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Examining The Relationship Between Teachers' Levels of Professional Professionalism and Their Professional Resilience Beliefs

Fatma Erol, Serkan Ünsal

Abstract

Background/purpose. Teachers are supposed to exhibit high professional competence, knowledge, and abilities to improve educational quality. Although teachers may carry out their responsibilities with a high level of professionalism, teaching may become a stressful job. This study aims to investigate teachers' professional competence levels, professional resilience beliefs, and the relationship between these two constructs.

Materials/methods. This correlational study examined 467 primary, secondary, and high school teachers selected via convenience sampling from Dulkadiroğlu and Onikişubat districts in Kahramanmaraş. Data were gathered using a Personal Information Form, the Teachers' Professionalism Scale, and the Teachers' Professional Resilience Belief Levels Scale. Data were analyzed in SPSS 28.0 and JASP using descriptive statistics (frequency, mean, standard deviation), Pearson correlation, and regression analysis to determine whether professionalism predicts resilience beliefs.

Results. The results indicated that teachers possess high levels of professional expertise and resilience. A significant, strong positive correlation was found between teachers' professional expertise and their beliefs about professional resilience.

Conclusion. This research highlights that teachers' levels of professional expertise are a significant indicator of their beliefs regarding professional resilience. This situation underscores that, in order to enhance teachers' professional resilience, their professional expertise must first be nurtured.

1. Introduction

In the literature, there are numerous definitions for the concept of education, which is a significant term within the social sciences. Education refers to a process aimed at modifying an individual's behaviors, thereby enabling them to adapt to society (Aydın, 2019). It is the process of uncovering the latent potential that individuals possess from birth and transforming these capabilities into developed skills (Karslı, 2003; Köktaş, 2007). Education contributes to individuals' personal development, their ability to secure employment and earn an income, their integration into society, and their growth into productive members of the community—individuals who avoid criminal behavior and contribute positively to society (Ünsal & Korkmaz, 2018). Furthermore, education functions as a system comprising inputs, processes, outputs, and feedback (Yalçınkaya, 2002). Teachers are the fundamental element of the educational system (Küçükahmet, 2006). Consequently, it is essential that teachers not only possess the knowledge and skills demanded by the contemporary era (Ekiz, 2003; Ünal & Ada, 2001) but also demonstrate professional competence (Yalçınkaya, 2002). In this regard, the professionalism of teachers contributes to enhancing the quality of the educational process (Bayhan, 2011) and facilitates the development of qualified, successful students (Dağ, 2022).

Although teachers perform their duties in a professional manner, the teaching profession is considered one of the most stressful occupations, fraught with challenges due to increasing burnout and workplace stress (Harmsen et al., 2016; Shkëmb et al., 2015). Consequently, alongside professional competence, the professional resilience of teachers gains significance. Teacher resilience is defined by the ability to adapt to the challenging aspects of the profession and to maintain the belief in one’s capacity to resolve problems (Örer, 2020).

In the teaching profession, both professionalism and resilience are critical for sustaining professional continuity and enhancing the quality of instructional processes (Day & Gu, 2014; Hargreaves & Fullan, 2012). The fact that professional competence enables teachers to make more informed decisions when faced with uncertainty—and to fulfill their professional roles more effectively—is considered a key factor in strengthening their sense of resilience. In this regard, there is a clear need for research that examines the relationship between teachers' levels of professional competence and their professional resilience.

This study examines the relationship between the professional professionalism levels of primary, middle, and high school teachers and their beliefs regarding professional resilience. It aims to determine whether these variables differ based on various demographic characteristics. Although the concepts of professional professionalism and professional resilience have previously been addressed in relation to other variables, no prior research has been found that investigates the professional professionalism levels of teachers alongside their beliefs about professional resilience. Accordingly, this study analyzes how both variables differ according to selected demographic factors, as well as the direction and strength of the relationship between professional professionalism levels and beliefs about professional resilience. The research is expected to contribute to a better understanding of the relationship between teachers' professional professionalism levels and their beliefs regarding professional resilience, thereby adding to the existing literature in the field of education.

2. Literature Review

2.1. Professionalism

Teacher professionalism is a concept that encompasses a teacher’s desire and motivation for their profession, the enthusiasm and passion they demonstrate toward their lessons and students, their commitment to continuous self-improvement while fulfilling professional responsibilities, and

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their overall dedication to their vocation (Öztabak, 2021). A teacher is considered a professional if they succeed in respecting their work, their environment, and, most importantly, themselves (Bayhan, 2011). A professional teacher is someone capable of making autonomous decisions, collaborating with colleagues, and interpreting new educational policies and practices in light of scientific evidence (Osmond-Johnson, 2018). Teachers become more professional as they make sound decisions, effectively leverage the opportunities that arise, and increase their motivation toward their work (Day, 1999; Hargreaves, 2000; OECD, 2020). In the teaching profession, professionalism is achieved when teachers—acting like researchers—keep abreast of recent developments and continuously refine their knowledge and skills, maintaining an active commitment to learning in pursuit of excellence (Çelik & Yılmaz, 2015; Yirci, 2017). Professional teachers effectively utilize their self-efficacy to address the needs of their students, carrying out their professional duties through meaningful communication with students, colleagues, and other groups (Divarcı, 2023).

2.2. Professional Resilience

Thieman et al. (2014) described resilience as a factor that provides teachers with the motivation to persist in their profession throughout their careers.

Teachers, who face and contend with numerous challenges in their professional lives, need to possess a high level of resilience (Karakuş & Ünsal, 2017). The ability of teachers to more easily address the social and emotional needs of their students, focus on students' strengths, and cope more effectively with the stress that arises during the teaching process serves as an indicator of their professional resilience (Knight, 2007).

Professional resilience is crucial for teachers to be effective in their roles, to be of benefit to their students, and to raise students who are well-adjusted to society and capable of meeting its needs (Çelik et al., 2017). Teachers must possess a high level of professional resilience to both sustain their motivation and maintain their psychological well-being throughout their professional lives (Sezgin, 2012). Adapting to changing circumstances, accurately assessing negative situations, learning from past experiences, and employing effective problem-solving processes all serve to strengthen teachers' professional resilience (Bobek, 2002).

Enhancing the psychological resilience of teachers is a significant factor that contributes to their ability to cope effectively with the stress-related aspects of their profession and helps reduce burnout (Sezgin, 2012). The capacity to make logical and conscious decisions—unclouded by emotional factors—to carefully monitor the outcomes of those decisions, and to implement chosen methods when deemed necessary, are all components of professional practice (Kara, 2023). Teachers who approach their work with a high level of professionalism encounter fewer uncertainties and less disorganization in their practice, which in turn fosters greater professional resilience (Thieman et al., 2014). Resilience is characterized by the ability to quickly find solutions to problems arising from stressful or challenging events and to recover from negative experiences (Tugade & Fredrickson, 2004). Achieving this depends on teachers' ability to act in a professional manner. A teacher's belief in their own professional resilience—when facing the challenges inherent in their work—can influence their productivity and effectiveness. It is unlikely that an individual who lacks a sense of professional resilience will succeed in their field (Çetin, 2020). Professional resilience is essential for teachers to be productive in their roles, to benefit their students, and to cultivate students who are well-adjusted to society and capable of meeting its needs (Çelik et al., 2017).

2.3. The Relationship Between Professionalism and The Belief İn Professional Resilience

Professionalism and resilience in the teaching profession are of critical importance for teachers to maintain their professional continuity and enhance the quality of their instructional processes (Day & Gu, 2014; Hargreaves & Fullan, 2012). The fact that professional expertise enables teachers to make more informed decisions when faced with uncertainties and to fulfill their professional roles more effectively is considered a significant factor in strengthening their sense of resilience. In this

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regard, there is a need for research that examines the relationship between teachers' levels of professional expertise and their professional resilience.

The existing literature contains studies that address the relationships between teachers' professional expertise and various professional and organizational variables. In this context, factors such as levels of professional commitment, professional self-esteem, professional status, job satisfaction, organizational happiness, perceptions of organizational justice, attitudes toward professional development, and professional values have been shown to be associated with teachers' professional expertise (Abay, 2021; Akar, 2023; Eroğlu et al., 2018; Karnak, 2020; Polat & Balaban, 2021; Şenol, 2020; Tavaslı, 2021). Furthermore, there is research—such as that by Altınkurt and Yılmaz (2014), Dağ (2022), Demir (2021), Ekici (2020), Gümüş (2020), Karatay et al. (2020), Köse (2020), Küsmüş (2018), Şenol (2020), Yazıcı (2021), and Yılmaz and Altınkurt (2015)—examining how teachers' perceptions and attitudes toward their work—including their tendencies toward lifelong learning, job satisfaction, classroom management skills, autonomy, self-efficacy, instructional competencies, alignment within leadership teams, and work-life balance—are related to their professional professionalism. Similarly, the existing literature includes studies that explore the relationship between teachers' beliefs regarding their professional resilience and factors such as their perceptions of pre-service training adequacy and professional commitment (Örer, 2020), personal and professional competence (Çetin, 2020), job satisfaction levels (Akgün, 2021), and subjective well-being (Çetin, 2019).

However, the absence of research in the existing literature that examines the relationship between teachers' professional professionalism and their beliefs regarding professional resilience is considered a gap. Given this, the research problem is formulated as follows: "Is there a relationship between teachers' levels of professional professionalism and their beliefs regarding professional resilience?" In line with this, the study seeks to answer the following research questions:

1. What is the level of teachers' professional professionalism?
2. What is the level of teachers' beliefs regarding professional resilience?
3. What is the nature of the relationship between teachers' levels of professional professionalism and their beliefs regarding professional resilience?
4. Is there a significant predictive relationship between teachers' levels of professional professionalism and their beliefs regarding professional resilience?

3. Methodology

A correlational survey design was employed to determine the relationship between teachers' levels of professionalism and their beliefs regarding professional resilience. Survey designs encompass research approaches in which an entire population—or a sample selected from it—is examined to reach general conclusions about that population. The correlational survey design is a type of survey design that aims to examine at least two variables together, reveal the direction and strength of the relationship between them, and explain how these variables interact with one another (Karasar, 2019). In this study, the dependent variable is the teachers' beliefs regarding professional resilience, while the independent variable is their level of professional professionalism.

3.1. Population and Sample

The study population consists of teachers across various subject areas working in public primary, middle, and high schools in the Onikişubat and Dulkadiroğlu districts of Kahramanmaraş. The sample comprises 467 teachers, selected from this population using convenience sampling. The literature offers various criteria for evaluating sample size adequacy. In scale development studies, a total sample size of 300 or a ratio of at least 10 participants per item is considered sufficient (Field, 2009; Tabachnick & Fidell, 2013). For correlational research, it has been suggested that a sample size of 64

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is sufficient for unidirectional relationships. For bidirectional relationships, 82 is required (Onwuegbuzie et al., as cited in Yıldırım & Şimşek, 2013). In multiple regression analyses, it is recommended that the sample size be determined based on a minimum of 15 participants per variable (Gall et al., as cited in Yıldırım & Şimşek, 2013). Based on these criteria, the sample size of 467 teachers in this study is sufficient. Following preliminary analyses, data from 9 participants were excluded because of outliers. Consequently, the analyses were conducted using data from 458 participants. Table 1 presents the demographic characteristics of the 458 teachers in the study population as percentages (%) and frequencies.

Table 1. Information Regarding the Demographic Characteristics of the Teachers

	Frequency (f)	Percentage (%)
Sex		
Female	261	57.0
Male	197	43.0
Faculty graduated from		
Faculty of Education	336	73.4
Others	122	26.6
Level of education		
Associate degree	21	4.6
Bachelor's degree	360	78.6
Postgraduate degree	77	16.8
Subject Area		
Primary school teacher	87	19.0
Subject teacher	371	81.0
Teaching service duration		
0–5 years	24	5.2
6–10 years	71	15.5
11–19 years	182	39.7
20 years and over	181	39.5
Institutions worked at:		
Primary School	96	21.0
Middle School	181	39.5
High School	181	39.5

Table 1 shows that 261 (57%) of the teachers are female, while 197 (43%) are male. Furthermore, 336 (73.4%) of the teachers are graduates of a faculty of education. In terms of educational attainment, 360 (78.6%) hold a bachelor's degree, 77 (16.8%) hold a postgraduate degree, and 21 (4.6%) hold an associate degree. In terms of their teaching fields, 371 (81%) are subject-matter teachers, while 87 (19%) are primary school (classroom) teachers. Regarding their years of professional experience, 24 teachers (5.2%) have 0–5 years of experience, 71 (15.5%) have 6–10 years, 182 (39.7%) have 11–19 years, and 181 (39.5%) have 20 years or more. Finally, in terms of the type of school where they are employed, 96 teachers (21%) work in primary schools, 181 (39.5%) in middle schools, and 181 (39.5%) in high schools.

3.2. Data Collection Tools

During data collection, the researcher used a "Personal Information Form" to gather participants' demographic information. Furthermore, the "Professional Resilience Belief Scale for Teachers," developed by Tagay and Demir (2016), was employed to determine the teachers' levels of belief in their own professional resilience. To assess the teachers' levels of professional professionalism, the

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"Scale of Teachers' Professional Professionalism," developed by Yılmaz and Altınkurt (2014), was used. Information regarding these data collection instruments is provided below.

a) Personal Information Form

A "Personal Information Form" with 6 questions was used to collect information on the demographic characteristics of the teachers participating in the study. Specifically, the questions were designed to collect data on the participants' gender, the faculty from which they graduated, their educational background, their subject area (specialization), their length of service in the teaching profession, and the institution where they are employed.

b) Scale of Teachers' Professionalism Levels

Yılmaz and Altınkurt (2014) developed the "Scale of Teachers' Professionalism Levels." Structured as a 5-point Likert-type scale, it consists of 24 items in total, organized into 4 sub-dimensions. Information regarding the dimensions of the scale and their corresponding items is presented in Table 2.

Table 2. Sub-dimensions of the Scale of Teachers' Professionalism Levels

Scale dimensions	Related items	Number of items
Personal Development	1, 2, 3, 4, 5	5
Professional Sensitivity	6, 7, 8, 9, 10	5
Contribution to the Organization	11, 12, 13, 14, 15, 16, 17, 18	8
Emotional Labor	19, 20, 21, 22, 23, 24	6

As shown in Table 2, the Teachers' Professionalism Level Scale consists of four sub-dimensions. The personal development sub-dimension covers items 1–5 and comprises 5 items. The professional sensitivity sub-dimension includes items 6–10 and consists of 5 items. The contribution to the institution sub-dimension spans items 11–18 and contains 8 items. The emotional labor sub-dimension covers items 19–24 and consists of 6 items.

Table 3. Cronbach's Alpha Reliability Coefficients for the Teachers' Professionalism Scale

Scale dimensions	Cronbach's Alpha for the original scale	Cronbach's Alpha for this study
Personal Development	.79	.91
Professional Sensitivity	.74	.96
Contribution to the Organization	.86	.95
Emotional Labor	.80	.96
TOTAL SCALE	.90	.98

An examination of the values in Table 3 reveals that the reliability coefficient (α) for the scale is .91 for the personal development sub-dimension, .96 for the professional sensitivity sub-dimension, .95 for the contribution to the institution sub-dimension, .96 for emotional labor, and .98 for the scale as a whole. These findings indicate that the Teachers' Professionalism Scale is a reliable measurement instrument (Kalaycı, 2010); therefore, it is accepted that the scale is capable of measuring the professional professionalism levels of teachers.

c) Scale of Teachers' Beliefs in Professional Resilience

Tagay and Demir (2016) developed the "Scale of Teachers' Beliefs in Professional Resilience." The scale is a 5-point Likert-type instrument with 26 items and a single dimension. Respondents

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indicate their responses as follows: 1 = “Strongly Disagree,” 2 = “Disagree,” 3 = “Undecided,” 4 = “Agree,” and 5 = “Strongly Agree.” Furthermore, the scale contains no reverse-coded items.

In the study conducted by Tagay and Demir (2016), the reliability coefficient (α) of the scale was found to be .93. The reliability coefficients (α) from the present study and the study by Tagay and Demir (2016) are presented in Table 4.

Table 4. Internal Consistency Values for the Scale of Beliefs in Professional Resilience

Scale	Cronbach’s Alpha for the Original Scale	Cronbach’s Alpha for This Study
Professional Resilience Belief Scale	0.93	0.99

Based on the data presented in Table 4, the reliability coefficient (α) of the scale is found to be .99. These findings suggest that the scale for teachers' beliefs regarding professional resilience is a reliable measurement instrument (Kalaycı, 2010); therefore, it is accepted that the scale is capable of measuring teachers' beliefs about their professional resilience.

3.3. Data Collection

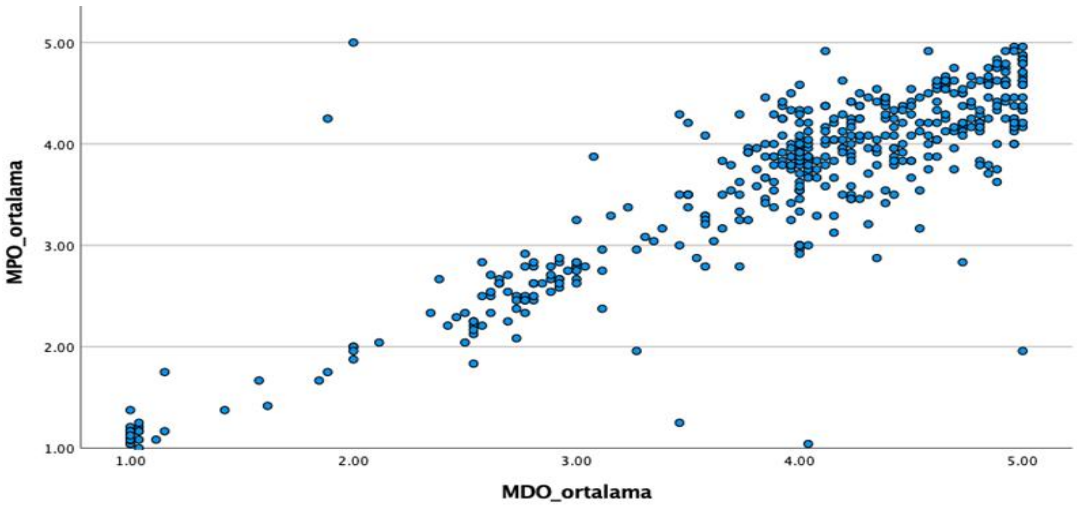
To administer the research scales to teachers, an application was first submitted to the Kahramanmaraş Provincial Directorate of National Education to obtain the necessary permissions, and official approval for conducting the study was granted by the institution. Furthermore, regarding the copyright and usage rights for the scales employed in the study, permission was requested via e-mail from Tagay and Demir (2016) for the "Teachers' Professional Resilience Beliefs Scale" and from Yılmaz and Altınkurt (2014) for the "Teachers' Professionalism Levels Scale." Following the completion of the necessary authorization processes, coordination was established with administrators and teachers at the participating schools; suitable time slots were determined, and the data collection instruments were administered to 467 teachers who participated voluntarily. Before administration, participants received the necessary information to ensure they could complete the scales accurately and in full.

3.4. Data Analysis

The IBM SPSS 28.0 software was used for the descriptive and inferential statistical analyses required to evaluate the findings obtained from the “Personal Information Form,” the “Teachers’ Professionalism Levels Scale,” and the “Teachers’ Professional Resilience Beliefs Scale.” Furthermore, the JASP software was employed to verify the factor structure of the “Teachers’ Professionalism Levels Scale”—which consists of four dimensions—within the study sample. A significance level of 0.05 was adopted for the data analyses, and a 95% confidence level was maintained throughout the statistical procedures. The Pearson Correlation Test was utilized to determine the correlation coefficient between the teachers’ levels of professionalism and their professional resilience beliefs.

Appropriate parametric statistical techniques were applied during the analysis process, taking into account the distributional characteristics of the variables. The skewness (-1.07) and kurtosis (0.48) values for the Professionalism Scale, as well as the skewness (-1.30) and kurtosis (1.20) values for the Professional Resilience Beliefs Scale, fall within the acceptable range (Pallant, 2012). Additionally, as illustrated in Figure 3.1, the assumption of linearity was met for the relationship between the teachers’ levels of professionalism and their professional resilience beliefs.

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MPO_ortalama: Professionalism Scale, MDO_ortalama: Professional Resilience Beliefs

Figure 1. The Relationship Between Professionalism and Levels of Belief in Professional Resilience

Figure 1 shows a statistically significant relationship between teachers' professional professionalism and their levels of belief in professional resilience ($p < .05$). The correlation coefficient indicates a strong, positive relationship between these variables ($r = .89$, $p < .001$).

In this study, the extent to which teachers' levels of professional professionalism (the independent variable) predict their levels of belief in professional resilience (the dependent variable) was tested through regression analysis. As part of the regression assumptions, we examined linearity, VIF values (to assess multicollinearity), and Durbin-Watson values (to check for autocorrelation) before the analysis. The distribution of the relationship between the variables is presented in Figure 1, while the VIF and Durbin-Watson results are shown in Table 5.

Table 5. VIF and Durbin-Watson Values for the Independent Variables

Variable	VIF	Durbin-Watson
Personal Development	2.92	
Professional Sensitivity	5.42	1.92
Contribution to the Organization	4.49	
Emotional Labor	4.65	

Independent Variables: Personal Development, Professional Sensitivity, Contribution to the Organization, Emotional Labor
Dependent Variable: Professional Resilience Belief

Table 5 shows that the VIF values for each dimension are below 10, indicating no multicollinearity. Furthermore, Durbin-Watson values between 1 and 3 suggest that the model meets the autocorrelation requirement (Field, 2009). Before proceeding with the regression analysis, the underlying assumptions were examined. In this context, the linearity of the relationships between variables was assessed through graphical plots; VIF values were evaluated to check for multicollinearity, and the Durbin-Watson coefficient was examined to assess autocorrelation.

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Prior to conducting the multiple regression analysis, the assumptions were verified. Specifically, the following were examined: sample size, normality, linearity, VIF and Tolerance values (to assess multicollinearity), and Durbin-Watson values (to ensure the independence of residuals).

Regarding the assumption that independent variables should not be highly correlated (i.e., the absence of multicollinearity), correlation coefficients between independent variables are generally expected to remain below 0.90 (Tabachnick & Fidell, 2007). As shown in Table 3.4, the correlation coefficients between the independent variables range from 0.69 to 0.87; therefore, it can be concluded that this assumption is met. Additionally, to address concerns about autocorrelation, VIF values for the independent variables should be below 10, and their Tolerance values should be greater than 0.10 (Pallant, 2016). Table 6 reports the VIF and Tolerance values for the independent variables.

Table 6. Tolerance and VIF Values for Independent Variables

Dimensions	Tolerance value	VIF value
Personal Development	0.34	2.92
Professional Sensitivity	0.19	5.42
Contribution to the Organization	0.22	4.49
Emotional Labor	0.22	4.65

Independent variables: Personal development, professional sensitivity, contribution to the organization, emotional labor
Dependent variable: Belief in professional resilience

4. Results

In this phase of the study, findings regarding teachers' levels of professional professionalism and their beliefs about professional resilience are presented. The significance of the relationship between teachers' levels of professional professionalism and their beliefs about professional resilience is examined, and findings concerning the extent to which teachers' professional professionalism levels predict their beliefs about professional resilience are reported.

4.1. Findings Regarding Teachers' Levels of Professionalism

This sub-problem aims to determine teachers' level of professionalism. In this context, the data obtained from the teachers were analyzed with respect to the items on the scale. Table 7 presents the arithmetic means and standard deviation scores for the items on the Professionalism Scale.

Table 7. Teachers' Levels of Professionalism

Item	Item Expression	$\bar{X}$	ss
TLP1	I engage in reading related to my teaching subjects, even during holidays.	3.16	1.21
TLP2	I keep up with scientific journals in my field of teaching.	2.82	1.19
TLP3	I follow scientific meetings (such as congresses or symposiums) related to my field of teaching.	2.79	1.23
TLP4	I keep track of books related to my field of teaching.	3.28	1.22
TLP5	I read books regularly, even those unrelated to my field of teaching.	3.51	1.19
TLP6	I welcome feedback regarding my teaching practice.	3.96	1.11
TLP7	Exchanging information with my colleagues is important to me.	4.11	1.09
TLP8	I consider myself open to new ideas and change.	4.02	1.18

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TLP9	I am aware of my professional requirements.	3.88	1.20
TLP10	I strive to be a good role model for my students.	4.19	1.09
TLP11	I use information and communication technologies to enhance my teaching.	3.69	1.35
TLP12	I prefer teamwork over working individually.	3.39	1.15
TLP13	I stay informed about the regulations concerning my duties, rights, and responsibilities.	3.50	1.14
TLP14	I try to utilize local community resources for the development of the school.	3.62	1.14
TLP15	I strive to contribute to the development of the surrounding community.	3.62	1.11
TLP16	I volunteer to serve on school development and management teams.	3.36	1.23
TLP17	I participate actively in the social, cultural, and professional activities at school.	3.45	1.28
TLP18	I conduct scientific research regarding issues within the school.	2.76	1.27
TLP19	Even if I have conflicts with my colleagues, I maintain a professional relationship with them.	3.75	1.11
TLP20	Even when facing personal problems, I strive to prepare for my lessons as effectively as possible. 4.02	4.02	1.10
TLP21	Even when I am going through difficult times, I try not to let this affect my students.	4.01	1.08
TLP22	I provide regular feedback to parents regarding their children's development.	3.57	1.19
TLP23	Even when I have personal problems, I strive to teach my lessons to the best of my ability.	4.05	1.09
TLP24	Even if I have issues with the school administration, I maintain a professional relationship with them.	3.91	1.14
Grand Total		**3.60**	**0.96**

An examination of Table 7 reveals that the teachers' mean scores for professional-level practice are high ($\bar{X}$=3.60, SD=0.96). Regarding the individual scale items, the statement to which teachers expressed the highest level of agreement is "Exchanging information with my colleagues is important to me" ($\bar{X}$=4.11, SD=1.09), while the statement with the lowest level of agreement falling into the moderate range is "I conduct scientific research on issues within the school" ($\bar{X}$=2.76, SD=1.27).

4.2. Findings Regarding Teachers' Levels of Belief in Professional Resilience

The second sub-problem of the study aimed to determine the levels of teachers' belief in their own professional resilience. In this regard, the arithmetic mean and standard deviation scores for the items included in the scale were calculated, and these values are reported in Table 8.

Table 8. Teachers' Levels of Professional Resilience

Item	Item Expression	$\bar{X}$	ss
TLPR1	When I look at a situation or event, I am able to see its various facets.	3.72	1.08
TLPR2	I know from my own experience that I am capable of coping with professional challenges.	3.78	1.07

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TLPR3	I tend to seek self-improvement in areas where I feel I lack proficiency in my profession.	3.79	1.22
TLPR4	I am able to perceive the amusing aspects of events that occur at school.	3.77	1.12
TLPR5	When I find myself in a difficult situation at school, I eventually manage to find a way out.	3.88	1.04
TLPR6	I believe that I am capable of resolving negative issues that may arise at school.	3.84	1.04
TLPR7	I believe that I will achieve significant success in my profession.	3.90	1.05
TLPR8	I do not hesitate to express my opinions to others at school.	3.69	1.29
TLPR9	When necessary, I am willing to seek the perspectives of my colleagues.	4.13	1.06
TLPR10	I express my criticisms clearly within the school environment.	3.49	1.32
TLPR11	When appropriate, I share the challenges or negative experiences I encounter at school.	3.57	1.31
TLPR12	Reflecting on my work thus far, I feel that I have made positive contributions to my profession.	3.93	1.07
TLPR13	I take pride in the successes I have achieved in my profession.	3.91	1.08
TLPR14	I do not lose faith in myself during difficult times.	3.84	1.06
TLPR15	My students trust me when it comes to important matters.	4.08	1.05
TLPR16	With a bit of effort, I can overcome difficulties.	3.95	1.09
TLPR17	I am a person who is at peace with myself.	3.92	1.13
TLPR18	I am capable of handling multiple tasks simultaneously.	3.62	1.29
TLPR19	I am a determined individual when it comes to my work.	3.99	1.07
TLPR20	I have confidence in my professional abilities.	4.03	1.09
TLPR21	I am able to manage challenging students.	3.78	1.09
TLPR22	I do not hesitate to ask for help in order to resolve my students' problems.	4.01	1.11
TLPR23	I do not give up on trying to reach students who are troubled or uncooperative.	3.86	1.11
TLPR24	I am successful in helping my students resolve their problems.	3.86	1.06
TLPR25	I am aware that I have an impact on my students' lives.	4.00	1.04
TLPR26	I am able to manage behaviors in the classroom that negatively affect activities.	3.89	1.07
Grand Total		**3.86**	**1.01**

Based on these findings, it has been determined that teachers' mean scores for professional resilience beliefs are at a high level ($\bar{X}$=3.86, SD=1.11). An examination of the individual scale items reveals that teachers expressed the highest level of agreement with the statement, "Exchanging information with my colleagues is important to me" ($\bar{X}$= 4.13, SD=1.06), while they showed the lowest

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level of agreement though still within a high range—with the statement, "I express my criticisms clearly within the school environment" ($\bar{X}$= 3.49, SD=1.32).

4.3. Findings Regarding the Relationship Between Teachers' Professionalism and Their Beliefs About Professional Resilience

In this part of the study, the aim was to examine whether a significant relationship exists between teachers' levels of professionalism and their beliefs regarding professional resilience. The results of the correlation analysis conducted for this purpose, detailing the nature of the relationship between these two variables, are presented in Table 9.

Table 9. The Relationship Between Teachers' Professionalism and Their Levels of Professional Resilience

		Professionalism
Belief in Professional Resilience	R	0.890*
	P	<0.001
	N	458

The relationship between each sub-dimension of the professional professionalism scale and the professional resilience belief scale was examined. An analysis of Table 9 reveals a statistically significant relationship between teachers' professional professionalism and their levels of belief in professional resilience ($p < .05$). Furthermore, an examination of the correlation coefficient between the two variables indicates a positive and high-level relationship ($r = .89$, $p < .001$).

Table 10. Relationship Between the Sub-dimensions of the Teachers' Professionalism Scale and Their Levels of Professional Resilience

	Professional Resilience	Personal Development	Professional Sensitivity	Contribution to the Organization	Emotional Labor
Professional Resilience	1				
Personal Development	0.76*	1			
Professional Sensitivity	0.85*	0.75*	1		
Contribution to the Organization	0.83*	0.80*	0.83*	1	
Emotional Labor	0.83*	0.69*	0.87*	0.80*	1

**indicates statistically significant values.*

An examination of Table 10 reveals that the relationship between professional resilience and all other sub-dimensions is statistically significant, positive, and high in magnitude ($p < .05$). Professional resilience shows strong correlations with personal development ($r = .76$), professional sensitivity ($r = .85$), contribution to the institution ($r = .83$), and emotional labor ($r = .83$). Similarly, the sub-dimensions themselves exhibit high, positive, and statistically significant intercorrelations. These findings indicate that as teachers' levels of professional resilience increase, there is a corresponding increase across all dimensions of professional professionalism. Furthermore, the results suggest that

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professional professionalism is not merely associated with teachers' beliefs regarding their professional resilience, but is also a strong predictor of these beliefs.

4.4. Findings Regarding the Prediction of Teachers' Professional Resilience Belief Levels by their Professionalism

Within the scope of this sub-problem, the extent to which teachers' levels of professionalism explain their beliefs regarding professional resilience—and whether this variable exerts a statistically significant predictive effect on resilience—was examined. Accordingly, a multiple regression analysis was conducted to determine the contribution of the sub-dimensions of professionalism to teachers' levels of professional resilience. The multiple linear regression analysis, which examined the prediction of teachers' professional resilience belief levels by their professionalism, revealed a statistically significant predictive effect: $F(4, 453) = 446.713$, $p < .001$. In this context, it was determined that the sub-dimension scores from the teachers' professionalism scale account for approximately 79.8% of the variance in their professional resilience belief scores. The findings from the multiple regression analysis are presented in Table 11.

Table 11. Results Regarding the Prediction of Professional Resilience Belief Levels by the Sub-dimensions of Teachers' Professionalism

Variable	*B*	S. H.	β	t	P
Fixed	0.394	0.087		4.533	< 0.001*
Personal Development	0.164	0.035	0.163	4.635	< 0.001*
Professional Sensitivity	0.324	0.047	0.337	6.864	< 0.001*
Contribution to the Organization	0.227	0.043	0.235	5.246	< 0.001*
Emotional Labor	0.223	0.045	0.226	4.962	< 0.001*
$R^2 = 0.798$ $F = 446.713$					

Independent variables: Personal development, professional sensitivity, contribution to the organization, emotional labor
Dependent variable: Belief in professional resilience

As shown in Table 11, the regression model developed can be considered statistically significant ($F(4,453) = 446.713$, $p < .001$). The sub-dimensions of professional professionalism account for approximately 80% of the total variance in beliefs regarding professional resilience ($R^2 = .798$). An examination of the standardized regression coefficients reveals that professional sensitivity ($\beta = .337$) is the strongest predictor of beliefs regarding professional resilience. This is followed, in order, by contribution to the institution ($\beta = .235$), emotional labor ($\beta = .226$), and personal development ($\beta = .163$). The predictive power of all variables was found to be statistically significant ($p < .001$). In light of these findings, the regression equation for predicting teachers' beliefs regarding professional resilience is as follows:

Beliefs Regarding Professional Resilience = (0.394) + (0.164 * Personal Development) + (0.324 * Professional Sensitivity) + (0.227 * Contribution to the Institution) + (0.223 * Emotional Labor)

5. Discussion

In this section, the findings obtained within the scope of the research are presented in order. First, descriptive statistics for teachers' scores on psychological contract violation and psychological resilience are presented; next, the study examines whether these variables differ by gender, marital

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The results of this study reveals that teachers perceive themselves as more competent in the area of professional sensitivity, whereas their professional self-perception is lower in the dimension of personal development. When the mean scores for the individual items are evaluated collectively, it is evident that participants exhibit a positive and strong attitude toward collaborating with colleagues and receiving feedback. Conversely, attitudes toward following scientific publications and academic activities appear to be more limited, indicating a relatively lower level of interest in these areas.

The findings of the study indicate that teachers' mean scores regarding their levels of professional professionalism are high. This result suggests that teachers demonstrate a high level of engagement with professional standards, responsibilities, and professional behaviors, as reflected in the scale items. Furthermore, it was determined that the statement with the highest level of agreement among teachers is "It is important for me to exchange information with my colleagues," while the statement with the lowest level of agreement is "I conduct scientific research regarding problems at the school."

Existing literature contains studies that align with these findings (Abay, 2021; Demir, 2021; Karakuyu, 2024; Yazıcı, 2021). However, in contrast to the results of the present study, some other research has found teachers' levels of professional professionalism to be moderate (Çelik & Yılmaz, 2015) or low (Bayhan, 2011; Cerit, 2012). These discrepancies may be attributed to... It is thought that this may stem from the years in which the studies were conducted, differences in the samples, or the conditions of the educational environments. The results of the study indicate that teachers' beliefs regarding their professional resilience are at a high level. This finding suggests that the participating teachers perceive themselves as highly resilient in a professional context. Existing literature also supports this result (Çetin, 2019; Çetin, 2020; Karakuş & Ünsal, 2014; Sönmez, 2015). A high level of professional resilience implies that teachers are capable of effectively coping with the challenges and problems they encounter. However, it should be noted that some studies in the literature report only moderate levels of resilience among teachers (Karataş, 2016; Yıldırım-Usta, 2016).

Furthermore, there is a statistically significant positive correlation between teachers' levels of professional professionalism and their beliefs regarding professional resilience. This indicates that as teachers' professional professionalism increases, so do their beliefs in their own professional resilience; conversely, lower levels of professionalism are associated with weaker resilience beliefs. When the analyses of the sub-dimensions are examined, it becomes evident that the most prominent relationship between professional professionalism and professional resilience manifests within the dimension of "professional sensitivity." This suggests that as teachers' ethical attitudes toward the profession, their sense of responsibility, and their professional sensitivity grow, their capacity to cope with professional challenges is strengthened. In other words, a high degree of sensitivity toward the teaching profession emerges as a significant factor that fosters resilience.However, the relatively limited nature of the relationship concerning the personal development dimension suggests that teachers' participation in professional development activities has a smaller impact on resilience compared to other dimensions. While personal development activities do contribute to resilience, this effect does not appear to be as strong as that of professional sensitivity.

6. Conclusion

The study indicates a statistically significant, positive relationship between teachers' levels of professional professionalism and their beliefs regarding professional resilience. The results of the multiple linear regression analysis show that the sub-dimensions of the professional professionalism scale significantly predict teachers' beliefs in their professional resilience. The analyses revealed that these dimensions of professional professionalism account for approximately 79.8% of the variance in

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professional resilience belief scores. This suggests that professional professionalism is not limited solely to teaching and classroom management skills; rather, it is a construct that also influences teachers' capacity to cope with stressful situations, manage challenges, and sustain their professional motivation.

Among the subdimensions, professional sensitivity has been identified as the strongest predictor of beliefs regarding professional resilience. The fact that professional sensitivity emerges as the most significant predictor suggests that professional values, a sense of responsibility, and ethical conduct are fundamental determinants of resilience. High levels of professional sensitivity among teachers enhance their capacity to recognize students' needs, manage classroom conflicts, and fulfill their professional roles with a sense of responsibility, thereby strengthening their beliefs in their own professional resilience. This finding aligns with existing literature, which indicates a close relationship between a teacher's sense of professional responsibility and their psychological resilience (Polat & Balaban, 2021; Akar, 2023). This underscores the critical role that high levels of professional sensitivity play in bolstering teachers' professional resilience. The results further support the notion that as teachers' levels of professional competence increase, so too does their capacity to cope with the challenges and stressful situations they encounter. In this context, it can be concluded that behaviors associated with professional sensitivity, professional responsibility, and ethical values are key factors in enhancing teachers' beliefs in their professional resilience. The reasons why teachers with higher levels of professional competence are more effective in navigating challenges may include their possession of up-to-date professional knowledge and skills, their active engagement in professional development opportunities, and their deliberate application of problem-solving strategies. Furthermore, teachers who act with ethical values and a sense of responsibility may demonstrate greater resilience when coping with professional stress.

This situation can be considered a significant indicator that explains the strong positive relationship between professionalism and resilience. Furthermore, it suggests that training programs and professional development activities designed to enhance teachers' professional expertise may simultaneously strengthen their professional resilience. In other words, the development of professional expertise serves as a crucial factor that supports not only teachers' performance but also their psychological resilience in the face of professional challenges. The existing literature indicates that professional expertise is positively associated with variables such as teacher leadership, job satisfaction, self-efficacy, and professional self-perception, while professional resilience is linked to teacher leadership and professional capital (Altınkurt & Yılmaz, 2014; Polat & Balaban, 2021; Özer, 2025). In this respect, the findings obtained are generally consistent with the results of related research. In this study, the "personal development" sub-dimension was found to be lower compared to other dimensions; therefore, accessible and time-efficient development platforms could be established. Future research could explore the relationships between variables other than professional expertise and professional resilience. Similar studies could also be conducted with faculty members working at universities.

A statistically significant, strong, and positive relationship was found between teachers' levels of professional expertise and their beliefs regarding professional resilience. Consequently, it is observed that as teachers' levels of professional expertise increase, their beliefs in their professional resilience also strengthen; conversely, as their levels of professional expertise decrease, their beliefs in their professional resilience weaken.

In conclusion, it can be stated that teachers' professional identity—or professional professionalism—serves as a foundational construct that supports not only the quality of instructional processes but also their resilience in the face of professional challenges. These findings indicate that strengthening teachers' professional identity is a key factor in enhancing their professional resilience.

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7. Suggestions

1. Teachers' beliefs regarding professional identity and professional resilience could be investigated using more diverse and larger sample groups.

2. Beyond quantitative research, mixed-methods approaches could be employed to conduct a comprehensive assessment of teachers' professional development processes.

3. Future research could be expanded to include teachers working in both public and private institutions, allowing for a comparison between these two educational settings.

4. Awareness-raising and support programs could be developed to enhance the professional identity levels of teachers with greater professional seniority.

5. Relationships between variables other than professional identity and professional resilience could be explored.

DECLARATIONS

Author Contributions. The first author conducted the literature review, data collection, data analysis, and drafted the findings and conclusions sections. The second author was responsible for the planning, review, and editing of the article.

Conflicts of Interest. All authors declared no potential conflicts of interest.

Ethical Approval. In this study, we observed all rules stipulated in the "Directive on Scientific Research and Publication Ethics for Higher Education Institutions." None of the actions listed under the directive's second section, titled "Actions Contrary to Scientific Research and Publication Ethics," have been committed.

Data Availability Statement. As this study did not involve the generation or analysis of new data, there are no data or materials to share.

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