The Study of Exploratory Structural Equation Model for Resilience of Teacher

Introduction: Insights about factors affecting teacher resilience are needed for developing resilience effectively. Exploratory structural equation model or ESEM, structural equation model with cross-loading, can be appropriately used to study relationships between variables with realistic results. This research studies the exploratory structural equation model for teacher resilience.
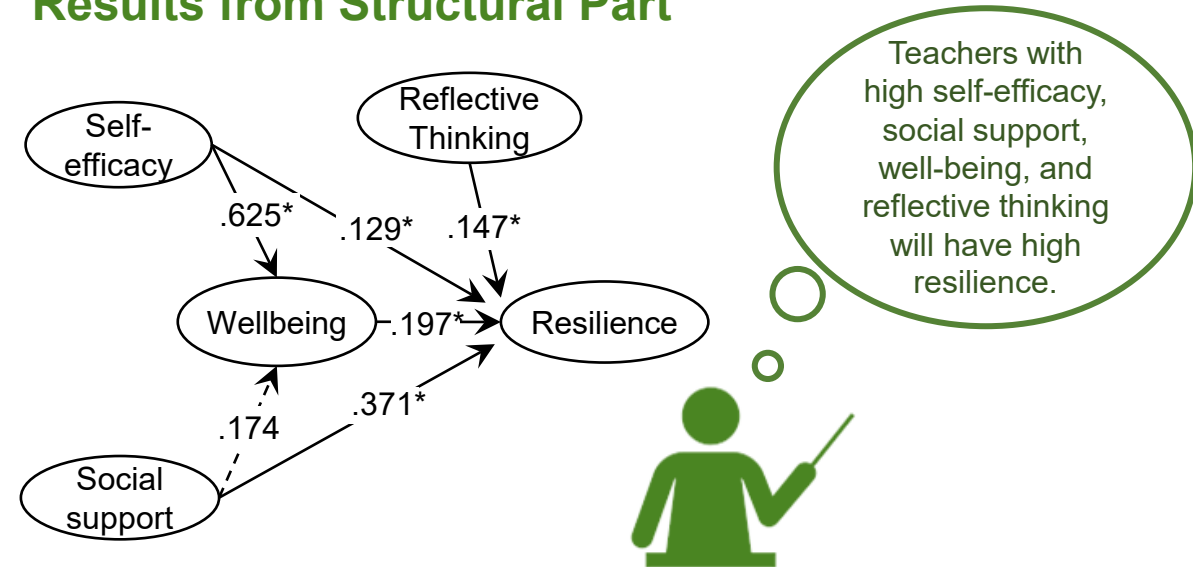
Sample: 304 Thai teachers

Research instruments: Resilience, Self-efficacy, Social-support, Wellbeing, and Reflective thinking Scales with acceptable levels of content validity, construct validity, and internal-consistency reliability.

Analysis: ESEM with Target rotation

Results from Structural Part

44.7 % variances of resilience of teachers were explained by self-efficacy, social-support, wellbeing, and reflective thinking

Self-efficacy, social support, well-being, and reflective thinking had statistically significant positive effects on the resilience of teachers. (*$p < .05$)

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