

# Does Primary School Teachers' Resilience Have a Correlation With Students' Reading Comprehension Skills

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## Abstract

The psychological resilience of teachers refers to their capacity to cope with the challenges teachers face and their ability to prevent burnout. Teachers' psychological resilience can help them teach students more effectively and maintain their profession in the long term. To date, studies on teacher resilience have generally focused on teachers' characteristics, socialization, and behavior. However, very few studies investigate teacher resilience and its reflections on education through the relationship between teachers' resilience, students' transformation of educational behaviors into skills, and reading comprehension skills. Henderson and Milsteins' study (2003) suggests that if teachers, who are the main source of role models in education, lack resilience, it is not a realistic expectation for students to be educationally resilient and indirectly demonstrate educational skills. So this study investigated the relationships between teachers' resilience and students' reading comprehension skills. This study was designed with the relational survey model, one of the quantitative research methods. The relationship between primary school students and their teachers was investigated. Numerical quantities representing the universe were calculated to question the existence of the relationship. In this regard, a total of 761 students and their teachers from the 2nd, 3rd, and 4th grades of primary school constitute the participants of the research. A total of 31 classes and their teachers from public and private primary schools were involved in the process. This study found a positive but low-level relationship between teachers' professional resilience and their students' reading comprehension skills. While teacher resilience contributes to students' reading comprehension, its impact is relatively limited, suggesting that other factors also play a significant role in students' academic success.

## Keywords:

Resilience, Reading Comprehension, Teacher-Student Relationship, Primary School



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## Introduction

Job attrition levels can have significant impacts on the physical and psychological health of employees (Seidler et al., 2014). Every profession has its own unique challenges, stressors, and working conditions. These work conditions can directly affect employees' success at work (Beehr & Newman, 1978; Judge et al., 2001; Rosenholtz & Simpson, 1990). Especially in professions with high attrition levels, employees' job satisfaction, motivation, and performance may be negatively affected (Maslach et al., 2001).

Teaching is one of the professions with a high level of attrition. (Kyriacou, 2001; Skaalvik & Skaalvik, 2011). In the United States, teacher attrition rates vary, according to data collected by the National Center for Education Statistics (NCES). The attrition rate, which was 5.1% in 1992, increased to 8.4% in 2008. In England, according to data published by the Office for National Statistics (ONS), the teacher attrition rate was recorded as 8.7% in the 2018-2019 academic year. In a study conducted by the Australian Council for Educational Research (ACER) in Australia, it was stated that the teacher attrition rate was approximately 8-10%. In Canada, according to data from the Council of Ministers of Education (CMEC), teacher attrition rates vary by region and province but are generally between 5-8%. High teacher attrition rates in these countries highlight the importance of teacher resilience. Accordingly, in recent years, teachers' resilience against attrition has begun to be investigated (Beltman et al., 2011; Beltman, 2020; Drew & Sosnowski, 2019; Liu & Chu, 2022; Mullen et al., 2021). Teachers have to cope with many factors such as the difficulties they encounter in the education process, relations with students (Frenzel et al., 2021), and classroom management (Hettinger et al., 2021). Teaching brings with it responsibilities such as not only transferring knowledge but also guiding students and contributing to their emotional and social development. These responsibilities can increase teacher attrition levels (Carroll et al., 2022).

However, teachers' resilience and how they respond to these challenges is an important factor that enables them to be successful in their profession. It includes characteristics such as resilience, ability to cope with stress, problem-solving skills, and emotional intelligence. These skills enable teachers to deal with challenging situations more effectively and can reduce attrition levels (Gu & Day, 2013; Skaalvik & Skaalvik, 2011)

### *Teachers' Resilience*

Teachers, the practitioners of education, play an important role in the quality of education and especially in the academic success of students (Rowan et al., 1997). Since the teacher is an individual,

it is normal to be affected by psychological situations. One of these psychological conditions is resilience. Teacher resilience is the capacity of teachers to effectively teach students and maintain their professional development, despite the difficulties in their professional lives (Skaalvik & Skaalvik, 2011). Teacher resilience is defined by Maddi (2004) as "the set of cognitive, emotional, and behavioral strategies that an individual uses to minimize negative outcomes and maximize positive outcomes in a stressful and demanding environment.

A teacher's ability to continue teaching in the best possible way depends on his/her endurance (Gu & Day, 2013). The purpose of this study is to understand whether there is a potential relationship between the professional resilience of primary school teachers and students' reading comprehension skills. It is aimed to reveal possible interconnections to understand how teacher professional resilience may or may not affect student success. It is known that the teacher variable is effective in predicting student success (Akbari & Allvar, 2010; Sanders et al., 1997). Revealing the relationship, if any, between a teacher's professional resilience, and reading comprehension skills, and determining its level can guide the development of teacher training and support programs. To improve the quality of education, it is important to evaluate teachers' professional resilience and student success together. Based on the limited number of studies conducted on this subject, it is aimed to present new perspectives by filling the knowledge gap in this field.

### *Reading Comprehension Skills*

The ultimate goal of education is to transform the targeted learning outcomes into outputs. Learning outcomes may sometimes not be directly observable and measurable because some skills and understandings involve internal and abstract processes (Biggs & Tang, 2011). This means that it is difficult to provide concrete data for measurement and observation. Therefore, the assessment of learning outcomes usually requires various indirect measurement methods (Black & Wiliam, 1998; Shute, 2008). Today, academic achievement measurement tools are mostly based on written materials. In order for students to demonstrate what they have learned, they need to read and understand the questions in academic achievement tests. This is a critical factor in terms of the validity of the tests because understanding the content of the tests is necessary for them to accurately reflect students' knowledge and skills (Messick, 1994). In addition, question comprehension ability is an important variable that affects students' performance and can affect the accuracy of test results (Wiliam, 2011). Therefore, it is important to consider students' ability to understand the questions correctly in test design and evaluation process. In

addition, most of the teaching materials used in the educational processes for academic success are based on written materials (Doyle, 1983). In short, in order for the student to achieve and demonstrate academic success, it is necessary for the student to be competent and have reading comprehension skills. Reading comprehension skills, which have become a prerequisite for students to be successful in education, are the key to lifelong learning and development (Güneş, 2011).

Reading comprehension is one of the main factors that form the basis of learning activities. Many studies in the literature also emphasize the relationship between reading comprehension skills and academic success (Ateş, 2008; Kızgın & Baştuğ, 2020). Studies that have found that reading comprehension skills have a significant relationship with students' success in mathematics (Göktaş & Gürbüzürk, 2012), science (Bayat et al., 2014) and social studies (Keskin & Baştuğ, 2010) courses can be cited as examples of this situation. The fact that reading comprehension is closely related to success in many different courses proves that this skill is an indicator of a student's overall academic success, regardless of discipline (Bloom, 2012).

Reading comprehension skill, which is associated with academic success, refers to the reader's process of constructing meaning from written language through participation and interaction. (Snow, 2002). However, constructing meaning from what is read is not an easy process for the individual. Achieving meaning requires being proficient in a number of skills. Reading fluently, identifying key words by analyzing the text, blending key words with prior knowledge, and making inferences by remaining faithful to the context of the text are among these skills (Sweet & Snow, 2003). From this point of view, it is understood that reading comprehension is a complex process that requires the use of many high-level cognitive skills together (NRP, 2000; Perez, 2010). The simplest and most effective way to help students master this complex process is to read a lot (Allington, 1977). By extensive reading, we mean the amount of exposure an individual has to written material over a long period of time rather than an intensive short-term reading program (Cunningham & Stanovich, 1997). It is developmentally difficult for young children to carry out this process alone (Rotter, 1975). Teaching reading skills officially begins in the early years of school. Therefore, teachers are one of the people who play an active role in teaching reading comprehension skills (Sayeski et al., 2019). The fact that reading comprehension is both complex and a lifelong skill shows that there will be many difficulties and setbacks in teaching this skill (Akyol, 2011; Pressley et al., 2006). Indeed, research in the literature indicates that many students need support in the development of comprehension

skills for various reasons (fluent reading, reading motivation, etc.) (Hulme & Snowling, 2011; Rasinski, 2017; Wigfield et al., 2004). Teachers must simultaneously monitor, guide, and control crises experienced in the teaching process of reading comprehension skills. This situation brings to the agenda the level of professional resilience that plays an important role in teachers' conducting a quality teaching process even under uncertain and unpredictable conditions (Ebersöhn, 2014; Gu & Day, 2007). Teacher resilience can be defined as a quality that allows teachers to adapt to difficult conditions in their professional lives, struggle with various obstacles and maintain their commitment to the profession (Tagay & Demir, 2016). Teacher resilience has been addressed in a limited number of studies in the literature based on various concepts. In the studies conducted, it has been concluded that teacher resilience has a significant relationship with teachers' job satisfaction (Cencirulo, 2001), stress and burnout (Chan, 2003), organizational commitment (Sezgin, 2010), self-efficacy perceptions (Daniilidou et al., 2020) and attitudes towards their profession (Dönmez & Kavuncuoğlu, 2019). In addition, it has been stated that teacher resilience can have an impact on students' academic performance (Görgülü et al., 2024; Patterson et al., 2004). However, the extent to which teachers' professional resilience levels have an impact on students' academic success continues to be a matter of curiosity. This situation constitutes the main justification of the current research. It is thought that the results obtained from the study will contribute to both satisfying this curiosity and expanding the relevant literature. In addition, the findings obtained may contribute to increasing the awareness of educational administrators about teachers' professional resilience. This may help provide teachers with the necessary organizational support in the context of professional resilience. These potential contributions that the research findings can provide reveal the importance of the study. In this regard, the relationship between the professional resilience of primary school teachers and their students' reading comprehension skills was examined in the study. In the study, reading comprehension skills were considered as a representation of academic success. In fact, the majority of education and training studies are carried out through written materials (Doyle, 1983). For this reason, reading comprehension skills form the basis of academic success, regardless of course (Mollaibrahimoğlu et al., 2024; Yıldız et al., 2019). Based on all these explanations, the following two questions were addressed in the current study:

1. Is there any significant relationship between a teacher's resilience and a student's reading comprehension skills?
2. If there is any significant relationship between a teacher's resilience and a student's reading comprehension skills, what is the level of this relationship?

### Method

This research, which aims to reveal the relationship between teachers' resilience scores and their students' reading comprehension skill levels with objective findings, is structured around the positivist paradigm. As a matter of fact, in the process of accessing and evaluating standardized data obtained from indirect measurement tools, it was aimed for researchers to be subjectively separated from the process.

### Pattern

This study was designed with the relational survey model, one of the quantitative research methods. The survey model is a useful pattern for obtaining data from a large audience in a short time (Cresswell, 2012). The relational survey model was preferred because it allows investigation of the relationship and predictive power between two or more variables (Karasar, 2014). In this model, researchers cannot make interpretive attitudes during the data analysis phase. The method can be preferred in complex studies, especially since it is predicted based on the literature that such variables are related, but the connectivity of variables from different sources is investigated (Cohen et al., 2018). In this study, where relationship/causality is tried to be revealed, it is an effective method in obtaining a data set from a large population to capture patterns between variables.

**Table 1**

*Teacher Demographic Information*

Teacher Demographics	Institution Type	Formal		Private		Total	
		f	%	f	%	f	%
Grade Level	2nd grade	6	19.35%	6	19.35%	12	38.71%
	3rd grade	3	9.68%	7	22.58%	10	32.26%
	4th grade	5	16.13%	4	12.90%	9	29.03%
Total		14	45.16%	17	54.84%	31	100.00%
Gender	Female	11	35.48%	12	38.71%	23	74.19%
	Male	3	9.68%	5	16.13%	8	25.81%
Total		14	45.16%	17	54.84%	31	100.00%
Age (Years)	20-29	-	-	5	16.13%	5	16.13%
	30-39	6	19.35%	8	25.81%	14	45.16%
	40-49	3	9.68%	1	3.23%	4	12.90%
	50-59	4	12.90%	1	3.23%	5	16.13%
	60-60+	1	3.23%	2	6.45%	3	9.68%
Total		14	45.16%	17	54.84%	31	100.00%
Year of Seniority (Years)	0-4	-	-	3	9.68%	3	9.68%
	5-14	4	12.90%	10	32.26%	14	45.16%
	15-29	5	16.13%	2	6.45%	7	22.58%
	30-39	5	16.13%	1	3.23%	6	19.35%
Total	40-40+	-	-	1	3.23%	1	3.23%
		14	45.16%	17	54.84%	31	100.00%
Education Level	Bachelors degree	14	45.16%	13	41.94%	27	87.10%
	Master's Degree	-	-	4	12.90%	4	12.90%
	PhD	-	-	-	-	-	-
Total		14	45.16%	17	54.84%	31	100.00%
Teacher Education	Teacher High School	-	-	1	3.23%	1	3.23%
	Pedagogical Formation Education	2	6.45%	-	-	2	6.45%
	Faculty of Education	12	38.71%	16	51.61%	28	90.32%
Total		14	45.16%	17	54.84%	31	100.00%

### Sample

To determine the repetitive trend in relational survey studies in structuring the sample group;

- Ensuring that the sample size is large enough to perform statistical operations,
- Considering the representation of the universe in both variable groups by using demographic variables (class level, institution type) that are accepted for primary school education.
- To meet the conditions agreed upon in the literature in terms of generalizability, the easily accessible sampling method, one of the purposeful sampling methods, was applied gradually in this study.
- In the relevant study, primary school teachers and their students in their classes constitute the study group. Since the primary school teacher group had a smaller numerical size than the students and the teachers of the second study group were determined, gradual sampling was started based on the teachers. Care was taken to ensure that 60% of the teachers to be reached were working in public primary schools and the rest were working in private primary schools, reflecting the universe. The demographic information of the teacher working group is given in Table 1 below.

Since teachers and their students will also be included in the study group, in the second stage, it was taken into consideration that the preferred teachers were working at different grade levels to ensure a balanced distribution in the grade levels of the students.

**Table 2**

*Student Demographic Information (Institution type and grade level)*

Student Demographics	Institution Type	Formal		Private		Total	
		f	%	f	%	f	%
Grade Level	2nd grade	193	25.4%	112	14.7%	305	40.1%
	3rd grade	99	13%	118	15.5%	217	28.5%
	4th grade	143	18.8%	96	12.6%	239	31.4%
Total		435	57.2%	326	42.8%	761	100.00%

### Data Collection Tools

Teacher Professional Resilience Scale: "Employee Resilience Scale" was developed by Näsäwa I, Malinen, Kuntz, and Hodliffe (2019) and adapted to Turkish Culture by Limon (2022) and is a measurement tool prepared to measure the professional resilience levels of teachers. The scale, whose Cronbach alpha value was .853, has a single-factor structure. The 5-point Likert-type scale consists of 9 items. In this study, Cronbach's alpha value was calculated as .70. Cronbach's alpha value of .70 and above means that the scale used is reliable for the study group to which it is applied (Johnson & Christensen, 2014).

Students' reading comprehension skills will be determined through Multiple Choice Reading Comprehension Tests (MCRCT) developed by Baz (2023). Each of these tests, prepared separately for second, third, and fourth-grade levels, consists of eight texts and 16 questions. Item difficulty indices of multiple-choice reading comprehension tests calculated on a class basis showed that the items were of medium difficulty, and there were also questions perceived as harder or easier by the students (Baz, 2023). It was determined that the multiple-choice reading comprehension test had a reliability level of .56 at the 2nd-grade level, .64 at the 3rd-grade level, and .66 at the 4th-grade level.

### Data Analysis

The data obtained in the research were analyzed using the "Statistical Packages for the Social Sciences" (SPSS) program. Before starting the analysis process, it was checked whether the collected data were within the specified limits. Then, the total scores of the participants from the data collection tools were calculated. The scores received by the teachers were matched with the scores received by their students and the analysis process began. In the first stage, the Kolmogorov-Smirnov normality test was performed to examine whether the data came from a normal

distribution. In the second stage, Pearson's correlation coefficient was calculated to determine whether there was a significant relationship between the teachers' professional resilience scale scores and their students' reading comprehension test scores.

### Results

In this section, the findings regarding the sub-problems of the research are presented in tables in line with the data obtained from the data collection tools.

#### Normality Test

The normality test was used to determine whether the data obtained from the participants in the study exhibited a normal distribution and the results are presented in Table 3.

**Table 3**

*Normality Test*

Measures	Kolmogorov-Smirnova		$\bar{x}$	Median	Skewness	Kurtosis
	Statistic	df p				
Teacher Professional Resilience Scale	0,111	761 0,000	38,43	38,00	-0,053	-0,964
Multiple Choice Reading Comprehension Tests	0,143	761 0,000	10,92	12,00	-0,863	0,547

To examine the distribution of the data, since the number of participants was over 50, the Kolmogorov-Smirnova analysis, one of the normal distribution analyses, was used. As a result of the analysis, it was determined that the data collected through the "Teacher Professional Resilience Scale" and "Multiple Choice Reading Comprehension Tests" did not exhibit a normal distribution ( $p < 0.05$ ). Therefore, it was determined that the distribution did not deviate excessively from the normal distribution due to the closeness of the mean-median and the kurtosis-skewness values between -1.50 and +1.50, which are other assumptions of normal distribution (Tabachnick & Fidell, 2013). Based on this information, statistical methods based on the normal distribution assumption were used for the analysis of the data.

#### Correlation Analysis

In order to determine whether there is a significant relationship between the independent variable of the study, the "Teacher Professional Resilience Scale" score, and the dependent variable, the "Multiple Choice Reading Comprehension Tests" score, the Pearson Correlation Coefficient was calculated and the results are presented in Table 4.

**Tablo 4.**  
*Correlation Analysis*

Measures	Teacher Professional Resilience Scale	Multiple Choice Reading Comprehension Tests
Teacher Professional Resilience Scale	r 1	,111**
	p	,002
Multiple Choice Reading Comprehension Tests	r ,111**	1
	p ,002	

According to the results of the correlation analysis, it was determined that there was a statistically positive and low-level significant relationship between the "Teacher Professional Resilience Scale" scores and the "Multiple Choice Reading Comprehension Tests" scores ( $r = 0.111$ ,  $p = 0.002$ ,  $p < 0.05$ ). In other words, it was determined that when there was an increase in the teacher's professional resilience level, the reading comprehension levels of the students would increase.

### Discussion and Conclusion

Reading comprehension skills, which are an important predictor of academic success, vary among students (Baştuğ, 2014; Rabiner et al., 2016). Some learning cannot be observed directly (Mislevy, 1992). It is tried to be measured indirectly with academic achievement tests (Johnson & Christensen, 2014). When written materials are used in this measurement process, it is a prerequisite for students to understand what they read. For students to demonstrate what they have learned, they need to be competent in reading comprehension skills (Akyol, 2011). Indeed, understanding what they read is an important skill for individuals to achieve success in life (Martinez & Fernandez, 2010; Vorhaus et al., 2011). In this context, it is necessary to determine the variables that affect reading comprehension skills.

In primary school, reading education is provided by primary school teachers. The main purpose of reading is comprehension (Gambrell et al., 2002). Therefore, to improve in reading comprehension, it is necessary to improve in reading. This skill needs to be invested in to develop reading comprehension. Reading a lot is essential for the development of reading (Pourhosein Gilakjani & Sabouri, 2016). Reading comprehension skill is a process skill that develops through a lot of reading (Grellet, 1981). Students learning to read for the first time need to read a lot to understand what they read.

Primary school children have an external locus of control during their developmental period (Rotter, 1966). Since children in this age group are largely dependent on external guidance from their social and educational environments, they tend to have an external locus of control (Rotter, 1975). Primary school

children are guided and controlled by adults. During this process, their dependence on external authority figures and rules causes them to have an external locus of control (Rotter, 1966). They must be supported by external control in order to continue the work required to become competent in a skill. It was assumed that the durability that will provide this continuity belongs to the classroom teacher, who is the external control source. In this context, this study was conducted by predicting that there is a relationship between the professional durability of teachers and their students' reading comprehension skills.

As predicted, in a sample accepted by the literature as showing a normal distribution, correlation analyses revealed a low-level positive relationship between the professional durability of teachers and the reading comprehension skills of their students. The relevant causality determination was made in this way. To explain this causality, findings, and interpretations from the literature are discussed in this section.

There is no study in the literature that directly investigates the relationship between the teacher's resilience and his student's reading comprehension skills. Within the scope of this study, the student's reading comprehension skills are an indicator of academic success. Teacher resilience is also a dimension of the outcome of teacher job satisfaction (Demirtaş, 2010). With the aim of observing more clearly the relationship between teachers' job satisfaction and their student's academic achievements, the reading comprehension dimension of academic success and resilience, which is an important indicator of teachers' job satisfaction, was preferred. Indeed, while the reading comprehension skill requires a long-term educational process, it has been predicted in the context of the locus of control theory that the teacher's resilience can be the provider of this process.

Locke (1978) defined job satisfaction as the positive emotional state resulting from appreciation of one's job. The level of job satisfaction of teachers is very high affects positively the educational aims come true. It is expected that a school that has teachers with high levels of job satisfaction brings up successful students (Demirtaş, 2010). A teacher must be satisfied with the job in order to maintain continuity in the job (Locke, 1976; Skaalvik & Skaalvik, 2017). Apart from the demographic variables of the teacher, an important dimension of job satisfaction is professional resilience and a high positive correlation has been found between them (Roman-Oertwig, 2004; Polat & İskender, 2018). When teachers' job satisfaction decreases, they are more likely to stop providing professional training (Skaalvik & Skaalvik, 2011). Giving up professional training decreases students' academic success. Students of satisfied teachers and of teachers who are psychologically well are more likely to attain

than students whose teachers are dissatisfied or emotionally exhausted (Arens & Morin, 2016)

There are few studies investigating the relationship between teachers' satisfaction and students' academic achievements directly with teachers and students. It has been determined that there is a relationship in the results, but often the size of this relationship can change. A positive and significant relationship was found between the TALIS results, which also include questions on teacher job satisfaction, and the PISA results, which address students' academic success (Dicke et al., 2020). In this study, positive results were obtained, but the strength of the relationship was low. It is thought that the methods and measurement tools used in these different studies cause the results to be similar or different. Different scales and analysis techniques may cause different results in studies conducted on the same subject (Johnson & Christensen, 2014). Likewise, it is estimated that the sample size and the characteristics of the study group also cause the strength of the relationship to be different. Similarly, in another cross-sectional study conducted in Africa, a positive relationship was found between teacher job satisfaction and students' learning outcomes (Michaelowa, 2002). The positive relationship is in line with the findings of this study. Although the direction of the relationship was similar, the strength of the relationship differed. The reason for this situation is that studies conducted in different countries may show that the effects on teachers' professional resilience and job satisfaction may vary due to cultural values, education systems, and the way societies view teachers (Hofstede, 1980). These differences may reveal the effect of teachers' resilience on student achievement in different ways. As can be understood from this, since teacher resilience is also a dimension of teacher job satisfaction, there is a relationship between the academic success of their students.

Various studies have found positive relationships between teachers' job satisfaction and their students' academic achievements. Polly et al. (2022) revealed that teacher satisfaction is an important factor in mathematics achievement, and stated that increasing teachers' job satisfaction positively affects students' mathematics scores. The positive relationship between teacher satisfaction and resilience and student achievement shows that the psychological and professional state of the teacher affects the academic performance of students. The relevant study supports this research and indicates that it is an interdisciplinary situation. High satisfaction and resilience levels of teachers allow them to be more motivated and effective in the educational process, which can positively affect students' success in both reading comprehension skills and subjects such as mathematics. These findings reveal that the effect of

teachers' job satisfaction and resilience on students' general academic performance is an interdisciplinary situation. Similarly, a study conducted by Banerjee et al. (2017) found that there was a moderate positive relationship between teachers' job satisfaction and students' reading achievement. This finding suggests that teachers' job satisfaction can affect students' performance not only in mathematics but also in other academic areas such as reading skills.

Additionally, a positive relationship was found between teachers' resilience and students' reading comprehension skills, but this relationship was weaker. This is because teacher resilience has been considered as only one dimension of teacher job satisfaction. For example, in a study conducted by Beltman and Mansfield (2018), it was stated that teacher resilience was a component of general job satisfaction, but that this component had a limited effect on students' reading comprehension success. Therefore, it is estimated that the weak relationship between teacher resilience and student success is due to the fact that only one dimension of job satisfaction was examined. A more in-depth examination of different dimensions of teachers' job satisfaction may allow us to better understand their impact on students' academic achievement. In this context, investigating to what extent factors such as teachers' motivation, workload, and working conditions affect student success can make important contributions to the literature in this field (Klassen & Tze, 2014; Skaalvik & Skaalvik, 2017). The study supports previous research that emphasizes the weak positive relationship between teacher resilience and students' reading comprehension skills. Considering that teacher resilience is only one component of overall job satisfaction, the effect of this component on student achievement is limited. Therefore, the findings of the study indicate that teacher resilience alone is not sufficient and that an in-depth examination of other dimensions of teacher job satisfaction will provide significant contributions to better understanding its impact on students' academic achievement.

In the literature, there are also studies that support the findings of this study, showing that there are positive but low-level relationships between teachers' job satisfaction and student success. For example, the study conducted by Jerrim (2024) examined the relationship between teacher job satisfaction and quality of learning more comprehensively. When students' academic test scores, expert opinions, and student opinions are included in addition to teachers' comments on job satisfaction and quality of learning, there is no evidence that teacher job satisfaction is attributable to their student's academic outcomes. In a study conducted at the high school level in Pakistan, there was a strong positive relationship between students' success and teachers' job satisfaction, but

no significant connection was found between them (Iqbal et al., 2016). Similarly, a study conducted at the higher education level by Borah (2016) revealed that there was no significant relationship between teachers' job satisfaction and the academic performance of their students. This shows that the effect of teacher satisfaction on student success is minimal and does not affect students' academic success in higher education. It is thought that the lack of significance in these relationships may be due to the students' ages. As students get older, the meaning that authority figures attribute to them changes as their abstract thinking skills develop. In this context, Rotter's (1966) theory of internal and external locus of control suggests that children at older ages tend to act with an internal locus of control or may ignore external sources of control. Therefore, older students may be less affected by their teachers' job satisfaction and more able to manage their own academic success independently. This supports the assumption that student age moderates teacher influence and suggests that teacher satisfaction may have a more pronounced effect on younger students (Deci & Ryan, 2000; Wentzel, 1997).

Consequently, the effect of teacher satisfaction on student achievement may differ depending on students' developmental stages, teacher-student relationships, and level of education. In this context, it is thought that interventions aimed at increasing teachers' job satisfaction may have more pronounced results, especially for younger students.

The findings of this study reveal a positive but low-level relationship between teachers' professional resilience and their students' reading comprehension skills. This suggests that while teacher resilience can be an important factor in students' academic success, its impact may be limited. Specifically, factors such as teachers' job satisfaction and resilience may have significant effects on students' long-term educational processes, but these effects can vary depending on variables such as students' age and developmental stages.

In this context, interventions aimed at enhancing teachers' professional resilience are expected to contribute to the development of reading comprehension skills, particularly in younger students. However, the low-level relationship observed in this study is likely because resilience represents only one dimension of job satisfaction, and this dimension's impact on student success is relatively limited. Future research should explore the different dimensions of teachers' job satisfaction and their effects on student achievement in more depth to reach more comprehensive conclusions.

In conclusion, the positive but low-level relationship between teachers' professional resilience and students'

reading comprehension skills is an important finding that should be considered in developing educational policies and supporting teachers. Strategies aimed at increasing teacher job satisfaction and resilience may yield more effective outcomes, especially in educational processes involving younger students.

In terms of educational impact, this study provides important implications for improving educational processes by showing that there is a significant relationship between teachers' professional resilience and students' reading comprehension skills. Increasing teachers' job satisfaction and resilience is of great importance for students to ensure long-term development in critical academic skills, especially reading comprehension. Since teachers with high professional resilience are more resilient in coping with the challenges they face, they have the potential to further develop their students' reading comprehension skills by providing them with more consistent education. Students' reading comprehension plays a key role not only in their academic success but also in their lifelong learning processes. This skill can directly impact students' success in other subjects, and strong reading habits form the basis of lifelong learning. Therefore, improving teachers' professional resilience will contribute to the permanent improvement of students' reading comprehension skills.

The role teachers play in developing reading comprehension skills is at the center of educational processes. In this context, balancing the workload to support teachers' professional resilience will enable teachers to be more motivated and focus more on their lessons. Professional development opportunities and practices that encourage teachers to work collaboratively will increase their impact on education and directly contribute to students' reading comprehension skills. Increasing teachers' professional satisfaction and resilience will enable students to show more interest in reading comprehension processes, paving the way for their long-term academic success. Building strong foundations in reading comprehension skills, especially in primary school, will allow students to cope more effectively with the academic challenges they face in their later education processes. Therefore, supporting teachers' professional resilience to increase reading comprehension success will contribute significantly not only to individual students but also to the success of the general education system.

#### *Limitations and Future Studies*

This study has certain limitations. First, teachers' professional resilience was considered as only one dimension of job satisfaction, and other dimensions (e.g., teacher-student relationship, professional motivation, workload) were not examined. This may narrow the scope of the findings. Additionally, the research was conducted on students in a certain age



group, and the results have limited generalizability for different age groups and education levels. The fact that the study was limited to data collected by cross-sectional does not provide sufficient information on how the relationship between teacher resilience and student achievement may change in the long term.

In future studies, the effects of other dimensions of teachers' job satisfaction on students' academic achievement should be examined more comprehensively. In particular, the effects of factors such as teachers' motivation, working conditions, and workload, as well as professional resilience, on students' reading comprehension skills should be investigated. Moreover, conducting such studies on larger and more diverse sample groups will increase the generalizability of the results. Long-term longitudinal studies may provide a better understanding of the relationship between teacher resilience and student achievement over time. Finally, similar studies can be conducted in different cultural and socioeconomic contexts to assess the validity and applicability of the findings in different contexts. Such comprehensive studies will contribute to a deeper understanding of the relationship between teacher resilience and student achievement.

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