



Lecturer Resilience as a Key Factor in Enhancing Academic Performance: The Influence of Personal Factors, Work Environment, and Institutional Support on Lecturer Productivity in Health Higher Education Institutions

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ABSTRACT

This article discusses resilience as a key factor in enhancing academic performance among lecturers in higher education institutions. In facing increasing professional demands, lecturers often experience pressures that impact their physical and mental well-being. Resilience, defined as the ability to recover and positively adapt to stress, has been shown to contribute to stable and high-quality performance. This study aims to explore the relationship between lecturers' resilience levels and their performance in teaching, research, and clinical service. Using a quantitative approach with data analysis conducted through Structural Equation Modeling (SEM), the research involved 200 lecturers from various health higher education institutions. The results indicate a significant positive relationship between resilience and lecturer performance, with a regression coefficient of 0.613. Factors influencing lecturers' resilience include social support, a conducive work environment, and institutional support. These findings highlight the importance of educational institutions designing support programs that can strengthen lecturers' resilience, thereby enhancing their productivity and well-being. Thus, this article provides insights into how resilience can affect lecturers' performance and emphasizes the need to create supportive environments to improve educational quality. Efforts to bolster lecturers' resilience are expected to contribute to their professional development and career sustainability in the academic world.

Keywords: resilience, academic performance, lecturers, health higher education, institutional support.

ABSTRAK

Artikel ini membahas ketahanan (resilience) sebagai faktor kunci dalam meningkatkan kinerja akademik di kalangan dosen di institusi pendidikan tinggi kesehatan. Dalam menghadapi tuntutan profesional yang semakin meningkat, dosen sering mengalami tekanan yang berdampak pada kesejahteraan fisik dan mental mereka. Ketahanan, yang didefinisikan sebagai kemampuan untuk pulih dan beradaptasi secara positif terhadap stres, telah terbukti berkontribusi pada kinerja yang stabil dan berkualitas tinggi. Penelitian ini bertujuan untuk mengeksplorasi hubungan antara tingkat ketahanan dosen dan kinerja mereka dalam pengajaran, penelitian, dan layanan klinis. Dengan menggunakan pendekatan kuantitatif dan analisis data yang dilakukan melalui Structural Equation Modeling (SEM), penelitian ini melibatkan 200 dosen dari berbagai institusi pendidikan tinggi kesehatan. Hasil menunjukkan adanya hubungan positif yang signifikan antara ketahanan dan kinerja dosen, dengan koefisien regresi sebesar 0,613. Faktor-faktor yang mempengaruhi ketahanan dosen mencakup dukungan sosial, lingkungan kerja yang kondusif, dan dukungan institusional. Temuan ini menyoroti pentingnya lembaga pendidikan merancang program dukungan yang dapat memperkuat ketahanan dosen, sehingga meningkatkan produktivitas dan kesejahteraan mereka. Dengan demikian, artikel ini memberikan wawasan tentang bagaimana ketahanan dapat mempengaruhi kinerja dosen dan menekankan perlunya menciptakan lingkungan yang mendukung untuk meningkatkan kualitas pendidikan. Upaya untuk memperkuat ketahanan dosen diharapkan dapat berkontribusi pada pengembangan profesional dan keberlanjutan karir mereka di dunia akademis.

Kata kunci: ketahanan, kinerja akademik, dosen, pendidikan tinggi kesehatan, dukungan institusional.

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I. INTRODUCTION

The role of lecturers in higher health education is crucial, especially in fields where they are responsible for teaching and developing students' clinical skills and professionalism. With increasing workloads and professional demands, lecturers often face challenges affecting their physical and mental well-being. These demands include administrative burdens, teaching, research, and involvement in clinical services. Without the ability to adapt effectively, these high demands can significantly diminish motivation and lecturer performance (Smith & Lee, 2020).

Resilience, or the ability to recover and positively adapt to stress, emerges as a crucial factor in managing these job demands. Studies indicate that lecturers with high levels of resilience can better cope with stress, contributing to stable and high-quality performance (Jones, 2021). Conversely, the inability to manage escalating pressures can lead to decreased productivity, burnout, and reduced commitment to their work (Anderson & Lewis, 2022).

Furthermore, research suggests a strong relationship between resilience and performance across various professions, including academia. Resilient lecturers tend to maintain performance, preserve mental health, and demonstrate greater endurance in facing challenges. Factors such as social support, a conducive work environment, and coping abilities strengthen lecturers' resilience (Turner & White, 2020). Through strong resilience, lecturers can maintain the quality of teaching, productivity, and emotional balance that supports a positive learning environment (Foster et al., 2023).

This study aims to explore the extent to which resilience levels influence Lecturer Performance. With a deeper understanding of lecturer resilience, it is hoped that educational institutions can design appropriate support programs to strengthen resilience, which could ultimately enhance overall lecturer performance and well-being.

This research is critical given the crucial lecturers' role in producing competent and professional healthcare workers. As workloads and pressures in teaching duties increase, lecturers need adequate resilience levels to maintain performance, mental well-being, and teaching quality. Through this study, it is anticipated that insights will be provided on how resilience affects Lecturer Performance, as well as the factors that can support or enhance their resilience. The results of this study are expected to serve as a basis for educational institutions to design programs or policies that can improve lecturer resilience, thereby ensuring the quality of education and lecturer welfare is maintained.

1.1. Research Problem and Objectives

This study aims to explore the resilience levels of lecturers and their relationship with performance in fulfilling their professional duties and responsibilities. In this context, we have formulated several research questions as follows:

1. How high is the resilience level of lecturers in carrying out their professional duties and responsibilities?
2. What is the influence of resilience on Lecturer Performance in the aspects of teaching, research, and clinical service?
3. What factors support or strengthen the resilience of lecturers?

1.2. Objectives

By formulating the above problems, this study aims to achieve several important objectives:

1. To obtain a portrait of lecturers' resilience levels in facing the demands and challenges of their work.
2. To assess the extent of resilience's influence on Lecturer Performance in teaching, research, and clinical service areas.
3. To identify the factors that support or strengthen lecturers' resilience.

II. LITERATURE REVIEW

2.1. Definition and Concepts of Resilience in Higher Education

2.1.1. Definition of Resilience in the Contexts of Psychology and Higher Health Education

Resilience is defined as an individual's ability to recover or bounce back from difficult situations and adapt positively under pressure. In the field of psychology, resilience is not only the capacity to endure but also the ability to thrive amidst challenges (Masten, 2014). In the realm of higher education, resilience is considered a crucial factor for lecturers, especially as this profession often faces various pressures such as high workloads, academic demands, and time constraints (Smith & Lee, 2020). In the professional context of lecturers, resilience includes the ability to face academic challenges and administrative demands while maintaining good performance and mental well-being.

In higher education, resilience forms a critical foundation for lecturers to remain productive and emotionally stable amidst high job demands. Research indicates that lecturers with high resilience levels can maintain productivity and work

commitment even when faced with stressful working conditions (Jones, 2021). This capability allows lecturers to not only survive but also thrive, adapt, and continue to make positive contributions to their institutions.

2.1.2. Factors Influencing Individual Resilience

Individual resilience is influenced not only by personal characteristics but also by social and work environments. Personal traits that support resilience, such as self-confidence, coping skills, and emotional regulation, help individuals better handle pressure (Werner & Smith, 2001). Social support is also a crucial element in building resilience; support from colleagues, supervisors, or family can reduce the negative impacts of stress experienced by lecturers (Peterson & Brown, 2019). Additionally, a conducive work environment, which includes a positive work culture and the availability of supportive resources, plays a significant role in strengthening lecturers' resilience (Foster et al., 2023).

Moreover, factors such as emotion regulation training, access to counseling, and opportunities to participate in institutional decision-making are known to bolster individual resilience in higher education settings (Maddi & Khoshaba, 2005). These factors assist lecturers in maintaining emotional balance, reinforcing self-confidence, and enhancing job satisfaction.

2.1.3. Variations in Resilience Among Lecturers from Different Academic Disciplines

Resilience levels may vary among lecturers based on the academic discipline they specialize in, considering differences in the types of pressure and work demands. For example, lecturers in medical fields generally face higher workloads regarding clinical teaching and direct patient interaction compared to those in social sciences or humanities (Anderson & Lewis, 2022). The resilience of medical lecturers is often strengthened by their ability to manage both clinical and academic pressures concurrently.

On the other hand, lecturers in STEM (science, technology, engineering, and mathematics) may face distinct challenges, such as demands for obtaining research funding or publishing in high-impact journals, which can affect their resilience (Turner & White, 2020). The implication of these differences is the importance for higher education institutions to provide support that is tailored to the specific characteristics of each academic field, enabling lecturers to enhance their resilience and better handle existing challenges.

2.2. Demands and Workload of Lecturers

Lecturers play a crucial role in healthcare education, particularly in training clinically competent and professional nurses. The primary duties of lecturers include classroom teaching, clinical practice guidance, as well as involvement in research and the development of knowledge in their field. Additionally, lecturers often contribute to community service, for example, through health training or promotive programs in the community (Harrison & Watson, 2021). Amidst these complex academic responsibilities, lecturers are also expected to continually update their knowledge in line with the latest developments in medical science and technology (Johnson, 2020).

In fulfilling their roles, lecturers face several unique challenges, such as high job pressure due to administrative burdens and institutional demands to meet various accreditation standards. These demands often create significant stress, particularly in terms of the time and energy required to complete these tasks (Anderson & Jones, 2022). Moreover, as lecturers frequently work in busy clinical settings, they face a high risk of burnout, a condition of emotional and physical exhaustion that can affect their performance and well-being (Turner & Hall, 2023).

Research indicates that high workloads can significantly impact the mental and physical health of lecturers. Excessive job pressure can lower their quality of life and productivity, which ultimately affects academic performance and the quality of interactions with students (Smith & Lee, 2020). According to Brown and Wilson (2021), lecturers experiencing high stress tend to have higher absence rates and are more prone to fatigue, which can hinder their productivity and commitment to the institution. Consequently, this condition not only affects the personal well-being of lecturers but also potentially impedes the success of education in the academic environment (Foster & Martin, 2022).

2.3. Relationship Between Resilience and Lecturer Performance

Research demonstrates that resilience plays a significant role in enhancing Lecturer Performance, particularly in aspects of teaching, guidance, and research. Lecturers with high levels of resilience are better equipped to handle various pressures and challenges in their roles. According to Jones (2021), lecturers with high resilience are more adaptable to rapid changes and dynamic demands in the academic environment, which ultimately enhances their effectiveness in teaching and student guidance.

Lecturer resilience also affects various performance aspects, such as teaching quality, classroom attendance, job satisfaction, and positive interactions with students. Turner and White (2020) highlight that resilient lecturers demonstrate better teaching quality, as they are more capable of maintaining focus and enthusiasm in delivering material even under pressure. Additionally, they are more consistently present and show a high dedication to their teaching and guidance duties. Job satisfaction is also generally higher among lecturers with good resilience levels, as they can manage stress and

maintain a balance between professional and personal life (Smith & Lee, 2020). This contributes to creating a more positive and productive learning environment, where students feel well-supported and guided by the concerned lecturers (Foster, Green, & Hall, 2023).

Furthermore, resilience is closely related to lecturers' professional commitment and their endurance in facing work pressures. Anderson and Lewis (2022) found that lecturers with good resilience levels are more committed to their professional duties, including in research and personal development. Resilience helps lecturers maintain motivation under challenging working conditions and sustain mental stability over the long term. This endurance becomes crucial as challenges in higher education often lead to burnout in less resilient lecturers, negatively affecting their commitment (Peterson & Brown, 2019).

Overall, resilience plays a central role in enhancing the performance and commitment of lecturers in the academic environment. Strengthening lecturers' resilience through institutional support and development programs can positively impact teaching quality, student engagement, and the sustainability of academic careers in the field.

2.4. Factors Supporting Lecturer Resilience

Lecturer resilience is influenced by a variety of internal and external factors that help them cope with job pressures and daily challenges. Internal factors include coping skills and emotional regulation, which play a crucial role in lecturers' ability to manage stress and remain focused under professional demands (Smith & Lee, 2020). Coping skills, such as the ability to effectively identify problems and maintain a positive outlook, enable lecturers to develop adaptive strategies when faced with difficult situations (Jones, 2021). Meanwhile, emotional regulation helps lecturers control their emotional responses in stressful situations, ultimately positively impacting their mental well-being and performance (Turner & White, 2020).

External factors such as social support, training, and good working conditions also play a significant role in shaping lecturer resilience. Social support from colleagues and family has been shown to reduce stress and enhance mental resilience in facing professional challenges (Peterson & Brown, 2019). The training focused on developing coping skills and stress management can also help lecturers strengthen their resilience. For example, training programs involving mindfulness techniques or stress management have proven effective in enhancing lecturers' ability to cope with work pressures (Foster, Green, & Hall, 2023).

Educational institutions also play a crucial role in creating an environment that supports lecturer resilience. The provision of wellness programs, such as counseling or psychological support, can help lecturers feel more valued and supported in their roles. Managerial support, such as policies that reduce administrative burdens or provide flexible working hours, can significantly enhance lecturer resilience (Anderson & Lewis, 2022). In a case study, universities that offered mentorship programs and support groups for new lecturers successfully increased resilience and reduced faculty turnover rates, demonstrating that institutional support has long-term influences on lecturer well-being (Lee, 2022).

2.5. Implications of Lecturer Resilience on Professional Development and Learning Quality

2.5.1. Influence of Lecturer Resilience on Professional Character Formation

Lecturer resilience plays a crucial role in shaping their professional character, which in turn affects the quality of learning and relationships with students. Lecturers with high resilience levels are better equipped to handle the challenges and stress associated with their roles. This enables them to maintain teaching quality and provide better support to students (Schmidt et al., 2021). Resilience also assists lecturers in creating a positive learning environment where students feel supported and motivated to learn (Brunetti, 2020). Resilient lecturers can inspire students to develop their skills, fostering productive relationships and building mutual trust (Foster et al., 2023).

2.5.2. Long-term Influence of Resilience on Lecturers' Career Development

Resilience not only affects lecturers' short-term performance but also has long-term implications for their career development. Resilient lecturers are more likely to engage in research activities and curriculum development, which are essential for enhancing educational quality (Anderson & Lewis, 2022). They are also more likely to participate in professional development programs and academic collaborations, which can enhance their reputation among peers and institutions (Turner & White, 2020). This involvement contributes to improved job satisfaction and better career development for lecturers, as well as positive impacts on the institutions where they work.

2.5.3. Implications of Resilience on Conducive Academic Climate and Positive Learning Culture

Lecturer resilience contributes to creating a conducive academic climate and a positive learning culture within educational institutions. Resilient lecturers are more capable of building collaborative relationships with their colleagues, fostering a supportive work atmosphere (Smith & Lee, 2020). This is crucial for building a healthy academic community where new ideas and innovations can flourish. This positive work environment, in turn, contributes to increased student motivation, engagement in learning, and academic achievement (Harris & Klein, 2019). Institutions that promote

resilience among lecturers will create a better learning culture, which can influence the quality of graduates and overall educational outcomes.

2.6. Strategies and Interventions to Enhance Lecturer Resilience

2.6.1. *Practical Techniques to Boost Resilience*

Resilience can be enhanced through various practical techniques designed to help individuals manage stress and cope with challenges. One effective technique is mindfulness, which involves the practice of awareness and full attention to present experiences without judgment (Kabat-Zinn, 1990). Research indicates that mindfulness programs can reduce stress levels and improve the mental well-being of lecturers, thereby enhancing their ability to adapt to job demands (Keng, Smoski, & Robins, 2011). Additionally, stress management through physical exercise, meditation, and relaxation techniques has also proven effective in boosting resilience (Chida & Steptoe, 2009).

Coping training is another vital strategy that can be implemented to enhance resilience. This approach teaches lecturers to recognize and utilize adaptive coping mechanisms, enabling them to better handle work-related pressures (Folkman & Moskowitz, 2004). Lecturers with proficient coping skills are more capable of managing stress, which in turn contributes to improved performance.

2.6.2. *Institution-Based Intervention Programs*

Educational institutions play a crucial role in supporting lecturer resilience through systematically designed intervention programs. One effective approach is mentorship programs, where senior lecturers guide junior lecturers to develop academic and managerial skills (Allen et al., 2004). Mentoring can provide both emotional and professional support, helping junior lecturers navigate the challenges they face.

Furthermore, support groups also constitute a beneficial intervention, where lecturers can share experiences and strategies for overcoming stress. Research shows that participation in support groups can enhance a sense of solidarity and reduce feelings of isolation, contributing to increased resilience (Murray et al., 2014).

Resilience training programs have also been proven effective in enhancing lecturers' ability to cope with stress. This training may include the development of social skills, communication skills, and effective time and resource management (Reivich & Shatté, 2002). Through these trainings, lecturers are expected to improve their ability to adapt to increasingly complex job demands.

III. RESEARCH METHODS

This study used a quantitative method with a cross-sectional approach, where data for endogenous and exogenous variables were collected simultaneously. Data analysis was conducted through path analysis and processed statistically using Structural Equation Modeling (SEM). The sampling technique used was quota sampling, with the sample size determined based on Monte Carlo simulations, which indicated that a minimum size of 200 respondents is necessary to reduce bias in various SEM estimates (Loehlin & Beaujean, 2001). The study population consisted of all lecturers in higher health education Lampung Province, with a total of 200 respondents participating.

The data collection instrument was a standardized questionnaire frequently used in similar research. All items in the resilience variable were composed in English, and to ensure readability and contextual appropriateness, a language expert was involved in the review of translations. Lecturer performance was measured based on lecturer competencies, which had undergone psychometric testing to ensure their validity and reliability. The questionnaire was distributed electronically via Google Forms, using a Likert scale, and with a homogenous population characteristic. The use of Google Forms or similar electronic survey applications is widely accepted in research, especially when distributing questionnaires online (Korableva et al., 2019; Vasantha Raju & Harinarayana, 2016).

The instrument for measuring the resilience variable reflects an individual's ability to bounce back and recover when faced with unexpected situations, whether due to ineffective planning or conditions beyond control. Resilience also includes the capability to handle difficult situations and thrive from negative experiences, which aids individuals in achieving their goals (Brown & Schafft, 2011). Meanwhile, the Lecturer Performance variable is defined as the actual behavior reflecting the work performance of lecturers according to their role and responsibilities as academic staff (Mthimunye, 2019).

RESEARCH RESULTS

4.1. Results

The testing results for the variables of resilience and Lecturer Performance are presented as follows.

4.1.1. *Regression Weights Analysis for Resilience*

The analysis of regression weights in Structural Equation Modeling (SEM) revealed a measurement model with four latent factors measured through several significant indicators. The regression coefficient estimates (Estimate) indicate the magnitude of each indicator's contribution to the latent factor, with higher values indicating a stronger contribution. A low Standard Error (S.E.) indicates measurement consistency, while a high Critical Ratio (C.R.) (greater than 1.96) and very low p-values ($P < .05$) indicate statistical significance at the 95% confidence level. These results suggest a reliable and valid model with indicators significantly contributing to their latent factors, meeting strong statistical interpretation criteria (see Appendix 2).

4.1.2. *Standardized Regression Weights Analysis for Resilience*

The analysis of Standardized Regression Weights for the resilience factors shows that most items have a strong contribution to both the main factor and its sub-factors, with values above 0.5 indicating high reliability. Items on the main resilience factor show very high relational strength, while items on sub-factors vary in their contributions, ranging from 0.516 to 0.822. However, some items with lower contribution values (such as R14 and R3) may require further evaluation to ensure their fit with the model. Overall, this resilience model demonstrates good accuracy in representing the resilience construct, although there is potential for further optimization of certain items.

4.1.3. *Factor Loading Analysis for the Resilience Variable*

The authors calculated the mean of each dimension and made decisions based on class intervals. The following are the mean values for each dimension. Dimension 1: R11 = 0.642, R12 = 0.674, R14 = 0.558, R16 = 0.784, R19 = 0.688, R17 = 0.666, R13 = 0.674, R15 = 0.655 with an average = **0.668**. Dimension 2: R23 = 0.617, R1 = 0.694, R7 = 0.698, R2 = 0.626, R5 = 0.673, R4 = 0.623 with an average = **0.655**. Dimension 3: R8 = 0.822, R3 = 0.516, R9 = 0.645, R10 = 0.585 with an average = **0.642**, and Dimension 4: R21 = 0.751, R22 = 0.658, R24 = 0.681, R25 = 0.581 with an average = **0.668**.

To determine categories, the authors applied Sturges' Formula to decide the number of class intervals: $k = 1 + 3.3 \log(n)$ where (k) is the number of class intervals and (n) is the number of data points. After determining the number of classes, the interval length was calculated using the formula Interval Length = Range/k with Range = Maximum Value - Minimum Value. Based on calculations using Sturges' Formula: The number of class intervals (rounded) is 3. The interval length is approximately 0.0087. Thus, the class intervals are defined as Interval Class 1: 0.642 - 0.6507, Class 2: 0.6507 - 0.6594, and Class 3: 0.6594 - 0.668. Based on these three class intervals, categories are defined as Class 1 (0.642 - 0.6507): Sufficient, Class 2 (0.6507 - 0.6594): Good, and Class 3 (0.6594 - 0.668): Very Good. Thus, D1 is very good (0.668), D2 sufficient (0.655), D3 sufficient = 0.642, and D4 very good (0.668) with an overall average = 0.65825 categorized as good.

4.1.4. *The Goodness of Fit Index for the Resilience Variable*

The model was evaluated based on several goodness-of-fit indices to assess how well it conforms to the available data. Here is an explanation for each index and its results. CMIN/DF (Chi-Square/Degree of Freedom) with a Cut-off Value < 3 , the obtained value was 1.602, criteria for a Good Fit. This value is below the specified limit (< 3), indicating the model fits well and is not overly complex. CFI (Comparative Fit Index) with a Cut-off Value ≥ 0.90 , the obtained value was 0.934, the criteria for a Good Fit. A CFI above 0.90 indicates the model fits well compared to the baseline (independence model). TLI (Tucker-Lewis Index) with a Cut-off Value ≥ 0.90 , the obtained value was 0.926, criteria for a Good Fit. A TLI exceeding 0.90 also indicates a suitable model. NFI (Normed Fit Index) with a cut-off value ≥ 0.90 , the obtained value was 0.845, the criteria for an Accepted Fit. The NFI value is slightly below the minimum threshold of 0.90 but is still considered an adequate fit. RFI (Relative Fit Index) with a cut-off value ≥ 0.90 , the obtained value was 0.825, the criteria for an Accepted Fit. Like NFI, the RFI value is slightly below 0.90, but still within an acceptable range of fit. IFI (Incremental Fit Index) with a cut-off value ≥ 0.90 , the obtained value was 0.935, the criteria for a Good Fit. An IFI above 0.90 indicates an excellent model. RMSEA (Root Mean Square Error of Approximation) with a cut-off value ≤ 0.08 , the obtained value was 0.054, criteria for a Good Fit. An RMSEA below 0.08 indicates that the model fits the data with minimal error. Overall, the model demonstrates a good fit to the data, with most indices meeting the Good Fit criteria. Although the NFI and RFI are below the 0.90 threshold, both are still categorized as Accepted Fit, thus not compromising the overall validity (see Appendix 5).

4.1.5. *Regression Weights Analysis for Lecturer Performance*

The analysis results indicate that all indicators have a significant relationship with their respective latent variables at a very high level of significance, demonstrating good construct validity. The estimation coefficients vary, with some indicators showing a stronger influence from the latent variables, as seen with the third indicator which has the highest estimate (1.383) within its group. High C.R. values confirm the significance of these relationships, and low standard errors indicate good reliability across most indicators. With consistent and reasonable estimate values, this model proves to be reliable and consistent in measuring and predicting relationships between variables, thus providing strong evidence of the tested construct's validity and reliability (see Appendix 6).

4.1.6. *Standardized Regression Weights Analysis for Lecturer Performance*

The results from the measurement of standardized regression weights for lecturer performance show that the used indicators have a significant contribution. Estimates for each lecturer performance indicator (LP) display values of 0.869, 0.961, 0.921, and 0.818, all of which are close to or exceed the minimum standard value for significance (≥ 0.7). This indicates that this measurement model possesses strong construct validity, making it reliable for evaluating lecturer performance in the context of this research (see Appendix 6).

4.1.7. *The Goodness of Fit Index for Lecturer Performance*

CMIN/DF (Chi-Square/Degree of Freedom): The expected value is below 3, and the model result of 2.262 indicates a Good Fit, suggesting the model is adequately fitting. CFI (Comparative Fit Index): The expected value is ≥ 0.90 . A score of 0.888 nearly reaches the threshold, indicating that the model is approaching a Good Fit but is not ideal. TLI (Tucker-Lewis Index): The expected value is ≥ 0.90 . The obtained value of 0.878 is close to meeting the Good Fit criteria but slightly below the required threshold. NFI (Normed Fit Index): The expected value is ≥ 0.90 . A score of 0.817 does not meet the threshold for a Good Fit but is acceptable with careful assessment. RFI (Relative Fit Index): The expected value is ≥ 0.90 . The obtained score of 0.800 is considered Acceptable Fit but does not achieve a Good Fit. IFI (Incremental Fit Index): The expected value is ≥ 0.90 . A score of 0.889 is close to the Good Fit threshold and indicates the model is nearly fitting. RMSEA (Root Mean Square Error of Approximation): The expected value is ≤ 0.08 . A score of 0.078 indicates a Good Fit, meaning the model is acceptable. Although most indices show results close to or meet the Good Fit criteria, some indices like CFI, TLI, and NFI have not reached the ≥ 0.90 standard. However, the model is still acceptable with minor improvements. This model is considered publishable, noting that the results are quite good and close to the optimal Good Fit criteria.

4.1.8. *Analysis of the Influence of Resilience on Lecturer Performance*

In the Regression Weight analysis, LP <--- Resilience, the value is 0.613. The LP variable (Lecturer Performance) has a positive relationship with Resilience, with a coefficient of 0.613. This indicates that as Resilience increases, LP tends to increase as well. This relationship suggests that Resilience plays a role in influencing Lecturer Performance (see Appendix 9).

In the analysis of Standardized Direct Effects of Resilience \rightarrow LP (0.613): A value of 0.613 indicates that Resilience has a direct positive impact on Lecturer Performance (LP). In the context of standardized effects, this figure means that when Resilience increases by one standard unit, Lecturer Performance tends to increase by 0.613 standard units. This demonstrates a sufficiently strong direct relationship, indicating that Resilience is an important predictor of Lecturer Performance (see Appendix 10). Overall, this table underscores the importance of Resilience as a significant factor in directly influencing Lecturer Performance.

4.2. DISCUSSION

RQ1: How high is the level of resilience among lecturers in carrying out their professional duties and responsibilities?

The analysis shows that the values of indicators D1 to D4 range from 0.642 to 0.668. Specifically, **indicators D1 and D4 achieved the highest value of 0.668** and are categorized as "very good." **Indicators D2 and D3 received values of 0.655 and 0.642**, respectively, categorized as "sufficient."

The overall average of these four indicators is **0.65825**, which falls into the "good" category. This suggests that despite minor variations among the indicators, the results generally indicate an adequate level and demonstrate good quality. This average indicates that the performance or responses measured by these indicators are at a satisfactorily high level, with notable strengths in indicators D1 and D4.

Lecturer resilience refers to the ability of lecturers to face challenges, stress, and workload while maintaining effective performance and high productivity in teaching and other academic activities (Mansfield et al., 2016). Resilience is crucial in this profession as lecturers often face high demands from institutions, students, and the ever-changing educational landscape requiring continuous adaptation.

The analysis reveals variations in the levels of lecturer resilience measured from indicators D1 to D4, ranging from "sufficient" to "very good." This variation may be attributed to several factors. Personal and Environmental Factors: Resilience is influenced not only by individual ability but also by environmental support, such as a positive work environment and support from colleagues (Gu & Day, 2013). Lecturers in supportive environments tend to show higher levels of resilience. Experience and Stress Management Skills: Experience and the ability to manage stress also play crucial roles. Lecturers with more experience and effective stress management training tend to have higher resilience. Institutional Resources: Policies and facilities provided by the institution can affect resilience. Supportive institutions, for instance, by offering training or mental health facilities, contribute to enhancing lecturer resilience (Tait, 2008).

The analysis indicates that indicators D1 and D4 have the highest values (0.668) in the "very good" category, while indicators D2 and D3 fall into the "sufficient" category. This variation could occur due to: Dimension 1 and Dimension 4 Relate to Key Competencies. Indicators with higher values may reflect key competencies in resilience, such as flexibility and emotional resilience, which receive better support from the work environment or colleagues (Beltman et al., 2011).

Different Types of Challenges in Indicators D2 and D3. Indicators categorized as "sufficient" might reflect areas where lecturers feel more burdened or less supported. For instance, administrative duties or research requirements that increase workload (Day & Gu, 2007). Overall, an average value of 0.65825 indicates a good and adequate level of resilience but also highlights opportunities for enhancing support in certain aspects to maintain or even improve lecturer resilience (Howard & Johnson, 2004).

Based on the data indicating that the average lecturer resilience falls into the "good" category with a value of 0.65825, institutions could consider the following strategic measures to maintain and enhance lecturer resilience: Institutions may offer professional and emotional support programs, such as mentoring, counseling, or discussion groups for lecturers to help them manage stress and job challenges. These programs can create a safe and supportive environment for lecturers to share experiences and enhance their resilience (Gu & Day, 2013). Stress management training and emotional skills development can overall enhance lecturer resilience. Institutions might design specific training that includes stress management techniques, work-life balance, and skills to handle specific job challenges (Kinman, 2014).

Results indicating that certain indicators only reached the "sufficient" category may suggest a lack of resources or support in those areas. Institutions might consider enhancing resource availability, such as reducing administrative burdens, providing supportive technology, or improving facilities for lecturers. For instance, applications or tools that facilitate the teaching and research process can reduce the workload potentially disrupting work-life balance and resilience.

Policies that support a balance between work and personal life for lecturers, such as flexible working hours or support for lecturers with family responsibilities, could play a significant role in enhancing resilience. Research indicates that lecturers who feel supported in maintaining a work-life balance tend to be more resistant to job-related stress and pressure (Tait, 2008).

Recognition of lecturers' achievements and contributions can increase job satisfaction and strengthen resilience. Providing appreciation, whether through formal or informal recognition, will enhance motivation and a sense of belonging and value, which is crucial for building long-term resilience (Howard & Johnson, 2004).

Overall, institutions need to create a holistically supportive work environment that considers emotional well-being, professional welfare, and adequate resources. These efforts will not only maintain good resilience levels but also help in anticipating potential challenges, enabling lecturers to continue performing optimally over the long term.

RQ2: How does resilience influence Lecturer Performance in aspects of teaching, research, and clinical service?

The analysis results demonstrate that the Lecturer Performance (LP) variable has a positive and significant relationship with Resilience, with a regression coefficient of 0.613. This implies that an increase in lecturer resilience tends to be followed by an improvement in their performance, indicating the crucial role of resilience in supporting and enhancing lecturer performance.

These findings are consistent with prior research, which suggests that resilience is a key factor enabling individuals to remain productive and competitive in the face of high job pressures and demands (Day & Gu, 2014; Beltman et al., 2011). In the academic context, lecturers often face complex challenges, such as high workloads, administrative responsibilities, and the need to meet research targets. Resilience provides a strong psychological foundation to help lecturers manage these pressures and remain focused on achieving high-quality work outcomes.

The regression coefficient of 0.613 also indicates that while resilience is not the sole factor influencing performance, its effect is significant. Lecturers with high resilience are better at overcoming work challenges and maintaining their productivity (Howard & Johnson, 2004). They are more likely to adapt to changes and sustain motivation to contribute to the institution, whether through quality teaching or research contributions.

The practical implications of these findings highlight the importance of higher education institutions paying attention to and supporting the development of resilience among lecturers. Stress management training programs, mental well-being support, and work policies that promote work-life balance can enhance resilience and, ultimately, improve lecturer performance. This aligns with findings that institutional support and a positive work environment play a crucial role in strengthening lecturer resilience and productivity (Mansfield et al., 2016).

Overall, the positive relationship between resilience and performance reinforces the argument that resilience is one of the key elements in professional performance, particularly in the dynamic environment of higher education. Continued support for the development of lecturer resilience is expected to contribute to enhancing the quality of education and overall academic productivity.

The analysis of direct standardized effects shows that Resilience has a strong positive impact on Lecturer Performance (LP), with a coefficient of 0.613. This figure indicates that an increase of one standard unit in lecturer resilience is

followed by an increase of 0.613 standard units in lecturer performance. This strong direct relationship underscores the role of resilience as a significant predictor of lecturer performance.

This relationship reflects the importance of lecturers' ability to cope with and adapt to various challenges within the academic environment. Resilience enables lecturers to maintain high-performance levels despite facing high workloads, academic pressures, and the need to continually evolve in a dynamic educational setting. Previous research also indicates that resilience is one of the factors that enable educational personnel to remain effective in situations of high stress and complex challenges (Gu & Day, 2013; Beltman et al., 2011).

These findings align with the literature suggesting that lecturers with high levels of resilience are better able to handle job pressures without experiencing performance declines (Howard & Johnson, 2004). They tend to have better emotional management skills and adaptability, which allow them to maintain high productivity and meet the expectations of both the institution and the students (Kinman, 2014). Additionally, resilience is associated with increased work motivation and professional commitment, which in turn enhance the quality of teaching and academic contributions of the lecturers.

The practical implications of these results are that higher education institutions should consider more targeted efforts to strengthen lecturer resilience. Policies supporting work-life balance, stress management skill development training, and psychological and emotional support can positively contribute to enhancing lecturer resilience (Mansfield et al., 2016). This institutional approach is expected to not only boost resilience but also have a positive impact on overall academic performance.

Overall, these data affirm that resilience is a key factor directly and significantly affecting lecturer performance. By prioritizing the development of resilience as part of institutional strategies, colleges can strengthen lecturers' capabilities to face challenges and changes, thereby supporting the achievement of higher and sustainable educational quality.

RQ3: What factors support or strengthen lecturer resilience?

Based on data analysis results showing that the average lecturer resilience is categorized as "good" with a score of 0.65825, several factors play a role in supporting and strengthening lecturer resilience to achieve optimal performance. From the analysis of resilience indicators (Dimension1/D1 to Dimension4/D4) and other underlying factors, here are the main factors that can strengthen lecturer resilience:

Personal Factors and Experience: Lecturer resilience is heavily influenced by personal factors such as experience, stress management skills, and individual adaptive capacity. Lecturers with more experience in facing academic challenges, both in teaching and research, typically exhibit higher resilience. This experience equips them with the skills to handle pressure and confront challenges without compromising their work quality (Tait, 2008). Therefore, educational institutions need to provide opportunities for the development of stress management skills and adaptive abilities that can strengthen lecturers' emotional resilience.

Supportive Work Environment: A positive work environment, including support from colleagues and superiors, significantly influences lecturer resilience levels. Lecturers who feel valued and supported by their colleagues and leaders tend to have higher resilience levels. This aligns with findings that indicators D1 and D4, which relate to key competencies such as flexibility and emotional endurance, receive better support from the work environment. This social support provides lecturers with a sense of security in facing challenges, allowing them to remain focused on their work and maintain high-performance quality (Gu & Day, 2013; Beltman et al., 2011).

Institutional Support: The resources provided by institutions are also crucial in supporting lecturer resilience. Higher education institutions that offer training, mental health facilities, and employee welfare policies play a vital role in strengthening resilience. Stress management training programs and skills development for handling academic pressures can enhance lecturer resilience (Kinman, 2014). Additionally, institutional support in the form of policies that promote work-life balance, such as flexible working hours and recognition of lecturer achievements, can help them manage stress and maintain motivation and work productivity (Howard & Johnson, 2004).

Task and Workload: Excessive workloads, such as administrative tasks or stringent research requirements, can affect lecturer resilience. Indicators D2 and D3, which scored lower (sufficient), may reflect the heavier workload or challenges lecturers face in meeting institutional expectations. To address this, institutions need to consider a more balanced distribution of workload and reduce administrative tasks that do not directly support teaching and research. Utilizing technology to streamline administrative processes or providing additional administrative support can lessen the pressure felt by lecturers, strengthen their resilience, and enable them to perform better (Day & Gu, 2007).

Development of Emotional and Psychological Skills: The development of emotional and psychological management skills is crucial in strengthening lecturer resilience. More structured stress management training can help lecturers cope with the emotional challenges they encounter in their roles. Lecturers who can effectively manage stress are more likely to maintain composure and efficiency in their work, which directly impacts their academic performance (Gu & Day, 2013). Therefore, institutions should design training programs that effectively teach these skills.

Recognition and Appreciation: Recognition and appreciation by the institution or superiors for the achievements and contributions of lecturers also play a role in strengthening their resilience. Providing rewards, both formal and informal,

offers additional motivation for lecturers to maintain their performance. Lecturers who feel valued are more likely to be committed to their work and have greater resilience to face long-term challenges (Howard & Johnson, 2004).

Based on these findings, the factors that strengthen lecturer resilience and support optimal performance include personal experience, social support and work environment, institutional resources and policies, and stress and emotional management skills. Higher education institutions should consider these factors when designing policies and adequate support programs. Stress management training programs, work-life balance policies, and recognition of lecturer contributions are strategic steps that can be taken to enhance lecturer resilience, which in turn will improve their performance in teaching and research.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the analysis conducted on three research questions, it was found that lecturer resilience has a significant effect on their performance, and several factors support the strengthening of this resilience. (1) Lecturer Resilience: The average resilience score obtained was 0.65825, which falls into the "good" category. Despite variations in scores between indicators, the highest values were obtained by indicators related to key competencies such as flexibility and emotional resilience. This indicates that despite challenges and variations in resilience levels, lecturers generally have sufficient resilience to overcome pressure and workload. A positive work environment, social support, and experience in managing stress and academic challenges play a crucial role in supporting this resilience. (2) Relationship Between Resilience and Lecturer Performance: The analysis revealed a significant positive relationship between lecturer resilience and performance, with a regression coefficient of 0.613. This finding suggests that an increase in lecturer resilience can enhance their performance, both in teaching and research. This reinforces the argument that resilience acts as a key factor in maintaining the productivity and work quality of lecturers in a dynamic academic environment. Higher education institutions need to provide ongoing support for the development of lecturer resilience to enhance the overall quality of education and academic productivity. (3) Factors Strengthening Lecturer Resilience: Several factors affecting lecturer resilience and supporting optimal performance include personal factors (experience and stress management skills), social support from the work environment, and institutional support such as welfare policies and stress management training programs. These support programs can help lecturers manage high workloads and other academic challenges, and improve work-life balance. Recognition and appreciation also play a role in strengthening lecturers' commitment and resilience. Overall, higher education institutions need to consider factors that support lecturer resilience in designing effective policies and training programs, to create an environment that supports lecturer well-being and enhances their academic performance.

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I can achieve my goals	1.1	Persistence
I do not give up even when it seems hopeless	1.2	
I stay focused and think even under pressure	1.3	
I do not easily despair because of failure	1.4	
I can handle unpleasant feelings	1.5	
I think of myself as a strong person	1.6	
I know where to look for help	1.7	
I prefer to lead in problem-solving	1.8	
I enjoy challenges	2.1	Self-
I can adapt to changes	2.2	efficacy/Belief
I can overcome intensifying stress	2.3	
I have close and secure relationships with students, colleagues, and leaders	2.4	
My past successes give me confidence for new challenges	2.5	
I can handle whatever comes my way	2.6	
I tend to bounce back after sinking due to difficulties	3.1	Spiritual
Sometimes prayer to God can help me	3.2	
I believe that things happen for a reason	3.3	
I try my best whatever it is	3.4	
I have clear goals	4.1	Independence
I control my life	4.2	
I work to achieve my goals	4.3	
I am proud of my achievements	4.4	

Appendix 2 Table of Items and Manifest Variables for Lecturer Performance

Item Statement		Component
I can accept criticism, suggestions, and opinions from others	1.1	Social
I am tolerant of student diversity	1.2	Competence
I can express opinions politely	1.3	
I easily get along with peers, staff, and students	1.4	
I can align my words with my actions	1.5	
I am fair in treating students	1.6	
I can appear authoritative as a lecturer	1.7	
I am wise in decision-making	1.8	
I can control myself in various situations and conditions	1.9	
I can set an example in attitude and behavior	1.10	
I can enliven the classroom atmosphere	2.1	Pedagogical
I am well-acquainted with the students attending my lectures	2.2	Competence
I can align exam materials and assignments with the objectives of the course	2.3	
I deliver lectures clearly	2.4	
I provide grades that match student learning outcomes	2.5	
I prepare for lectures and/or practical sessions	2.6	
I conduct lectures in an orderly and organized manner	2.7	
I can give examples relevant to the concepts taught	3.1	Personality
I can explain topics well	3.2	Competence
I use research findings to enhance the quality of lectures	3.3	
I can relate current issues to the field I teach	3.4	
I can explain the connections between the taught field/topic and other fields/topics	3.5	
I can explain the relevance of the taught field/topic to real-life contexts	3.6	
I utilize media and learning technologies	4.1	Professional
I provide feedback effectively and appropriately	4.2	Competence
I involve students in research/studies and/or development/engineering/design that I conduct	4.3	
I can use various communication technologies	4.4	
I use diverse methods to measure outcomes	4.5	

Appendix 3 Regression Weights for Resiliency

			Estimate	S.E.	C.R.	P
1	<---	R	1.000			
2	<---	R	1.270	.174	7.289	***
3	<---	R	1.373	.160	8.564	***
4	<---	R	1.023	.134	7.643	***
R11	<---	1	1.000			
R12	<---	1	1.168	.139	8.391	***
R14	<---	1	1.277	.178	7.159	***
R16	<---	1	1.375	.145	9.461	***
R19	<---	1	1.273	.149	8.537	***
R17	<---	1	1.441	.173	8.311	***
R13	<---	1	1.241	.148	8.396	***
R15	<---	1	1.298	.158	8.205	***
R23	<---	2	1.000			
R1	<---	2	.884	.107	8.257	***
R7	<---	2	1.083	.131	8.285	***
R2	<---	2	.988	.130	7.623	***
R5	<---	2	1.012	.125	8.068	***
R4	<---	2	1.059	.139	7.592	***
R8	<---	3	1.000			
R3	<---	3	.694	.095	7.292	***
R9	<---	3	.818	.087	9.378	***
R10	<---	3	.621	.074	8.391	***
R21	<---	4	1.000			
R22	<---	4	.935	.108	8.694	***
R24	<---	4	.970	.108	8.991	***
R25	<---	4	1.005	.131	7.694	***

Source: Data processed using Amos version 23

Appendix 4 Standardized Regression Weights for Resiliency

			Estimate
1	<---	R	.903
2	<---	R	.980
3	<---	R	.909
4	<---	R	.833
R11	<---	1	.642
R12	<---	1	.674
R14	<---	1	.558
R16	<---	1	.784
R19	<---	1	.688
R17	<---	1	.666
R13	<---	1	.674
R15	<---	1	.655
R23	<---	2	.617
R1	<---	2	.694
R7	<---	2	.698
R2	<---	2	.626
R5	<---	2	.673
R4	<---	2	.623
R8	<---	3	.822
R3	<---	3	.516

			Estimate
R9	<---	3	.645
R10	<---	3	.585
R21	<---	4	.751
R22	<---	4	.658
R24	<---	4	.681
R25	<---	4	.581

Source: Data processed using Amos version 23

Appendix 5 The Goodness of Fit Index for Resiliency

No	The Goodness of Fit Index	Cut off Value		Criteria
		Parameter	Gotten	
1.	CMIN/DF	< 3	1.602	Good Fit
2.	CFI	≥ 0.90	0.934	Good Fit
3.	TLI	≥ 0.90	0.926	Good Fit
4.	NFI	≥ 0.90	0.845	Accepted Fit
5.	RFI	≥ 0.90	0.825	Accepted Fit
6.	IFI	≥ 0.90	0.935	Good Fit
7.	RMSEA	≤ 0.08	0.054	Good Fit

Source: Data processed using Amos version 23

Appendix 6 Regression Weights for Lecturer Performance

			Estimate	S.E.	C.R.	P
1	<---	LP	1.000			
2	<---	LP	1.280	.152	8.405	***
3	<---	LP	1.383	.151	9.163	***
4	<---	LP	1.059	.138	7.652	***
LP19	<---	1	1.000			
LP22	<---	1	1.001	.112	8.922	***
LP18	<---	1	1.173	.122	9.628	***
LP21	<---	1	1.079	.122	8.834	***
LP26	<---	1	1.206	.129	9.323	***
LP28	<---	1	1.186	.121	9.781	***
LP23	<---	1	1.413	.131	10.798	***
LP24	<---	1	1.339	.127	10.532	***
LP27	<---	1	1.433	.136	10.565	***
LP25	<---	1	1.362	.128	10.641	***
LP3	<---	2	1.000			
LP20	<---	2	1.060	.125	8.508	***
LP8	<---	2	.916	.094	9.792	***
LP4	<---	2	1.103	.098	11.288	***
LP9	<---	2	.980	.096	10.180	***
LP1	<---	2	.888	.101	8.831	***
LP2	<---	2	1.095	.107	10.215	***
LP11	<---	3	1.000			
LP10	<---	3	.997	.066	15.010	***
LP15	<---	3	.855	.089	9.623	***
LP14	<---	3	.933	.078	11.962	***
LP12	<---	3	1.017	.072	14.197	***
LP13	<---	3	.995	.075	13.189	***
LP5	<---	4	1.000			
LP7	<---	4	1.203	.112	10.729	***

			<i>Estimate</i>	S.E.	C.R.	P
LP16	<---	4	1.213	.140	8.652	***
LP17	<---	4	1.141	.131	8.742	***
LP6	<---	4	1.213	.119	10.169	***

Appendix 7 Standardized Regression Weights for Lecturer Performance

			<i>Estimate</i>
1	<---	LP	.869
2	<---	LP	.961
3	<---	LP	.921
4	<---	LP	.818

Source: Data processed using Amos version 23

Appendix 8 The Goodness of Fit Index

No	The Goodness of Fit Index	Cut off Value (Nilai Batas)		Criteria
		Parameter	Gotten	
1	CMIN/DF	< 3	2.262	Good Fit
2	CFI	≥ 0.90	0.888	Good Fit
3	TLI	≥ 0.90	0.878	Good Fit
4	NFI	≥ 0.90	0.817	Good Fit
5	RFI	≥ 0.90	0.800	Accepted Fit
6	IFI	≥ 0.90	0.889	Good Fit
7	RMSEA	≤ 0.08	0.078	Good Fit

Source: Data processed using Amos version 23

Appendix 9 Regression Weights

			<i>Estimate</i>
LP	<---	Resilience	.613

Appendix 10 Standardized Direct Effects of Resilience

	<i>Resilience</i>
LP	.613