

Primary School Teachers' Resilience: Experiences and Perceives¹

The purpose of this study is to investigate teachers' viewpoints and conceptualizations of resilience and to explore their experiences of resilience. This is a qualitative study, including a focus group and individual interviews. Participants were teachers who work at a primary school that has multiple risk factors, such as being at a low socioeconomic status, being in a challenging area, having disadvantaged students, and having insufficient physical facilities. A semi-structured interview form was employed in the data collection process and inductive content analysis was used in the analysis of data. According to the findings, participants defined resilience as an individual, operational, and conceptual feature. They described themselves as resilient and thought they had some transformational, communicational, transactional, and humanistic characteristics. They figured their resilience levels have changed over time. Although some participants stated that their resilience levels increased or did not change, most of them thought it diminished because of risk factors. They encountered various risk factors, and they had some protective factors. Their suggestions were on the educational system, teachers, administrators, and parents to foster teacher resilience. We discussed implications for future practice and research.

Keywords: *Primary school teachers, risk and protective factors, teacher experiences, teacher resilience*

Introduction

Interest in a better understanding of emotional health and teachers' resilience is increasingly important as it helps to improve the quality of education (Jones, Bouffard, & Weissbourd, 2013). Research examining teacher resilience has also sprung up over the past 15 years (Mansfield, 2021), and the construct of resilience has been examined from multiple perspectives using a variety of methodologies (Beltman & Mansfield, 2018). Studies on teacher resilience emerge with a focus on the affective properties of teachers (Hargreaves, 1998; Zembylas, 2003) and the need for constant changes in teachers' coping skills (Le Cornu, 2009). Considering the unfavorable incidents that teachers may face in schools, minimizing these negativities can make them feel good and fulfill their professions better. To this end, it is necessary to focus on the affirmative aspects of their professional lives and define the components that increase their motivation, commitment, and effectiveness (Day, 2008). The principal provision for coping with problems and adapting to life more quickly is being resilient (Masten, 2001). It must be revealed and defined the roles of all elements that ensure a good harmony despite adverse statues to understand resilience (Masten, 1994; 2021). Therefore, examining personal, familial, and

¹This study is a part of the first author's doctoral presentation.

1 external protective factors in resilience research may explain the reasons some
2 people at risk are more successful in coping and accommodating than others
3 (Gizir, 2007; Masten & Reed, 2002).

4 Teacher resilience as the qualification to stand against the stressors and
5 setbacks in teaching is crucial in all educational arenas, in that it can generate
6 favorable outcomes. Given that teaching does present challenges, this research
7 points to resilience as a critical role for teachers who achieve promising results
8 in education, and it is expected to produce in-depth descriptions of resilience
9 from teachers' outlooks and experiences. Thus, the study may contribute to
10 expand their awareness of resilience and their rapid recovery in the face of
11 problems. Researchers have examined strategies for promoting resilience in
12 teachers for many years and have made significant efforts with an international
13 approach; however, studies conducted by America, Australia, and the United
14 Kingdom have dominated the knowledge base (Beltman, Mansfield, & Price,
15 2011). This study that was conducted with Turkish primary school teachers can
16 reflect an international outlook and help channel future research in the field of
17 teacher resilience both in Turkey and other countries.

18 The present study aims to investigate Turkish primary school teachers'
19 perspectives and conceptualizations of resilience and to explore how they
20 experience resilience. For this purpose, the following research questions were
21 addressed:

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- 23 • How do participants define resilience?
- 24 • What are the participants' self-assessments about resilience and its
25 changes over time?
- 26 • How do participants describe the risk factors they face and the
27 protective factors they have?
- 28 • What are the participants' suggestions to foster teacher resilience?
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31 **Conceptual Framework**

32 **Resilience**

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35 Global threats from natural disasters, epidemics, political conflict, and the
36 hurdles of climate change appear to be motivating intense interest in resilience
37 across many sectors and sciences concerned with human welfare (Masten,
38 2021). Resilience is the capacity to resist adversity and self-renewal (Wolin &
39 Wolin, 1993) and the ability to adjust successfully despite challenging or
40 threatening cases (Masten, 2014; Masten, Best, & Garmezy, 1990). According
41 to Masten (1994) and Garmezy (1991), resilient people have three underlying
42 profiles: getting better results than expected despite hardships and deprivation,
43 riding with the punches, and surviving trauma. They differ from others in their
44 self-awareness, social competence, good communication, empathy, hopefulness
45 about the future, autonomy, problem-solving skills, seeing issues as
46 opportunities, and willingness to take risks (Krowetz, 2008; Werner & Smith,

1 1992). They rarely give up on stressful events, recover themselves quickly, and
2 emerge stronger from troubles and risks (Henderson & Milstein, 2003).
3 Resilience has a theoretical basis that emphasizes the positive attributes and
4 potentials rather than the negative aspects (Snyder & Lopez, 2009). Studies on
5 resilience argue that, although some resilience traits are innate and related to
6 personality, these can be learned and enhanced (Beltman, Mansfield, & Harris,
7 2015; Doney, 2012; Griffiths, 2014; LeCornu, 2013). In some research,
8 resilience has been defined as an everyday phenomenon that can be learned in
9 coping with stress, difficulties, and risks (Gu & Day, 2013; Taormina, 2015).
10 Resilience is a multidimensional concept that includes social structure and
11 skills, such as good interpersonal relationships, communication, and coping
12 (LaFromboise, Hoyt, Oliver, & Whitbeck, 2006). Ungar (2004: 352) defines
13 resilience as the outcome of the interaction between individuals and their
14 surroundings to qualify themselves as healthy under adverse conditions.

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17 **Teacher Resilience**

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19 Teacher resilience means not only the capacity to overcome obstacles but
20 also having the features to encourage students to succeed, such as professional
21 self-efficacy and motivation (Day & Gu, 2014). It is the potential of teachers to
22 use their professional skills effectively to achieve the goals of the school
23 (Patterson, Collins, & Abbott, 2004), maintain their commitment to teaching
24 (Brunetti, 2006), and develop their social, academic, and professional
25 competence (Henderson & Milstein, 2003). Resilient teachers have
26 characteristics such as being optimistic, adapting to hardiness, flexibility,
27 having reinforcers and problem-solving skills, planning, asking for help, acting
28 independently, having goals, determination, and taking risks (Tait, 2008).
29 Teachers with a high level of resilience are more successful in meeting the
30 various demands of students and focusing on their students' strengths rather
31 than their weaknesses, and they cope more easily with the stress they are
32 exposed to during the teaching process (Knight, 2007).

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34 Studies on resilience were initially conducted with teachers who left their
35 professions in the first three or five years (Le Cornu, 2009). However, some
36 researchers (Bobek, 2002; Gu & Day, 2007; Howard & Johnson, 2004) have
37 stated that resilience is a required phenomenon not only for new teachers but
38 also for all teachers to boost their professional satisfaction, effectiveness, and
39 better reconstruction to alterations. Gu and Day (2007) emphasized that teacher
40 resilience is significant for three reasons. First, as Henderson and Milstein
41 (2003) stated, it is not realistic to expect students to be resilient if teachers do
42 not show resilience. Resilience also improves the line of vision to maintain
43 motivation and commitment. In addition, resilience has a major role in
44 strengthening teachers' qualifications, such as professional commitment,
45 motivation, and self-efficacy, which are necessary for their success in the
46 profession.

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1 **Risk and Protective Factors**

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3 Mental blocks and risk factors can make it difficult to settle into stressful
4 events that reduce the competencies (Masten, 1994). Risk factors are
5 distressing circumstances that increase the possibility of an unfavorable
6 position (Richardson, Neiger, Jensen, & Kumpfer, 1990; Richman & Fraser,
7 2001), obscurities in the life, and agents that prevent a harmonious survival
8 (Morales, 2008). Fleming, Mackrain, and LeBuffe (2013) argue that teachers'
9 exposure to stress may derogate their productivity and interest, interactions
10 with students, and professional skills to display role model behaviors. Low
11 self-esteem and self-confidence (Day, 2008; Kitching, Morgan, & O'Leary,
12 2009; McCormack & Gore, 2008), lack of support and heavy workload
13 (Beltman, 2021; Bullough, Hall-Kenyon, & MacKay 2012; Day, 2008),
14 difficulty in seeking help (Fantilli & McDougall, 2009; Jenkins, Smith, &
15 Maxwell, 2009), incompatibility of self-beliefs and behaviors (Beltman, 2021;
16 Flores, 2006), lack of time, low motivated students, inadequate working
17 conditions, nonsustaining relationships with management and colleagues
18 (Bullough et al., 2012; Kyriacou, 2001), lack of educational tasks and meetings
19 (Bullough et al., 2012; Castro, Kelly, & Shih, 2010), and domestic violence
20 and restrictions at home (Fleet, Kitson, Cassady, & Hughes, 2007; Howard &
21 Johnson, 2004; Olsen & Anderson, 2007) are risk factors in various studies.

22 Masten and Wright (2010) suggest that resilience should emphasize
23 protective factors to minimize the mal effects of risk factors. Protective factors
24 are defined as aspects that reduce or eliminate the adverse impact of risks in
25 stressful or challenging states and improve healthy orientation and self-
26 competencies (Masten, 1994; Masten & Cicchetti, 2016). They are resources
27 that prevent people from being reversely affected by high-risk situations
28 (Foster, 2013; Masten & Tellegen, 2012). While protective factors are the
29 features that enable the nurturing of resilience, they may also emerge as a
30 positive result of resilience (Masten & Coastworth, 1998). Depending on them,
31 teachers can achieve professional satisfaction, become more attached to their
32 profession, and fulfill their responsibilities (Brunetti, 2006). Personality traits
33 that are protective factors in teachers are motivation (Gu & Day, 2007;
34 Sinclair, 2008), locus of control (Day & Gu, 2007), self-efficacy (Castro et al.,
35 2010; Day, 2008; Kitching et al., 2009; Tschannen-Moran & Wollfolk-Hoy,
36 2007; Woolfolk-Hoy & Burke-Spero, 2005), effective problem-solving skills
37 (Mansfield, Beltman, Price, & McConney, 2012), coping and communication
38 skills (Tait, 2008), and professional competence (Bobek, 2002; Kaldi, 2009).
39 Environmental protective factors for teachers are collegial and management
40 support (Anderson & Olsen, 2006; Brunetti, 2006; Fantilli & McDougall,
41 2009; Gu & Day, 2007; Howard & Johnson, 2004; McCormack & Gore,
42 2008), student-teacher relations (Flores, 2006; Gu & Day, 2007; Howard &
43 Johnson, 2004; Kitching et al., 2009; McNally & Blake, 2009), caring
44 relationships and high field standards (Fantilli & McDougall, 2009; Riolli &
45 Savicki, 2003), professional development opportunities (Bobek, 2002; Day,
46 2008; Day & Gu, 2007), and organizational commitment (Gu & Day, 2013;
47 Howard & Johnson, 2004).

Methodology

This study is a qualitative study structured as a case study. The case study is a research method that is up-to-date and used to answer how and why questions in situations where the researcher's control is not over the variables (Yin, 2018). Data were collected through semi-structured interviews. The interview technique is suitable for obtaining in-depth information about participants' thoughts, beliefs, and feelings about a topic (Johnson & Christensen, 2008). Interview technique features such as interaction, flexibility, and in-depth examinations are used to reveal the experiences and the meanings attributed by the participants to the cases (Yıldırım & Şimşek, 2008). Focus group and individual interviews were conducted with the participants in the study. A focus group meeting was planned because of the profile suitability and timing, but considering hassles, such as planning, management, and equal participation (Yıldırım & Şimşek, 2008), individual interviews were also utilized. Thus, it was aimed to get more in-depth information by employing different data collection techniques.

The Study Group

The criterion sampling method was used to specify our study group to gain a deeper understanding of the research questions (Patton, 2002). The study was conducted with teachers at a primary school in the province of Aydın, Turkey that has multiple risk factors such as being at a low socioeconomic level, being in a challenging area, having disadvantaged students and inadequate physical structure. There were six participants in both the focus group and individual interviews. Participants were mostly women (female=10, male=2) and were aged between 32 and 60 years. Their teaching experiences ranged from 11 to over 30 years.

Data Collection Tool

A semi-structured interview form was employed in the data collection process. In preparing the interview form, first, the topics to be covered in the research were identified through the conceptual framework. General and open-ended questions were prepared in which participants could define resilience based on their experiences, describe their resilience, challenges they had experienced, the variables that sustained them in teaching, and also present their suggestions for the augmentation of resilience. After the pilot interview and expert opinions, the arrangements have been made, and the form has taken its last form.

Data Collection and Analysis

First, a focus group meeting was held with the participants at the school where they work. During the meeting, it was avoided to direct and limit the

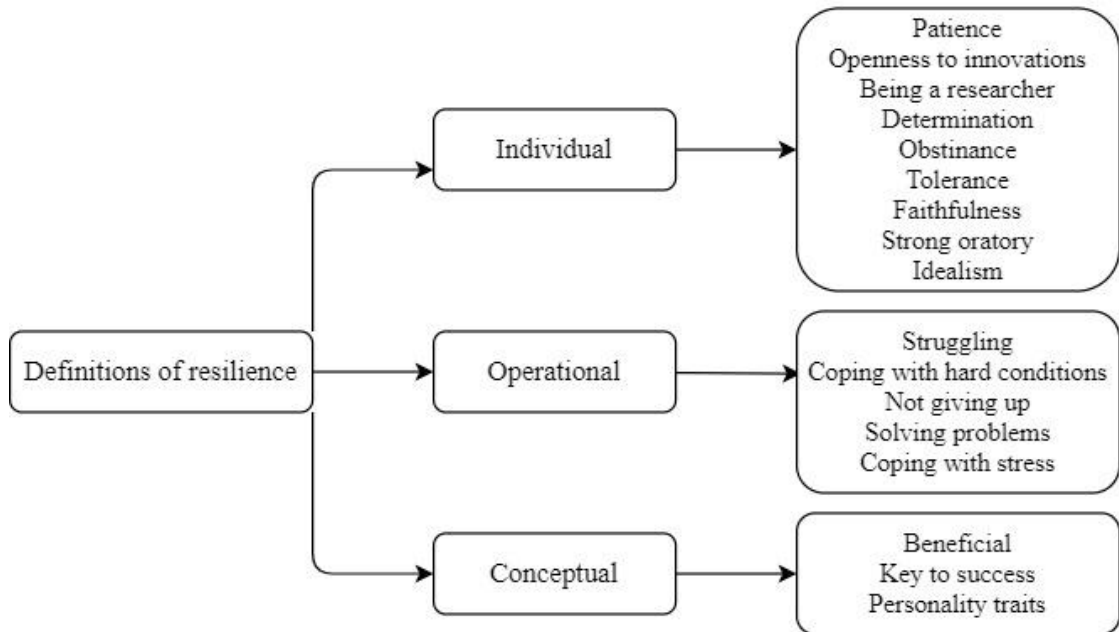
1 exchange of ideas. Individual interviews were conducted in the same week
2 after the focus group meeting. Interview times were decided according to the
3 participants' preferences. The participants were informed about the purpose of
4 the study before the interviews. The focus group took about one hour and
5 individual interviews took between thirty and forty minutes. During the
6 interview, the data were recorded on a tape recorder and then transcribed.

7 In the analysis of data, qualitative inductive content analysis was utilized
8 that is defined as systematic coding of data based on specific themes or
9 categories (Fraenkel, Wallen, & Hyun, 2012). The data obtained from the focus
10 group and individual interviews were brought together and the participants
11 were given code names, such as G1 (focus group) or B1 (individual). By
12 reading the written data, meaningful units were regulated in line with the
13 purpose, codes were created, and the codes that are related to each other were
14 synthesized. While identifying the codes, the frequency of repetition was
15 noted, but it was not included in the presentation of the findings because it was
16 contrary to qualitative research (Creswell, 2013). After this stage, the data were
17 arranged using images, and participants' views contributing to the themes and
18 codes were included. In collecting and analyzing qualitative data in the study,
19 the measures were taken to ensure credibility, transferability, and verifiability
20 were as follows: expert opinion was consulted in creating the data collection
21 tool, the data were described without adding comments, direct quotations were
22 included, and the data collection and analysis process was explained in detail.
23 To ensure consistency in the study, the data were analyzed twice with another
24 researcher who had qualitative research experience and the percentage of
25 agreement was calculated. It was 78% for individuals and 82% for focus group
26 interview data. A compliance percentage above 70% is reliable for researches
27 (Miles & Huberman, 1994).

30 Results

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32 The findings of the participants' views on the definition of resilience are
33 presented in Figure 1.
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1 **Figure 1.** *Participants' Definitions of Resilience*



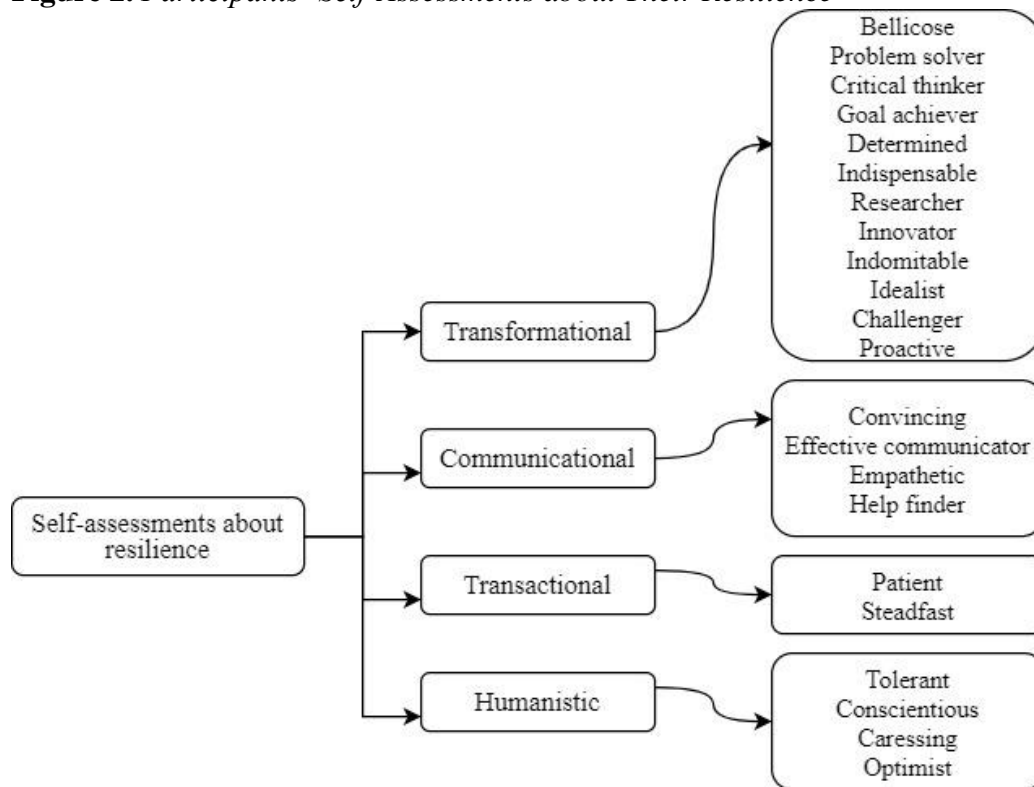
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The results showed participants defined resilience as a personality trait that includes individual, operational, and conceptual properties. They explained the meaning of resilience with examples such as being patient, being open to innovations, struggling, and coping with problems. The statements of some participants on this subject were as follows:

- 10 *“To cope with hardship, to struggle” (G4)*
 11 *“Not to give up to reach results” (G5)*
 12 *“To work with all your might, to be faithful, not to be daunted, to be open to*
 13 *innovations, to find multiple solutions, to be patient. I think it is a beneficial*
 14 *hallmark for teachers, and it may accelerate success.” (B2)*
 15 *“To survive and to struggle with tough situations. Patience, tolerance, coping*
 16 *with problems without stress.” (B6)*

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The findings of the participants' self-assessments about resilience are presented in Figure 2.

1 **Figure 2.** *Participants' Self-Assessments about Their Resilience*

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As seen in Figure 2, participants described themselves as resilient and grouped their characteristics into transformational, communicational, transactional, and humanistic. Some traits that participants attributed to themselves are fighting, problem-solving, critical thinking, convincing, patience, and tolerance. Some examples of participants' statements were:

"I think about how best to turn negative into positive, I push all possibilities."

(G1)

"I make an effort, I do not give up quickly, sometimes I just see good sides."

(G2)

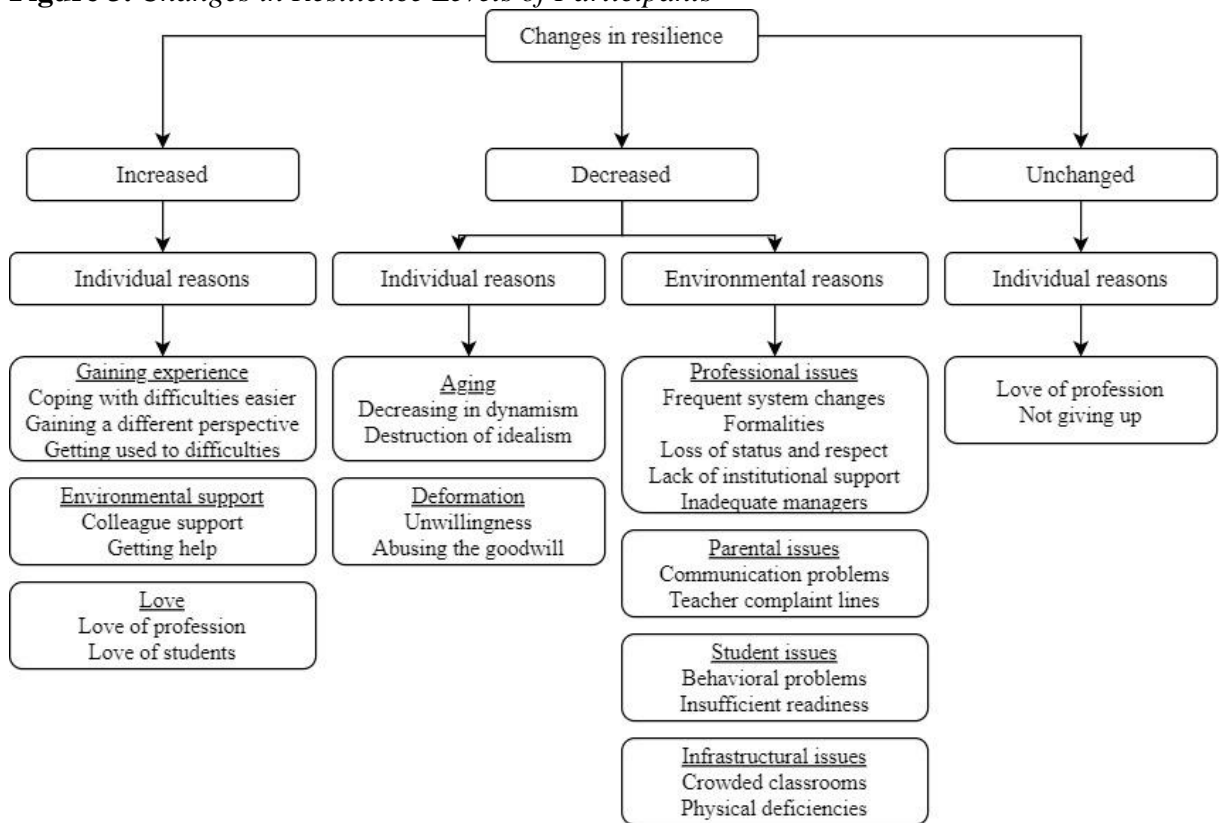
"I know what I want. I am determined." *(G4)*

"I define problems, think about the solutions, aim at solving problems, and definitely reach the results. I am an excellent communicator, a persuader, innovative, and a researcher. I have a good fighting spirit." *(B1)*

"I challenge the problem and look for different ways to solve it. I search and get a leg up from my experienced friends." *(B2)*

"I am patient and tolerant. I go on with what I believe in. Even if I give up, I recover quickly and I listen to my conscience." *(B6)*

The findings of the changes in the resilience levels of the participants are presented in Figure 3.

1 **Figure 3. Changes in Resilience Levels of Participants**

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4 As seen in Figure 3, participants' experiences influenced their resilience,
5 and they changed depending on different reasons. The participants who
6 experienced a rise based this change on specific reasons. Some participants had
7 no change in their resilience levels; however, some individual, institutional,
8 and professional determinants caused a decrease in their resilience. The quotes
9 of some participants were:

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11 *"When our work turns into formality and paperwork, we are not light-hearted."*
12 (G6)

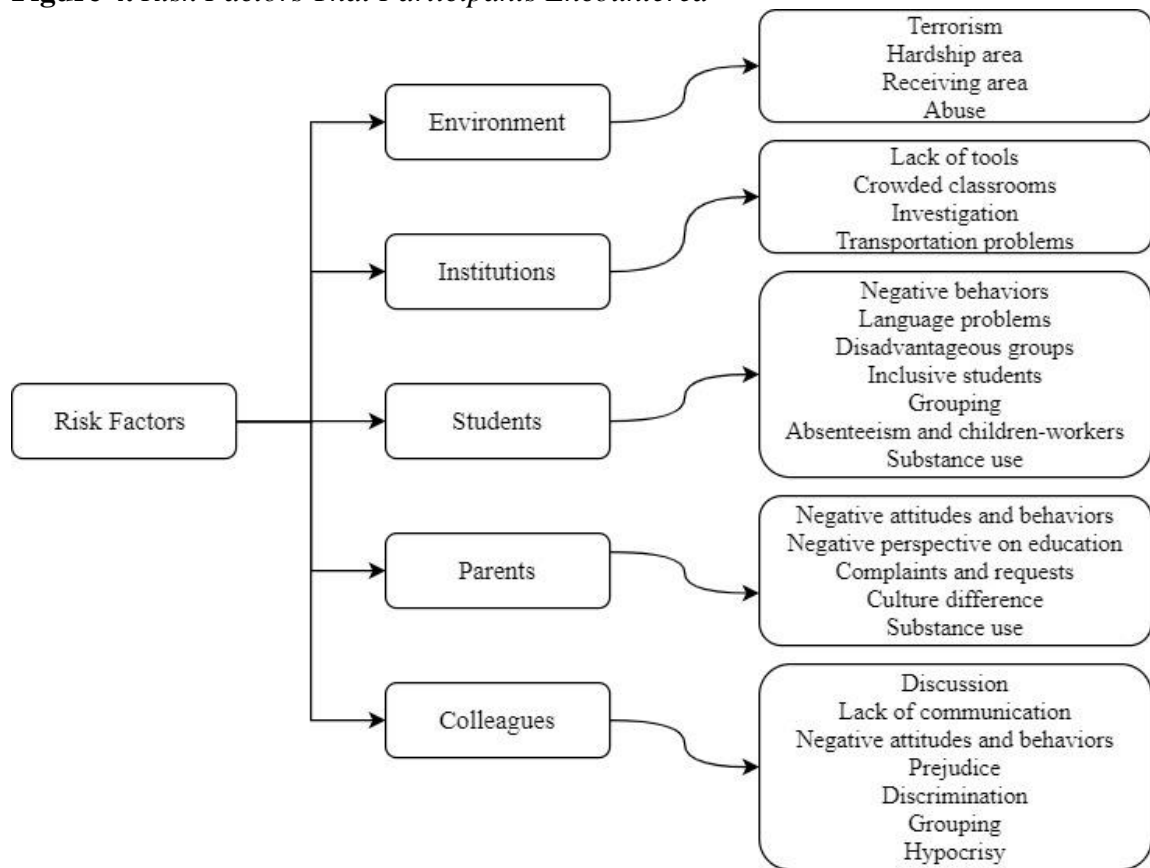
13 *"People who are not in practice are trying to direct us. The people outside the
14 field try to manage."* (G3)

15 *"I think I have had enough experience for twenty-eight years. It works well to
16 view things from different perspectives and get a hand in solving problems. Our
17 biggest problem here is that parents complain about the slightest things."* (B5)

18 *"There are a lot of chores besides teaching and they make us very nervous... We
19 had dignity and punishment for students. The system is constantly changing. This
20 is not a piece of cake. When teachers are fully adapted to the new one, it changes
21 again."* (B3)
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23 The findings of the participants' views on the risk factors they faced are
24 presented in Figure 4.
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1 **Figure 4. Risk Factors That Participants Encountered**



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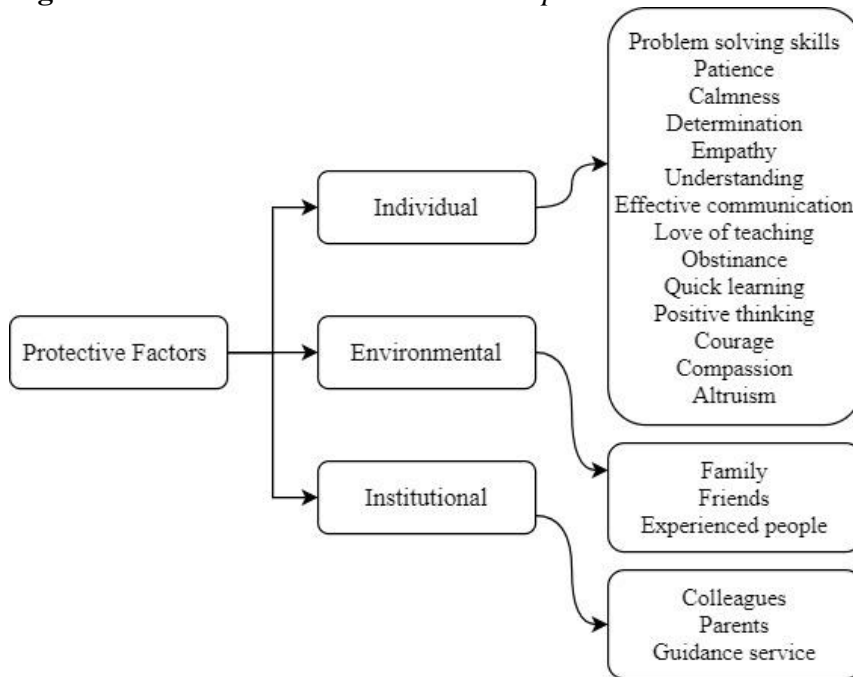
The results showed participants faced various risk factors in terms of environment, institutions, students, parents, and colleagues. Some examples of the quotes were:

- 8 *“Parents are very demanding. Parents’ attitudes towards teachers, territorial*
 9 *components, problems with colleagues at school, the risk of terrorism.” (G6)*
 10 *“I worked at deprivation places. There was a language problem. I worked in a*
 11 *region that had immigration. This school was the riskiest place, and there were*
 12 *many kinds of risks.” (G4)*
 13 *“Student absenteeism, children-workers, lack of equipment, parents’ negative*
 14 *attitudes toward education. I worked in challenging areas with disadvantaged*
 15 *students.” (B6)*
 16 *“I worked in an area that threatened security. Our buses were burned, the*
 17 *parents were in distress.” (B3)*

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The findings of the participants’ views on the protective factors they have are presented in Figure 5.

1 **Figure 5. Protective Factors That Participants Had**



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As seen in Figure 5, participants had some protective factors that assist them in overcoming problems, such as individual, environmental, and institutional. The statements of some participants were:

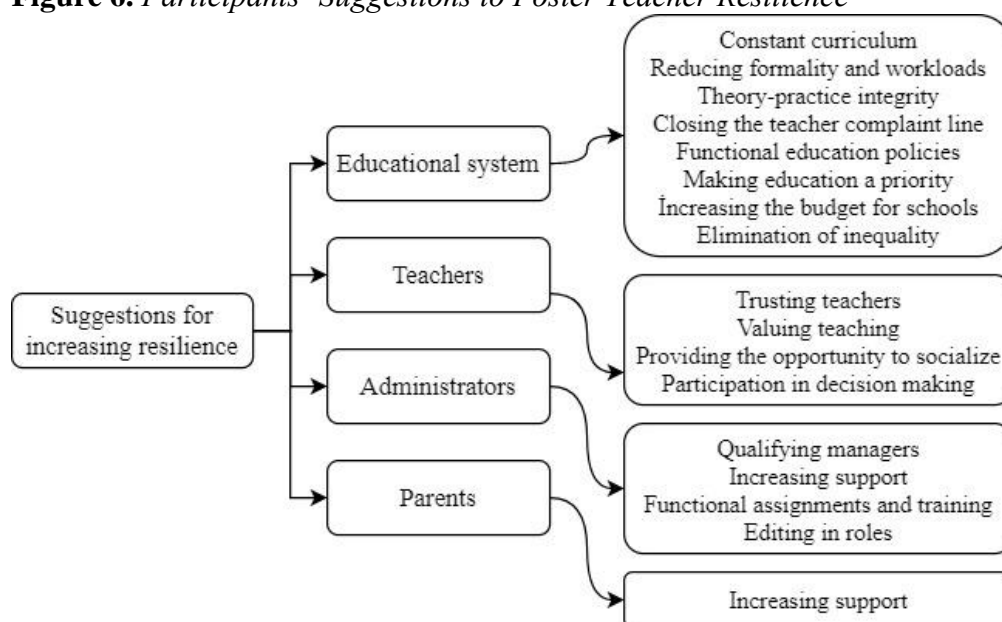
“Since I was single in the first year, my colleagues and my roommate. Later, I got married, and my husband was also a teacher. I am determined and I try to find solutions to problems.” (G4)

“My teacher friends who are in the same position, the moral support we give each other. I am a patient, altruistic, compassionate teacher. I do not give up and work sincerely until I express my intentions.” (G5)

“My wife, optimistic administrators, some teachers, friends, and parents. For myself, to be understanding, to address the problem, to be courageous and not to be daunted.” (B5)

“My colleagues, to be determined and stubborn.” (B6)

The findings of the participants’ suggestions to foster the resilience of teachers are presented in Figure 6.

1 **Figure 6. Participants' Suggestions to Foster Teacher Resilience**

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4 The results showed participants recommended some changes to make
5 teachers more resilient. Their suggestions were in terms of the educational
6 system, teachers, administrators, and parents. The examples of some statements
7 were:

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9 *"Our job should be only education. We should get more voice."* (G4)

10 *"They should trust us more. People who know the job should take the lead."*
11 (G3)

12 *"Teachers need to be recognized. Theory and practice need to be in harmony."*
13 (B6)

14 *"Teaching profession is no longer valued, and it includes a lot of formalities. The
15 system is constantly changing. Our experiences must be trusted."* (B3)

16 *"We need to have fun and socialize."* (B2)
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19 Discussion

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21 The findings indicated that participants defined resilience as a
22 phenomenon that includes individual, operational, and conceptual properties.
23 These definitions overlap with many definitions in the literature (Hazel 2018;
24 Luthar & Cicchetti, 2000; Masten, 2001; 2014; Masten et al., 1990; Masten &
25 Coatsworth, 1998; Norman, 2000; Pooley & Cohen, 2010; Richardson et al.,
26 1990; Rutter, 1990; Strumpfer, 2001; Wolin & Wolin, 1993). Resilience is the
27 ability to meet changing life requirements related to disability and to get rid of
28 deprecating emotions (Hefferon & Boniwell, 2011), and the proficiency in
29 coping with obstacles, uncertainty, and many other negative circumstances
30 (Luthans, Vogelgesang, & Lester, 2006). There are also definitions, such as the
31 capability to recover from troubles, invent different ways of coping, and gain

1 new skills (Milstein & Henry, 2007). For teachers, resilience is the capacity to
2 survive and live in distress; and it also ensures the sustainability of
3 effectiveness in the functioning of teaching and learning processes despite
4 many components that temporarily disrupt daily functioning or cause serious
5 disruptions (Luthar & Brown, 2007).

6 As a result of the self-assessments, participants described themselves as
7 resilient and thought they had some transformational, communicational,
8 transactional, and humanistic characteristics. Indeed, common traits of resilient
9 people are having realistic goals, a bright outlook, problem-solving skills,
10 internal locus of control, self-control, and a sense of humor (Masten, 2021;
11 Wolin & Wolin, 1993). They establish healthy relationships, accept difficulties
12 and overcome them, have the power to control their lives (Greene, 2002;
13 Thompson, Arnkoff, & Glass, 2011), give weight to self-improvement and
14 strive for it, and discover new ideas (Patterson et al., 2004). They have the
15 potential to affect their surroundings and power to gain an advantage from
16 negatory status (Hanton, Evans, & Neil, 2003).

17 It was concluded that the resilience levels of the participants have changed
18 over time. Although some participants stated that their resilience increased or
19 did not change, most of them thought it decreased because of risk factors.
20 Resilience has a structure that emerges with the interaction between people and
21 their situations (Masten & Barnes, 2018), and their experiences and living
22 conditions also affect it (Day & Gu, 2010; Gu & Day, 2013). Many studies
23 stated that resilience is an attribution that can be advanced (Beltman,
24 Mansfield, Wosnitza, Weatherby-Fell, & Boadley, 2018; Benard, 2004;
25 Cicchetti & Garmezy, 1993; Henderson & Milstein, 2003; Higgins, 1994;
26 Johnson et al., 2014; Luthar, Cicchetti, & Becker, 2000). Resilience occurs in
27 stressful events (Tait, 2008), and creating an atmosphere that provides care and
28 backing can grow it (Luthar, 2005; Masten, 2014; Weston & Parkin, 2010).

29 The findings showed participants were exposed to severe or prolonged
30 adversity across time, and the school they currently work in contains multiple
31 risk factors. A previous study showed low wages, insufficient vacation and rest
32 periods, problematic student behaviors, and heavy workloads cause stress and
33 are mentioned as risk factors that teachers encounter (Beltman, 2021; Kelly,
34 Sim, & Ireland, 2018; Liu & Onwuegbuzie, 2012; Mansfield, Ebersöhn,
35 Beltman, & Loots, 2018). The study also revealed that participants have had
36 individual, environmental, and institutional protective factors. These results
37 show parallelism with many protective factors of teachers referred to in the
38 literature. Personality traits such as problem-solving skills, self-efficacy, and
39 social competence are protective factors (Beltman, 2021; Benard, 2004;
40 Henderson & Milstein, 2003; Mansfield Beltman, Broadley, & Weatherby-
41 Fell, 2016; Masten et al., 1990), and they have an important role in enhancing
42 resilience. In addition, management support, trust in management, and positive
43 feedback from parents and students are effective in teachers' resilience and
44 motivation (Brunetti, 2006; Castro et al., 2010; Gu & Day, 2013; Mansfield et
45 al., 2016; Meister & Ahrens, 2011).

46 Participants had suggestions on the educational system, teachers,

1 administrators, and parents for promoting teacher resilience. Resilience in the
2 workplace is not only about reducing stress and burnout, but it is also a new
3 area of interest focused on defining intimate power and considering the
4 peripheral context (Day, 2014). When educational institutions invest in the
5 progress of resilience, they invest in both well-being and students' success
6 (Bernshausen & Cunningham, 2001). Teachers' resilience should be nurtured
7 and supported within the school, and the school administration plays a critical
8 role in building and sustaining resilience (Day & Hong, 2016). It is necessary
9 to endorse and encourage teachers, students, and other staff to create a school
10 climate that develops resilience (Henderson & Milstein, 2003). A school
11 climate that promotes teacher resilience can be created by having assertive
12 thoughts and expectations about teachers, providing opportunities to express
13 their opinions, feelings of trust, interaction, and participation in decisions
14 (McLaughlin & Talbert, 1993). The relevance of teacher professional learning
15 programs and the existence of communities of practice is emphasized in some
16 studies, highlighting its contribution to teachers' resilience and well-being
17 (Clarà 2017).

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Conclusion

22 This research aimed to explore teachers' understandings and perceptions
23 of resilience based on their experiences and perspectives. Revealing the
24 meaning that teachers attribute to resilience and spreading an awareness of
25 their resilience play a key role in accelerating it, especially those who work
26 under challenging circumstances. The current study seeks to add the growing
27 diversity of global research in teacher resilience and has substantial
28 implications for research and practice. However, it has some limitations. First,
29 in this study, risk factors were examined in the school context. The school had
30 limited risks, such as a low socioeconomic level and insufficient infrastructure.
31 It is suggested studying with schools that have different risk factors and
32 examining the risks in an internal context. Second, although they were
33 conducted as semi-structured, the same data collection tool was utilized during
34 the interviews. One other limitation of the present study was that, in focus
35 groups, participants may influence each other within-group interaction, and
36 they may not explain their sentiments. Implications for research also include
37 carrying out comprehensive studies by observing teachers' daily experiences
38 that affect their resilience and diversifying data collection tools. The findings
39 show it is very important to provide a field for revealing the personal strengths.
40 It is suggested studying to foster teachers' participation in collaboration and
41 decision-making processes by emphasizing the value of colleagues and
42 management support. It is also recommended encouraging teachers to focus on
43 thriving their resilience because of the positive impact on others and
44 themselves. This study shows teacher resilience is influenced by different
45 agents in their workplace, thus, longitudinal studies can be conducted

1 following the same teachers and nurturing teacher resilience at various career
2 stages.

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