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Determinants of Primary School Teacher Resilience in Papua

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ABSTRACT

Objective: Papua Province has the lowest education index nationally and lags significantly in educational services compared to other regions of Indonesia. To improve educational outcomes, Papua urgently needs high-quality teachers. This study aims to identify the determinant factors of teacher resilience, a key capability that enables school leaders, teachers, and other educational stakeholders to recover and grow from adversity. **Method:** A random sampling survey was conducted involving 341 public and private primary school teachers in Papua, specifically in Mimika Regency. Data were collected using a structured questionnaire and analyzed with Structural Equation Modeling using Partial Least Squares (SEM-PLS) to determine the relationships among the variables. **Results:** The study found that spiritual, emotional, and social intelligence significantly influence the teaching motivation of primary school teachers in Mimika, Papua. Motivation, in turn, strongly enhances teacher resilience. Emotional and social intelligence were shown to directly and indirectly strengthen resilience, whereas spiritual intelligence did not have a direct effect on resilience. This finding is particularly significant, as it suggests that spirituality alone does not automatically translate into resilience; instead, its influence is realized only through motivation. In other words, teachers with higher spiritual intelligence become more resilient only when their sense of meaning and purpose is transformed into motivational drive. This highlights the central role of motivation as the psychological mechanism linking multiple intelligences to resilience. **Novelty:** This study offers a novel perspective by examining how a combination of multiple intelligences—spiritual, emotional, and social—interact with teaching motivation to influence teacher resilience in one of the most underdeveloped education regions in Indonesia. By emphasizing the indirect role of spiritual intelligence, the study not only advances theoretical understanding but also underscores the complexity of building resilient teacher communities in challenging educational environments like Papua.

INTRODUCTION

The role of teachers in an educational system is crucial and serves as a key indicator for evaluating the quality of education (Garcia-Arroyo et al., 2019). Beyond delivering academic instruction, teachers also act as role models, motivators, character builders, and value transmitters (Radil et al., 2023; Ramberg et al., 2020). As a profession that demands dedication, care, excellent communication skills, and a high degree of emotional investment (Chen et al., 2023; Lozano-Peña et al., 2021; Mamo, 2022), teaching is highly vulnerable to burnout (Hossain & Sultana, 2022; Lozano-Peña et al., 2021). Burnout not only affects teachers' performance but also impairs classroom management skills, increases student misbehavior, lowers academic achievement, and contributes to teacher absenteeism and attrition (Caruso, 2019).

This issue has become a major challenge for educational institutions worldwide and is now considered a global phenomenon (Hossain & Sultana, 2022). Köksoy and Kutluer (2023) emphasize the need to strengthen teacher resilience as a strategy to maintain commitment to quality education (Köksoy & Kutluer, 2023). Resilient teachers are more likely to make a significant contribution to the education system, survive under difficult conditions, and adapt more easily to change (Hu, 2023; Lozano-Peña et

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al., 2021; Ngui & Lay, 2020). Ghaslani et al. (2023) argue that the influence of teacher resilience is vast and has become an international topic of interest (Ghaslani et al., 2023). Teachers working in remote areas such as Papua, who face a high workload, require resilience to endure challenging conditions (Papatraianou et al., 2018; Yonezawa et al., 2011).

Motivation has also been identified as a critical element for individual success and is considered the foundation of resilience and personal development. These two aspects are interconnected motivation serves as the driving force for goal achievement, while resilience is the ability to rise and grow positively in the face of life's difficulties (Celik, 2018; Dallasheh et al., 2021). Numerous studies have shown that motivation is not only essential for achieving goals but also acts as a core driver of resilience. The absence of motivation can diminish resilience, suggesting that motivation is necessary for an individual to become strong and adaptable (Caruso, 2019; Köksoy & Kutluer, 2023). Motivated and resilient individuals share similar characteristics, which can be developed over time (Resnick et al., 2018). However, despite growing attention to resilience and its drivers over the last decade, the specific link between resilience and teaching motivation has received limited scholarly focus (Lohbeck, 2018). Most research on motivation has been centered around performance, achievement, and psychological well-being. Yet, motivation could be the key element in fostering strength and endurance in facing complex educational challenges (Xie, 2023).

Individuals with high social orientation, such as friendliness, empathy, trust, and cooperation, often exhibit high resilience (Betsia & Polou, 2023). This leads to interest in what personal resources shape individual resilience. The relationship between emotional intelligence and resilience has been explored in several studies (Schneider et al., 2013; Sójta et al., 2023; Trigueros et al., 2019; Wula et al., 2020). Turk & Wolfe (2019) argue that one's resilience level is strongly influenced by both emotional and social intelligence (Turk & Wolfe, 2019). In a study conducted by Sogolitappeh et al. (2018) involving 100 university students in Tabriz, Iran, it was concluded that there was a significant correlation between emotional and spiritual intelligence and individual resilience (Sogolitappeh et al., 2018). This is supported by Schwalm et al. (2022), who stated that spirituality contributes significantly to individual resilience (Schwalm et al., 2022). Spirituality can enhance resilience, enabling individuals with higher spiritual intelligence to better adapt to new situations, manage stress effectively, and improve performance (Cherian et al., 2021). This is because spiritually intelligent individuals are guided by values such as honesty, commitment, and a purpose beyond material goals (Pan et al., 2008).

This study aims to identify the factors that shape teacher resilience, particularly within challenging work environments such as Papua. Personal resources including emotional intelligence, social intelligence, spiritual intelligence, and motivation are believed to be linked to teacher resilience. The findings of this study will provide insights into the determinants of primary school teacher resilience in Timika, Papua, and offer recommendations on how to strengthen it. By understanding these factors, education stakeholders can develop more targeted strategies and interventions to support and enhance teacher resilience, ultimately improving the quality of education in Papua.

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This study proposes the following hypotheses:

1) Spiritual Intelligence, Emotional Intelligence, and Social Intelligence have an effect on the teaching motivation of primary school teachers in Mimika Regency, Papua.
2) Spiritual Intelligence, Emotional Intelligence, Social Intelligence, and Motivation influence the resilience of primary school teachers in Mimika Regency, Papua.
3) Spiritual Intelligence, Emotional Intelligence, and Social Intelligence influence the resilience of primary school teachers in Mimika Regency, Papua through the mediating role of motivation.

RESEARCH METHOD

This study employs a quantitative approach. The variables analyzed in this research include:

a. Spiritual Intelligence

Spiritual intelligence is a mental capacity that enables individuals to become more attuned to non-material and transcendent aspects of life, allowing them to understand the deeper meaning of experiences and become better prepared to face life's challenges. It is composed of four main components:

1) Critical Existential Thinking
2) Personal Meaning Production
3) Transcendental Awareness
4) Conscious State Expansion

b. Emotional Intelligence

Emotional intelligence refers to the ability to perceive and understand one's own emotions and the emotions of others, and to use this emotional information to guide thinking and behavior. It consists of four components:

1) Perception of Emotion
2) Managing One's Own Emotions
3) Managing Others' Emotions
4) Utilization of Emotion

c. Social Intelligence

Social intelligence is the ability to interact effectively with others and to engage people in collaborative relationships. It is structured around five main dimensions, commonly referred to as "SPACE":

1) Situational Awareness
2) Presence
3) Authenticity
4) Clarity
5) Empathy

d. Motivation

Motivation is an internal drive that energizes a person to act or behave in certain ways. Based on Self-Determination Theory, motivation can be categorized into five main types:

1) Intrinsic Motivation
2) Identified Motivation
3) Introjected Regulation

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4) External Regulation
5) Amotivation

e. Resilience

Resilience is defined as the individual's ability to manage stress and anxiety and to recover positively from adversity. It comprises four key dimensions:

1) Personal Competence
2) Trust in One's Instincts
3) Positive Acceptance of Change and Secure Relationships
4) Control and Spiritual Influence

Population and Sample

This study involved a population of primary school teachers from 74 public and private elementary schools in Mimika Regency, Papua. A total of 341 teachers participated in the research. The sampling technique employed was simple random sampling, ensuring that each teacher in the population had an equal chance of being selected. To implement this, the researchers obtained a complete list of teachers from the local education office, assigned identification numbers to all eligible teachers, and then used a computer-generated random number table to select the respondents. This approach minimized selection bias and ensured that the sample was representative of the wider teacher population in Mimika Regency.

Instruments

a. The spiritual intelligence variable was measured using the Spiritual Intelligence Self-Report Inventory (SISRI-24) developed by David King (King, 2008). This instrument consists of 24 items covering four dimensions: Critical Existential Thinking, Personal Meaning Production, Transcendental Awareness, and Conscious State Expansion.
b. The emotional intelligence variable was measured using the Schutte Self-Report Emotional Intelligence Test (SSEIT) developed by Nicholas Schutte. This instrument includes 33 items across four dimensions: Perception of Emotions, Managing Own Emotions, Managing Others' Emotions, and Utilizing Emotion (Magnano et al., 2016).
c. The social intelligence variable was assessed using a tool developed by Karl Albrecht (Albrecht, 2006), known as SPACE. This instrument includes 21 items divided into five dimensions: Situational Awareness, Presence, Authenticity, Clarity, and Empathy.
d. The motivation variable was measured using the Work Tasks Motivation Scale for Teachers (WTMST) developed by Fernet et al. (2008). It consists of 15 items spanning five dimensions: Intrinsic Motivation, Identified Motivation, Introjected Regulation, External Regulation, and Amotivation (Fernet et al., 2008).
e. The resilience variable was measured using the Connor-Davidson Resilience Scale (CD-RISC) developed by Connor and Davidson (2003). This instrument encompasses five aspects: Personal Competence, Trust in One's Instincts, Positive Acceptance of Change and Secure Relationships, and Control and Spiritual Influence (Connor & Davidson, 2003).

Procedures

Data collection was carried out using questionnaires distributed through random sampling to teachers across various areas in Mimika Regency, Papua. The collected data

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were then analyzed using Partial Least Squares (PLS), a variance-based Structural Equation Modeling (SEM) method.

RESULTS AND DISCUSSION

Results

The data in this study were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique, which consists of Outer Model and Inner Model evaluations (Hair, 1998). The Outer Model assessment is used to evaluate the validity and reliability of constructs, while the Inner Model assessment examines the relationships between variables.

Outer Model Evaluation

Convergent Validity: The purpose of convergent validity testing is to determine the degree to which each indicator is valid in representing its corresponding latent construct. An indicator is considered valid if it has a loading factor > 0.7, and each construct has an Average Variance Extracted (AVE) > 0.5 (Hair, 1998).

In this study, convergent validity testing was conducted in two steps. The initial step aimed to identify invalid indicators, which were then removed from the model. The model was subsequently re-estimated. The results of the outer model test (as shown in Table 1) indicate that after eliminating all invalid indicators, the remaining indicators in the PLS model were valid in measuring their respective constructs, as evidenced by loading factors above 0.7 and AVE values greater than 0.5.

Discriminant Validity

This test is conducted to ensure that each concept of the latent variables in the model is distinct from the others. An indicator is considered to meet the discriminant validity criteria if the HTMT (Heterotrait-Monotrait Ratio of Correlations) value between constructs is below 0.9 (Hair, 1998). Alternatively, discriminant validity can also be assessed using the Fornell-Larcker criterion, where a construct demonstrates adequate discriminant validity if the square root of its AVE (√AVE) exceeds the correlation with other constructs.

The results of the discriminant validity test, as shown in Table 2, indicate that none of the HTMT values between constructs exceed 0.9. Similarly, the Fornell-Larcker test shows that the √AVE values are consistently higher than the correlations among constructs, confirming that the discriminant validity for each construct meets the required standard.

Composite Reliability and Cronbach's Alpha

Composite reliability measures the true reliability of a variable, while Cronbach's alpha assesses the lower bound of reliability for a given construct (Hair, 1998). To meet the construct reliability requirements, Cronbach's alpha and composite reliability values must exceed 0.7.

The reliability test results in Table 3 show that all constructs have Cronbach's alpha values > 0.7, and their composite reliability values are also > 0.7. These results indicate that all constructs in the PLS-SEM model meet the necessary reliability criteria.

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Table 1. Convergent Validity

Variable	Indicator	Loading factor	Cut Value	AVE	Convergent Validity
Emotional Intelligence	EM1	0,897	0,7	0,827	Valid
	EM2	0,914	0,7		Valid
	EM3	0,905	0,7		Valid
	EM4	0,920	0,7		Valid
Motivation	MOT1	0,872	0,7	0,660	Valid
	MOT2	0,883	0,7		Valid
	MOT3	0,860	0,7		Valid
	MOT4	0,707	0,7		Valid
	MOT5	0,723	0,7		Valid
Resilience	RES1	0,856	0,7	0,732	Valid
	RES2	0,914	0,7		Valid
	RES3	0,723	0,7		Valid
	RES4	0,914	0,7		Valid
Social Intelligence	SOC1	0,883	0,7	0,741	Valid
	SOC2	0,868	0,7		Valid
	SOC3	0,817	0,7		Valid
	SOC4	0,895	0,7		Valid
	SOC5	0,839	0,7		Valid
Spiritual Intelligence	SPI1	0,900	0,7	0,778	Valid
	SPI2	0,843	0,7		Valid
	SPI3	0,900	0,7		Valid
	SPI4	0,884	0,7		Valid

Source: data processed by SmartPLS (2023)

Table 2. Discriminant Validity

	EM	MOT	RES	SOC	SPI
EM	0,909				
MOT	0,800	0,813			
RES	0,708	0,720	0,855		
SOC	0,784	0,747	0,681	0,861	
SPI	0,754	0,737	0,596	0,632	0,882

Source: data processed by SmartPLS (2023)

Table 3. Composite Reliability

Construct	Cronbach's Alpha	rho_A	Composite Reliability
EM	0,930	0,932	0,950
MOT	0,868	0,875	0,906
RES	0,875	0,887	0,915
SOC	0,913	0,919	0,935
SPI	0,905	0,905	0,933

Source: data processed by SmartPLS (2023)

Inner Model Testing

The inner model evaluation includes the assessment of the goodness of fit of the structural model, path coefficients, significance testing, the partial influence of

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exogenous variables on endogenous variables, and the calculation of the coefficient of determination (R^2). The results of this stage are used to test the research hypotheses.

Goodness of Fit for the PLS Model

The goodness of fit in the PLS-SEM model is assessed based on the values of R Square (R^2), Q Square (Q^2), and the Standardized Root Mean Square Residual (SRMR).

a. R^2 indicates how well the model predicts the endogenous variables. The values range from 0 to 1 and are classified into three levels: strong, moderate, and weak. According to Chin (Henseler & Chin, 2010), an $R^2 > 0.67$ indicates a strong model, between 0.33 – 0.67 indicates a moderate model, and between 0.19 – 0.33 indicates a weak model.
b. Q^2 reflects the predictive relevance of the model. Values between 0.02 – 0.15 are considered small, 0.15 – 0.35 medium, and values > 0.35 large.
c. SRMR relates to how well the sample represents the population. It is categorized as perfect fit if < 0.08, fit if between 0.08 – 0.10, and not fit if > 0.10.

The analysis results in Tables 4–6 show that the PLS-SEM model is suitable for the data analyzed, with the resilience model strength in the moderate category, predictive relevance in the large category, and SRMR value meeting the perfect fit criteria. Therefore, this model is considered appropriate for testing the research hypotheses.

Table 4. R-Square

Variable	R Square	Criteria
Motivation	0,712	*Strong*
Resilience	0,583	*Moderate*

Source: data processed by SmartPLS (2023)

Table 5. Q-Square

Latent Variables	Q Square	Criteria
Motivation	0,454	*Big Predictive relevance*
Resilience	0,409	*Big Predictive relevance*

Source: data processed by SmartPLS (2023)

Direct Effects

In PLS-SEM analysis, direct effects between variables are evaluated using the p-value and t-statistic. At a 5% significance level, an exogenous variable is considered to have a significant effect on an endogenous variable if the p-value is less than 0.05 or if the t-value is greater than 1.65 (one-tailed) or 1.96 (two-tailed). Additionally, the direction of the effect (positive or negative) is determined based on the sign of the path coefficient.

Table 7. Direct Effect Test

Direct effect					
Path	**Path Coefficient**	**T Statistics**	**P Values**	**Hypothesis**	**Conclusion**
KEM -> MOT	0,366	4,503	0,000	[H2]	*significant*
KEM -> RES	0,246	2,248	0,025	[H5]	*significant*
KSPI -> MOT	0,283	4,039	0,000	[H1]	*significant*
KSPI -> RES	0,016	0,136	0,892	[H4]	*Not significant*
KSos -> MOT	0,282	4,020	0,000	[H3]	*significant*
KSos -> RES	0,216	2,035	0,042	[H6]	*significant*
MOT -> RES	0,350	4,410	0,000	[H7]	*significant*

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The analysis results indicate the following findings:

1. Emotional intelligence has a positive and significant effect on motivation (p-value = 0.000 < 0.05, t-statistic = 4.503 > 1.96, path coefficient = 0.366).
2. Emotional intelligence also has a positive and significant effect on resilience (p-value = 0.025 < 0.05, t-statistic = 2.248 > 1.96, path coefficient = 0.246).
3. Spiritual intelligence has a positive and significant effect on motivation (p-value = 0.000 < 0.05, t-statistic = 4.039 > 1.96, path coefficient = 0.283).
4. Spiritual intelligence has no direct effect on resilience (p-value = 0.892 > 0.05, t-statistic = 0.136 < 1.96), indicating that the level of spiritual intelligence does not significantly influence resilience.
5. Social intelligence has a positive and significant effect on motivation (p-value = 0.000 < 0.05, t-statistic = 4.020 > 1.96, path coefficient = 0.282).
6. Social intelligence also has a positive and significant effect on resilience (p-value = 0.042 < 0.05, t-statistic = 2.035 > 1.96, path coefficient = 0.216).
7. Motivation has a positive and significant effect on resilience (p-value = 0.000 < 0.05, t-statistic = 4.410 > 1.96, path coefficient = 0.350).

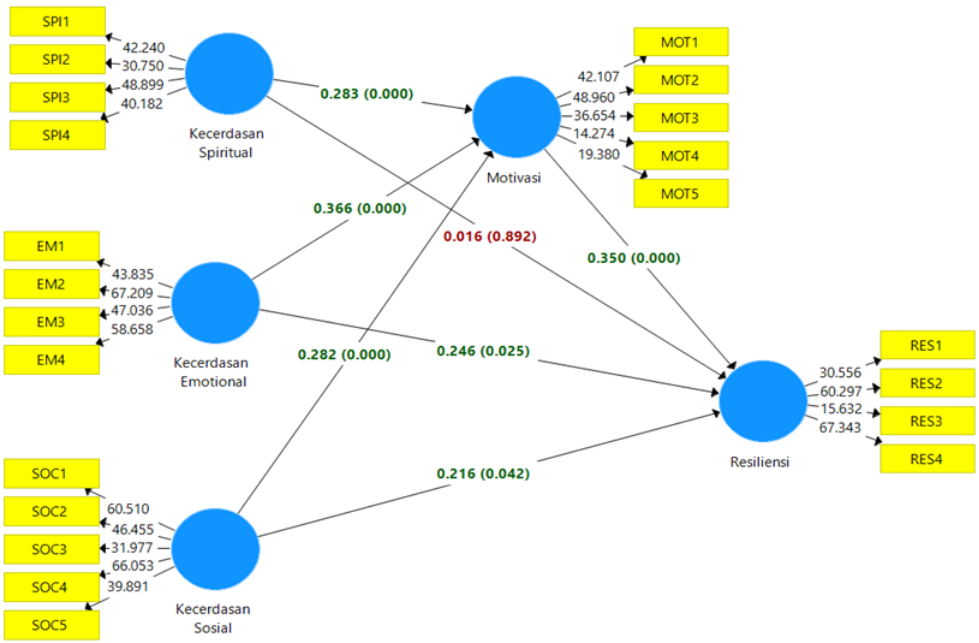

Figure 1. PLS Bootstrapping Model Estimation Results

Table 8. Indirect Effect Test

Indirect effect					
Path	**Path Coefficient**	**T Statistics**	**P Values**	**Hypothesis**	**Conclusion**
KEM -> MOT -> RES	0,128	2,992	**0,003**	[H9]	*significant*
KSPI -> MOT -> RES	0,099	3,584	**0,000**	[H8]	*significant*
KSos -> MOT -> RES	0,098	2,498	**0,013**	[H10]	*significant*

Discussion

The findings of this study confirm that motivation plays a mediating role between multiple intelligences (spiritual, emotional, and social) and teacher resilience. However, the mediation does not operate in a uniform way; rather, each form of intelligence shapes motivation through distinct mechanisms, which subsequently translate into resilient behaviors.

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First, spiritual intelligence was found to enhance motivation but showed no direct effect on resilience. This suggests that spirituality influences resilience indirectly, by fostering a sense of purpose and meaning in teaching. Teachers with strong spiritual intelligence may not automatically cope better with stress, but their belief in the transcendental value of education can energize them to stay committed, which in turn strengthens resilience. This aligns with previous research by King & DeCicco (2008), who noted that spiritual intelligence primarily influences psychological well-being through enhanced meaning-making, rather than through direct behavioral outcomes (King, 2008).

Second, emotional intelligence both directly and indirectly contributes to resilience. Teachers who can perceive and regulate emotions—both their own and those of others are more motivated to engage positively in their teaching roles. This motivation, fueled by emotional awareness, translates into resilience by allowing teachers to maintain optimism, regulate stress responses, and sustain persistence in adverse conditions. These results are consistent with Salovey & Mayer's (1997) model, which highlights how emotion regulation strengthens motivational resources that underpin coping and resilience (Mayer & Salovey, 1995). Similar findings were reported by Brackett et al. (2010), who observed that emotionally intelligent teachers displayed higher intrinsic motivation and were less vulnerable to burnout, thereby sustaining resilience (Brackett et al., 2011).

Third, social intelligence enhances resilience directly as well as through motivation. Teachers with higher social intelligence are adept at building supportive networks, fostering collaboration, and navigating interpersonal challenges within the school context. These capabilities not only strengthen their day-to-day resilience but also increase their motivation to remain engaged in their profession. Motivation here emerges from the sense of belonging and reciprocal support embedded in social interactions, which buffers teachers against burnout. This corroborates findings by Goleman (2006), who emphasized the motivational role of social connectedness in sustaining workplace performance (Goleman, 2006), and by Petrides et al. (2016), who demonstrated that socially intelligent teachers are more motivated to persist in challenging environments due to stronger relational resources (Petrides et al., 2016).

Overall, the mediation analysis reveals that motivation is not merely an intervening variable but a key psychological mechanism that transforms latent capacities—such as spiritual meaning, emotional regulation, and social connectedness—into resilient behaviors. By illuminating these pathways, the study advances prior research that often treated multiple intelligences as direct predictors of resilience. Instead, this study shows that resilience in teachers is best understood as the outcome of a motivational process shaped by multiple intelligences. This perspective provides a more substantial theoretical contribution, highlighting that interventions to strengthen teacher resilience should not only develop cognitive and social-emotional competencies but also explicitly foster motivation as the critical link between intelligence and adaptive resilience outcomes.

Limitations of the Study

The limitations of this study include restricted generalizability due to its focus on a single regency. There are also variable limitations, as other potential influencing factors may not have been considered. In addition, the measurement instruments used may not

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fully capture the complexity of the concepts being studied. Time constraints, limited resources, and cultural context should also be taken into account, along with the possibility of external factors such as changes in the social environment or educational policies that could influence the study's outcomes.

CONCLUSION

This study concludes that spiritual intelligence, emotional intelligence, and social intelligence significantly contribute to the motivation of primary school teachers in Mimika Regency, which in turn enhances their resilience. While spiritual intelligence did not directly predict resilience, its effect was mediated through motivation, whereas emotional and social intelligence influenced resilience both directly and indirectly. These findings highlight the importance of developing multidimensional intelligences to strengthen teachers' adaptive capacities in challenging educational environments.

The novelty of this study lies in its contextual focus on Papua, one of Indonesia's most underdeveloped educational regions with the lowest education index nationally. Unlike previous studies that have primarily examined teacher resilience in urban or well-resourced contexts, this research demonstrates how the interplay of spiritual, emotional, and social intelligence with motivation shapes resilience in a uniquely challenging setting. By uncovering these mechanisms, the study fills a critical gap in the literature on teacher resilience, offering empirical evidence from a region where educational disparities remain severe.

Thus, the findings not only advance theoretical understanding of the mediating role of motivation but also provide practical implications for policymakers and educational stakeholders. Targeted interventions that cultivate teachers' emotional and social competencies, while reinforcing spiritual meaning and professional motivation, can serve as a strategic pathway to build resilient teaching communities. Such resilience is essential for improving teacher well-being, sustaining commitment, and ultimately enhancing the quality of education in Papua and other disadvantaged regions.

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