted (AVE) was checked. The values of AVE for all latent variables were higher than the threshold of 0.5 [65] except EXTM and TRSL, which ranged between 0.378 to 0.488. In this case, the AVE below 0.5 was acceptable since the composite reliability was greater than 0.6, indicating the convergent validity of the construct was still adequate [66]. In short, the findings proved the establishment of convergent validity. The assessment of the measurement model confirmed the construct validity of the items.

Table 2.

Convergent validity results.

Latent variables	Item	Outer loading	CR	AVE
Extrinsic Motivational Factor (EXTM)	EMF1	0.876	0.732	0.488
	EMF2	0.636		
	EMF3	0.540		
Intrinsic Motivational Factor (INTM)	IMF1	0.565	0.735	0.595
	IMF2	0.933		
Institutional Condition (ISTC)	ISLC1	0.733	0.854	0.540
	ISLC2	0.796		
	ISLC3	0.735		
	ISLC4	0.706		
	ISCL5	0.702		
Personal Condition (PSLC)	PSLC1	0.670	0.781	0.545
	PSLC2	0.797		
	PSLC3	0.741		
Social Condition (SCLC)	SCLC1	0.611	0.754	0.615
	SCLC2	0.925		
Teacher Resiliency (TRSL)	TRSL1	0.648	0.832	0.378
	TRSL2	0.625		
	TRSL3	0.702		
	TRSL4	0.725		
	TRSL5	0.649		
	TRSL6	0.633		
	TRSL7	0.434		
	TRSL8	0.509		

Note: CR = composite reliability; AVE = average variance extracted.

4.3. Discriminant Validity

The establishment of discriminant validity was examined by checking the Fornell-Larcker criterion and heterotrait-monotrait (HTMT) ratio of correlations (see Table 3) [62, 63]. The first approach to assess discriminant validity is to examine the Fornell-Larcker criterion, which compares the values of the square root of AVE for each construct with the latent variable correlations. The analysis showed that the Fornell-Larcker criterion for each construct was greater than its correlation with any other latent variables. Additionally, the HTMT values for all constructs were below 0.85 for reflective constructs Henseler et al. [67] indicating the fulfillment of discriminant validity of the model. The evident establishment of reliability and validity results confirms the fitness of the current measurement model.

Table 3.
Discriminant validity results.

Latent Constructs	EXTM	INTM	ISTC	PSLC	SCLC	TRSL
Fornell-Larcker Criterion						
EXTM	0.698					
INTM	0.444	0.771				
ISTC	0.275	0.289	0.735			
PSLC	0.327	0.418	0.509	0.738		
SCLC	0.267	0.262	0.480	0.421	0.784	
TRSL	0.065	0.093	0.181	0.172	0.088	0.622
Heterotrait-Monotrait Ratio (HTMT)						
EXTM						
INTM	0.820					
ISTC	0.374	0.493				
PSLC	0.487	0.790	0.723			
SCLC	0.518	0.586	0.765	0.770		
TRSL	0.182	0.200	0.210	0.249	0.167	
Inner VIF Values for Collinearity Assessment						
EMF			1.245	1.245	1.245	1.310
IMF			1.245	1.245	1.245	1.396
ISTC						1.541
PSLC						1.589
SCLC						1.395
TRSL						

4.4. Assessment of the Structural Model

After establishing the reliability and validity of the constructs, the researchers proceeded with the assessment of the structural model. First, the model was examined for collinearity to make sure the correlations between the predictor constructs are below the critical level [63]. The findings showed that variance inflation factors (VIF) values of the model were below the threshold of 5, as shown in Table 3, thus eliminating the collinearity issue in the structural model.

The analysis continued with the assessment of the structural path coefficients for the relationship between the latent variables through structural equation modelling analysis (Figure 2). Table 4 illustrates the 11 direct relationships among the six latent constructs. Bootstrapping with a 5000-subsample was applied to compute the p-value (significance) and bias-corrected confidence intervals of PLS path coefficients [63].

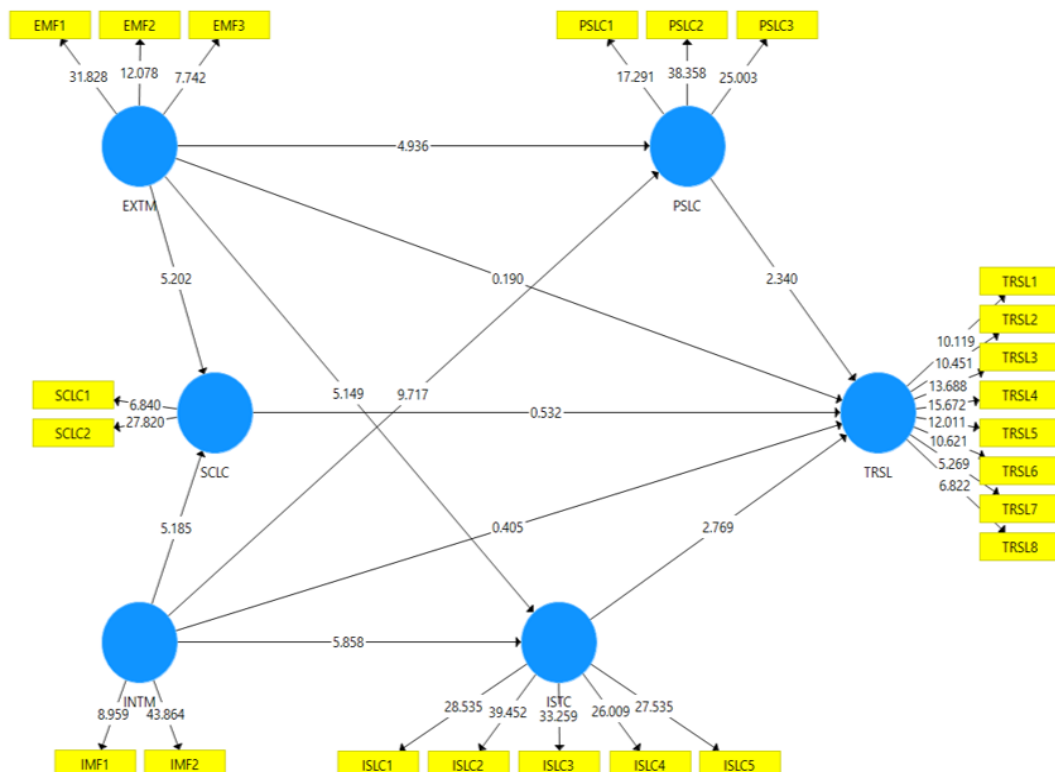


Figure 2.
Assessment of Structural Model.

As shown in Table 4, the bootstrapping results showed that EXTM and INTM exerted a significant positive effect on three conditions of TPI, respectively. First, EXTM had a significant positive effect on IST ($\beta=0.183$; $t=5.124$; $p<0.05$), PSL ($\beta=0.175$; $t=4.940$; $p<0.05$), and SCL ($\beta=0.187$; $t=5.167$; $p<0.05$), which supported H₁, ‘Extrinsic motivational factor has a positive influence on institutional condition of TPI’; H₂, ‘Extrinsic motivational factor has a positive influence on personal condition of TPI’; and H₃, ‘Extrinsic motivational factor has a positive influence on social condition of TPI’. The result suggests that 1 1-unit increase in extrinsic motivation will increase the institutional, personal, and social conditions of TPI by 0.183 units, 0.175 units, and 0.187 units, respectively.

Next, the findings showed that INTM had a significant positive effect on IST ($\beta=0.208$; $t=5.857$; $p<0.05$), PSL ($\beta=0.341$; $t=9.934$; $p<0.05$), and SCL ($\beta=0.180$; $t=5.159$; $p<0.05$), which supported H₅, ‘Intrinsic motivational factor has a positive influence on institutional condition of TPI’; H₆, ‘Intrinsic motivation has a positive influence on personal condition of TPI’; and H₇, ‘Intrinsic motivational factor has a positive influence on social condition of TPI’. The result suggests that 1 unit increase in intrinsic motivation will increase the institutional, personal, and social condition of TPI by 0.208 units, 0.341 units, and 0.180 units, respectively.

Additionally, the results also indicated the significant positive effect of ISTC and SCLC on TRSL. ISTC had a significant effect on TRSL ($\beta=0.134$; $t=2.700$; $p<0.05$), which supported H₉, ‘Institutional condition of TPI has a positive influence on teachers’ resiliency in coping with teaching challenges’. PSLC had a significant effect on TRSL ($\beta=0.114$; $t=2.339$; $p<0.05$), which supported H₁₀, ‘Personal condition of TPI has a positive influence on teachers’ resiliency in coping with teaching challenges’. The result explains that 1 1-unit increase in the institutional condition of TPI and social condition of TPI will increase teachers’ resiliency by 0.134 units and 0.114 units, respectively.

On the other hand, three path coefficients were found to be insignificant. EXTM exerted a negative effect on TRSL ($\beta=-0.011$; $t=0.187$; $p>0.05$), which rejected H₄, ‘Extrinsic motivational factor has a positive influence on teachers’ resiliency in coping with teaching challenges’. SCLC also exerted a negative effect on TRSL ($\beta=-0.029$; $t=0.532$; $p>0.05$), which rejected H₁₁, ‘Social condition of TPI has a positive influence on teachers’ resiliency in coping with teaching challenges’. INTM ($\beta=0.019$; $t=0.408$; $p>0.05$) had a positive but insignificant effect on TRSL. Hence, H₄₁, ‘Intrinsic motivational factor has a positive influence on teachers’ resiliency in coping with teaching challenges’, was rejected.

The values of the coefficient of determination, R² were calculated. The endogenous construct, ISTC recorded an R² value of 0.11, implying that the EXTM and INTM weakly explained 11% of the variance in ISTC. PSLC had an R² value of 0.20, which means EXTM and INTM explained 20% of the variance in PSLC. SCLC recorded an R² value of 0.097, meaning that EXTM and INTM only explained a mere 9.7% of the variance in SCLC. TRSL recorded an R² value of 0.042, implying that the EXTM, INTM, ISTC, PSLC, and SCLC weakly explained 4.2% of the variance in TRSL. Generally, all the R² values of the endogenous constructs were less than a weak threshold.

The next step continues with the calculation of effect size (f^2) that represents the magnitude of the relationship between the latent variables in the structural model [55]. The effect sizes (f^2) greater than 0.02, 0.15, and 0.35 are considered as weak, moderate, and strong effects, respectively [68]. EXTM recorded f^2 value of 0.030 on ISTC, 0.031 on PSLC, and 0.031 on SCLC, which means EXTM had weak effect on all three aspects of TPI as the value was above 0.02. Next, INTM recorded f^2 value of 0.039 on ISTC and 0.029 on SCLC, which means INTM had weak effect on the institutional and social condition of TPI as the value was above 0.02. INTM had an f^2 value of 0.116 on PSLC, indicating INTM had a slightly higher effect on personal condition of TPI. Besides, all five latent constructs (EXTM, INTM, ISTC, PSLC, SCLC) recorded effect size of below 0.02 on TRSL, indicating no effect.

In the blindfolding output, the findings revealed that the Q² values of four endogenous constructs, ISTC, PSLC, and SCLC, were recorded at 0.055, 0.103, 0.053, and 0.013, respectively. The Q² values of the endogenous constructs were greater than 0, thus confirming the predictive relevance of the model.

Table 4.
Path Coefficient.

No	Relationship			Beta	t value	p value
H1	EXTM	->	ISTC	0.183	5.124	0.000
H2	EXTM	->	PSLC	0.175	4.940	0.000
H3	EXTM	->	SCLC	0.187	5.167	0.000
H4	EXTM	->	TRSL	-0.011	0.187	0.851
H5	INTM	->	ISTC	0.208	5.857	0.000
H6	INTM	->	PSLC	0.341	9.934	0.000
H7	INTM	->	SCLC	0.180	5.159	0.000
H8	INTM	->	TRSL	0.019	0.408	0.683
H9	ISTC	->	TRSL	0.134	2.700	0.007
H10	PSLC	->	TRSL	0.114	2.339	0.019
H11	SCLC	->	TRSL	-0.029	0.532	0.595

The assessment of the structural model continued with the mediation analysis. Table 5 displays the mediation effect of personal condition of TPI, social condition of TPI, and institutional condition of TPI on the two relationships, respectively: (1) EXTM to TRSL; (2) INTM to TRSL. Based on the results shown in Table 5, four mediating effects were significant.

Institutional condition of TPI had a significant mediating effect ($t=2.342$; $p<0.05$) on the relationships between extrinsic motivation and teachers' resiliency, supporting H₁₂, 'Institutional condition of TPI mediates the relationship between extrinsic motivational factor and teachers' resiliency in coping with teaching challenges'. Institutional condition of TPI had a significant mediating effect ($t=2.527$; $p<0.05$) on the relationships between intrinsic motivation and teachers' resiliency, supporting H₁₃, 'Institutional condition of TPI mediates the relationship between intrinsic motivational factor and teachers' resiliency in coping with teaching challenges'. Personal condition of TPI had a significant mediating effect ($t=2.047$; $p<0.05$) on the relationships between extrinsic motivation and teachers' resiliency, supporting H₁₃, 'personal condition of TPI mediates the relationship between extrinsic motivational factor and teachers' resiliency in coping with teaching challenges'. Personal condition of TPI had significant mediating effect ($t=2.214$; $p<0.05$) on the relationships between intrinsic motivation and teachers' resiliency, supporting H₁₄, 'Personal condition of TPI mediates the relationship between intrinsic motivational factor and teachers' resiliency in coping with teaching challenges.' In contrast, social condition of TPI did not have a significant mediating effect on the two direct relationships.

Table 5.
Mediation analysis.

No	Relationship	Beta	t value	p value	Confidence (BC)	interval
					LL	UL
H12	EXTM -> IST -> TRSL	0.025	2.342	0.019	0.007	0.048
H13	INTM -> IST -> TRSL	0.028	2.527	0.012	0.008	0.052
H14	EXTM -> PSL -> TRSL	0.02	2.047	0.041	0.004	0.041
H15	INTM -> PSL -> TRSL	0.039	2.214	0.027	0.007	0.076
H16	EXTM -> SCL -> TRSL	-0.005	0.508	0.612	-0.028	0.015
H17	INTM -> SCL -> TRSL	-0.005	0.520	0.603	-0.026	0.014

5. Discussion

In this study, the exploratory model outputs yielded several key points of interest. Most notably, both extrinsic motivation and intrinsic motivation play a significant role in all three aspects of teachers' professional identity. This finding supports the notion of viewing intrinsic motivation as the prerequisite for teachers to establish professional identity [24]. Teachers' intrinsic motivation reinforces their positive perception as professional teachers. Such findings are supported by past literature which has proved the significant role of motivation on the development of teachers' professional identity [69]. This explains that when intrinsic motivation is attained, teachers perceive themselves as professional teachers.

Besides, the results explained that institutional condition positively supports teachers' resiliency in coping with teaching challenges. It also refers to the tendency of administrators to engage with teachers' work in the schools, known as an institutional identity. This suggests that when the school leadership is promising and supportive, it will increase teachers' resiliency in facing teaching challenges. This finding is evidently supported by previous studies stating that supportive leadership from the school has a positive impact on teachers' resiliency [3, 4, 70, 71]. Thus contributing to the success of delivering effective teaching practices. This may be due to the nature of the items of institutional condition in the TPI questionnaire as the dimension explains the administrators' support and tendency to facilitate teachers' work at schools [11]. In other words, the supportive involvement of administrators in teachers' work may encourage teacher autonomy in their profession. When school administrators show supportive leadership on behalf of teachers in dealing with teaching challenges, it encourages resiliency among teachers in handling the same issue. This finding can be explained with reference to the Human Relations Theory of Management (HRTM), which states the need for belongingness, inclusiveness, and recognition to ensure teachers' morale in demonstrating effective behaviors in handling teaching challenges [72].

The next insight enhanced the understanding of the role of the personal condition of TPI in teachers' resilience. The result, as supported by past studies, indicates that teachers who perceive themselves as teachers are more likely to have pleasant and enjoyable experiences in teaching [39]. When teachers' self-concepts improved, they were more likely to maintain high role commitment [73]. The result was also supported by Mustafa et al. [74], who agreed that teachers' self-awareness was one of the key components influencing teaching commitment.

Another finding worth mentioning is the significant mediating role of institutional conditions and personal conditions of TPI on the two direct relationships between: (1) extrinsic motivation to teachers' resiliency and (2) intrinsic motivation to teachers' resiliency. In this case, when the school leadership is supportive, teachers' resiliency in coping with teaching challenges increases because they can work with the administrative groups as a team towards a positive direction, as explained by Nwankwo and Kanyangale [75], who highlighted that team spirit, as in working as a team, influences individual behavior. As the education system in Malaysia is centralized, it means that the administrative structure is under the direct management of the MOE, which functions to manage all the schools and other institutions in the national education system [76]. Under the centralized system, the nationwide policy supports the role of schools in shaping teachers' professional identity.

The findings indicated that teachers had high self-perception about their identity as professional teachers. It could be explained that teachers' sense of nationalism motivates them to be resilient in coping with teaching challenges. This phenomenon could be related to the implementation of the Malaysian blueprint that aspired to nurture nationalism in Malaysia [1]. Teachers are crucial characters in nation-building [77]. When teachers perceive themselves as professional teachers, they will be more resilient against challenges in teaching and stay committed in delivering their best teaching practices. Additionally, the present findings suggested that teacher altruism also plays a major role in shaping teachers' motivation to

be resilient against teaching challenges. Teachers have altruistic goals in which they regard their profession as a socially worthwhile job that contributes to society and children's learning [78]. As a result, altruistic teachers were personally committed to teaching because they were willing to help students selflessly and impact society positively without asking for personal benefits [79]. Studies have supported that the altruistic effect is directly associated with teachers' commitment and resilience [78, 80, 81].

The findings highlighted that when teachers perceive the institutional conditions positively, it increases their resiliency in coping with the challenges in the classroom. Such findings were similar to the past studies that highlighted the importance of collegial relationships and effective leadership on teacher resilience, Drew and Sosnowski [5] and Bagdžiūnienė et al. [70] as leadership is individualistic to teachers' perception, which could possibly support teachers' resilience. This finding was consistent with the notion of HRTM, as teachers assumed that bottom-up leadership determined their behaviors in dealing with teaching challenges. When the school administration exerted less manipulation but presented teachers with opportunities in recognition of their effort and participation in the decision-making process, teachers would become more self-directed to manage teaching crises and grow professionally [82].

This research work suggests the social condition of TPI which included support from family and friends, did not influence teachers' resiliency in coping with teaching challenges. In addition, social condition of TPI did not mediate the relationship between both types of motivations and teachers' resiliency in coping with teaching challenges. This result is consistent with the findings revealed in Schonfeld's [83] study, where support from family and friends had no relation toward workplace demoralization or teachers' coping behaviors. A study by Canrinus et al. [84] also found that relationship satisfaction did not affect teachers' responsibility to remain in teaching. The findings suggest that what is more important is the role of the institutional and personal conditions of TPI.

6. Conclusion and Implications

To conclude, teachers need support to sustain their resiliency in facing the teaching challenges throughout their career with regard to possible variations experienced in terms of immense personal, institutional, and social aspects that define their professional identity [25]. Designing teachers' professional identity strengthens their commitment to persevere in teaching despite challenges [28]. The patterns of analysis reflected teachers' diverse perceptions on the complexity of the relationship between personal, social, and institutional conditions of TPI, extrinsic and intrinsic motivation, and teachers' resiliency. Their perceptions were guided by the three conditions of TPI. As teacher professional identity is central to education, it is quite a major factor to ensure that the educators' motivation is well preserved, so that they can remain committed to their teaching profession and uphold their philosophical notion of education [85].

On a theoretical perspective, this exploration of variables on extrinsic motivation, intrinsic motivation, and teachers' resiliency proposes that extrinsic motivation and intrinsic motivation can exert positive influences on teachers' professional identity among the teachers. Such findings achieve the theoretical validation, which is said to be consistent with self-determination theory by Deci and Ryan [30], where intrinsic motivation is greatly influenced depending on the fulfillment of needs for autonomy and relatedness. In this case, when teachers are intrinsically motivated, they are more likely to perceive themselves as professional teachers. It also explains that motivation acts as the support behind teachers' specific decisions and persistence, in this case, their resiliency in encountering teaching challenges [28, 86].

This study mainly suggests that personal and institutional of TPI enhance teachers' resiliency in coping with teaching challenges. This finding is supported by the concepts of the research-based Teacher Resilience Framework, which explains that supportive school leadership that has an impact on teachers' resilience. Leadership such as school principals, administrators, and management, may exert some influence on teachers' resilience. This study successfully proved that teacher resilience is a dynamic process or outcome resulted from the interaction between the person and the environment [4, 87].

From an educational perspective, the findings suggest more efforts should be put by the stakeholders (school, ministry of education) in taking care of teachers' personal aspect of professional identity to ensure they remain committed in teaching. With the knowledge gathered from the present study, the information could be served to support teachers in enhancing resiliency to cope with teaching problems throughout their careers. This study suggests that teachers need support to foster their extrinsic and intrinsic motivation to remain resilient in enduring teaching challenges. As supported by Gultekin and Acar [29], teachers need to be informed of the crucial role of motivation in fostering their professional identity so that they will be able to better maneuver into the strategic management of teaching challenges in their career. This study sheds light on understanding the contributing factors that develop extrinsic and intrinsic motivation, which may alter teachers' resiliency when facing hurdles during the teaching process. This study extends the literature base by claiming that the results may be meaningful in educational contexts involving negative personal and institutional conditions. Therefore, teacher professional development or related initiatives should focus on strengthening educators' motivation, with the aim of sustaining their professional identities to thrive in the ever-challenging career with sufficient resilience [39, 68, 88].

Besides that, this study highlights the influence of institutional aspects such as the school leadership on teachers' resiliency in facing teaching challenges. Strategies should be implemented to foster healthy links between teachers and management to maintain their sense of professional identity, thus remaining participatory in embracing teaching challenges [89]. When teachers' professional identity is shaped, it keeps them committed in the teaching and learning process, improves their skills, and encourages sustainable resiliency in performing their tasks in the education context [90].

6.1. Limitations and Future Directions

Several limitations and future directions worth mentioning are explained in the present study. First, the coefficients of determination for extrinsic motivation, intrinsic motivation, and teachers' resiliency were very weak. Therefore, future research should consider expanding the currently tested model with additional or diverse variables that might explain it. Second, the data are limited to primary and secondary school teachers from Malaysia, suggesting that future studies should expand the scope of their investigation by including more schools from other geographical areas in Malaysia. Additionally, future studies are also needed to share insights on the resiliency and professional identity of teachers who major in different disciplines. Lastly, as this study only employed SEM analysis on the self-reported quantitative data collected through questionnaires, it raises the necessity to involve different methods, such as qualitative techniques, to triangulate the findings and provide more in-depth information and insights on the predictors of teachers' resiliency. Discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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