

PROMOTING TEACHER RESILIENCE TO REMAIN IN THE PROFESSION

Indra Odiņa, Simona Semjonova

University of Latvia, Latvia

ABSTRACT

With the growing teacher attrition rates caused by aging, burnout, and changes in the education system, more and more teaching positions remain vacant every year. Despite the difficulties, however, there are a lot of teachers who choose to remain in the profession; they feel emotionally fulfilled at their jobs and masterfully balance their work requirements and personal life. Resilience might be one of the factors that supports teachers in dealing with the demands of their professional life. The aim of the research is to explore how teacher resilience can help teachers remain in the profession.

Transcendental phenomenological research was carried out to reach the aim of the study. A questionnaire for in-service teachers was used to measure their resilience with the Resilience Scale for Adults (RSA) and select interview candidates. Narrative interviews were carried out with eight resilient teachers in three different stages of their careers – working as teachers for five years or less, six to fifteen years and more than fifteen years. The interviewees represented three different cities, various school sizes, and both private and public schools. In the interviews, the teachers' understanding of resilience and their experiences as resilient educators were explored.

Based on the narrative interviews, ways to maintain teacher resilience were proposed. It can be concluded that resilient teachers are more likely to remain in the profession, as they are able to mobilize their internal and external resources to cope with the challenges of the job.

Keywords: *teacher attrition, teacher career stages, teacher resilience, teacher retention*

Introduction

Each September there are several hundred vacant teaching positions in schools in Latvia. At the beginning of the 2020/2021 school year, there were almost 400 vacant teaching positions, in addition to that, over a hundred vacant support staff positions, such as school psychologists and speech therapists (Dēvica, 2020). Before the 2021/2022 school year, the number had risen to “almost 500 vacant positions in Riga and neighboring regions” (Dēvica, 2021, para. 3, <https://www.lsm.lv/>), and at the end of November 2021, after schools let go staff who had chosen to not get

vaccinated against Covid-19, the number of missing educators in Latvia had risen to 1330 (Dundure, Upenieks, 2021). Teacher burnout due to the high demands and low prestige of the profession, lack of support for in-service teachers, especially novice teachers, changes in the education system, and the high attrition rate of novice teachers are some of the issues that schools face when it comes to filling the vacant teaching positions.

The ongoing Covid-19 pandemic has escalated the challenges that educators have faced in the past and highlighted new struggles. Many educators have had to learn to work with new technology, while simultaneously teaching it to the students, which creates more work on the top of changing lesson content to fit remote or hybrid learning. Teachers working in-person have been forced to take on duties to enforce epidemiological safety in the schools. In the 2020/2021 schoolyear, the procedures were limited to disinfection, student flow organization in the hallways, and ensuring ventilation in the facilities, while at the fall semester of the 2021/2022 schoolyear, in addition to the aforementioned, teachers were tasked to organize student screening for Covid-19.

After the fall of the Soviet Union, Latvia and other post-socialist countries, “have witnessed a shift towards an increasingly market-oriented value regime, together with a reshuffling of the hierarchy of occupations” (Kesküla, Loogma, 2017, p. 249). With the rise of capitalism and neoliberalism, the landscape of education has changed as well. The introduction of centralized exams and school ranking in the late nineties was one of the ways how neoliberal values were reproduced by education. The aim of centralized exams is to “determine the efficacy of secondary schools” (Baltic Institute of Social Sciences, 2002, p. 5), therefore, teachers’ work becomes quantifiable by looking at their students’ exam results. In this case, it is assumed that schools and the teachers working there can be held fully accountable for their students’ academic success. Challenging interactions with students’ parents can be demoralizing experiences for teachers, especially if they are blamed for the academic struggles of their students.

Despite the difficulties in the profession, there are plenty of teachers who choose to keep working in schools and enjoy long and fulfilling work lives. Throughout teachers’ careers, a professional support network at work, positive teacher-student relationships, and good leadership within the school help retain teachers (Day, Gu, 2007). Resilience, the ability to deal with difficulties and bounce back after different crises by utilizing the inner (emotional) and outer (social and systemic) resources that are available to a person (Friborg et al., 2005), can further support teachers in dealing with the demands of their professional life. The concept of resilience has been used in neoliberal discourse as well, referring to resilience as an individual’s quality that combines neoliberal values, “adaptability,

flexibility, and entrepreneurialism (...) stemming from heightened competition and inequality” (Mavelli, 2019, p. 226), however, in this research resilience is understood as a dynamic concept that responds to one’s life experiences and is influenced by an individual’s personality, social environment, and the social structures that they are part of. Existing research on teacher resilience confirms that both teachers’ personality and external factors affect resilience (Day, Gu, 2007; Mansfield et al., 2012).

Day and Gu (2007) in their research separate three dimensions of teacher resilience – related to teachers’ lives inside and outside school and related to the interaction of teachers’ identities and education policies. Meanwhile, Mansfield et al. (2012) divide teacher resilience in four dimensions – profession-related, social, emotional, and motivational dimension. Mansfield’s and colleagues’ research highlights resilient teacher qualities in each of the dimensions, which allow teachers to gauge the extent to which they possess the characteristics. Being aware of what a resilient teacher is and how a resilient teacher acts at work could be the first step to fostering teacher resilience on a personal level.

The research question explores how teacher resilience affects teacher retention in schools.

Methodology

The method of research used in this study was transcendental phenomenology. It is believed that by studying peoples’ experiences with a phenomenon, one can find similarities and patterns that could be called essences, and those could be used to create a generalizable description of that phenomenon (Neubauer, Witkop and Varpio, 2019). This research follows an outline of transcendental phenomenological research formulated by Moustakas (1994).

First, the research question is formulated. According to Moustakas (1994), the researchers should choose a research topic that they are personally invested in and, before organizing an empirical study, carry out a literature review. Then, ethical principles are established. The study participants are informed of the research process, and it is ensured that their participation is voluntary and they can withdraw at any point. As the phenomenological interviews may include confidential and sensitive information, consensual participation is paramount. The empirical study usually includes the phenomenological interview, in which the researchers take the role of planners and mediators, whereas the research participants lead the interview to thoroughly describe their experiences. Moustakas (1994) emphasizes that researchers must approach the interviews with a fresh perspective, having let go of any preconceptions about the topic.

After the interviews the research participants are allowed to review the interview transcripts and make corrections if necessary. Finally, data are organized and analyzed by categorizing similar themes in the participants' answers, developing descriptions of the phenomenon based on the similarities, and, finally, formulating the essence of the phenomenon.

Transcendental phenomenology allowed understanding what it meant to be a resilient teacher from the perspective of teachers who experienced the phenomenon, and the connection between resilience and teacher retention. Two data collection methods were used in the research – a questionnaire to assess teacher resilience and select interview candidates and narrative interviews. To discover different perspectives on teacher resilience and avoid participant response bias, teachers in three different stages of professional life were interviewed – teachers with five or fewer years of work experience, teachers with six to 15 years of work experience, and teachers with more than 15 years of work experience. The teachers represented three different places in Latvia – Riga city and its suburbs and two towns: Dobele, and Sigulda. Two teachers worked in a school with 150 or fewer students, one – in a school of about 500 students, three teachers worked in schools of around 800 students, and two worked in schools of 1000 or more students. Both private and public schools were represented in the sample. One of the teachers was at the time of the study a primary school teacher, the other teachers worked both in basic education school and secondary education school.

The interview candidates were selected according to two criteria, their work experience and resilience score, which was measured in the questionnaire using the Resilience Scale for Adults (RSA). The RSA is a 33-point scale, in which protective factors in six domains of resilience are measured – perception of self, perception of future, personal structure, social competence, family cohesion, and social resources. The questions are presented as a semantic differential scale. A higher overall score indicates higher levels of the protective factors (Morote et al., 2017). The item-response ranges in this questionnaire were reduced from seven to five for clarity. The scale was translated from English into Latvian using the back translation method. The translations were compared, and the most precise translations were used to write the statements in Latvian.

The questionnaire was anonymous, but participants were asked to indicate their contact details if they agreed to participate in the second part of the study, the interview. Demographic data collected were age, gender, level of education, teaching subject, and years of work experience as a teacher. The demographic data were chosen according to Friberg's et al. (2003) scale validation study and complemented by research-specific data. Like in Friberg's et al. (2003) study, in the questionnaire description the

word resilience was not used, the questionnaire was called a personal competence questionnaire.

31 responses were received. Out of the 31 respondents, 16 had 15+ years of work experience, nine had five years or less of work experience, and six had 6–15 years of work experience. 21 respondents held master's degrees, one was a master's level student, seven held bachelor's degrees and two were bachelor's level students. Five science teachers had completed the questionnaire, the majority being chemistry teachers (four out of five). 13 respondents were language teachers – eight Latvian language teachers, two Russian language teachers (one also taught history), two English language teachers, and one German language teacher. Four respondents were the teachers of mathematics, four respondents were primary teachers who taught most or all subjects, two respondents were programming teachers and arts, psychology and special education were represented by one respondent each. The highest resilience score was 157, it was a German as a foreign language teacher in the 60–69-year-old age group with more than 15 years of teaching experience. Only one respondent scored below 100 points (Figure 1).

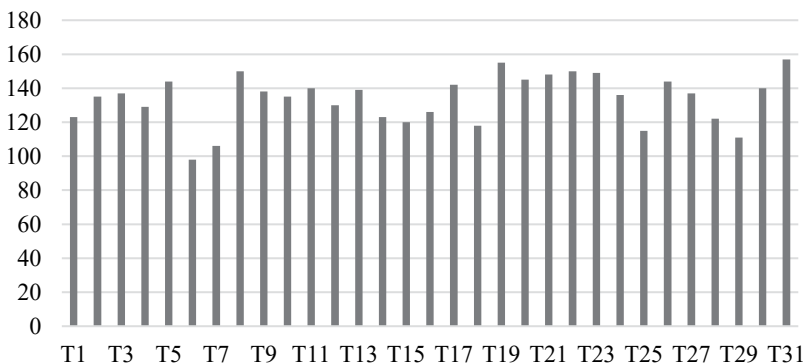


Figure 1. Questionnaire Respondents' Resilience Scores

The lowest score was 98 points, the teacher with this score was in the 18–29-year-old age group, a bachelor's degree student at the time of the questionnaire. She was chemistry teacher. The mean resilience score among respondents was 133. Out of the respondents of resilience scale questionnaire, nine narrative interview candidates were chosen. To preserve the anonymity of the participants, they were given coded names and the names of the schools where they worked were not included in the study.

The majority of the interview candidates, seven out of nine, held master's degrees (Table 1). The subjects the candidates taught ranged from extracurricular activities to humanities and sciences. Teachers from various subject fields were valuable interview candidates, as they could have different experiences regarding workload in terms of contact hours and work outside classes. The resilience scores of the interview candidates ranged from 111 (the lowest score in the group) to 157 (the highest in the group). The age, work experience and gender of the candidates were representative of the general teacher profile in Latvia.

Table 1. Interview Candidates' Questionnaire Results (sorted by work experience and resilience score, ascending in each work experience group)

	Age Group	Gender	Education	Work Experience (years)	Subjects	Resilience Score
T1	18–29	M	MA (student)	<5	Chemistry	129
T2	30–39	F	MA	<5	English	138
T3	18–29	F	MA	<5	Physics, engineering	144
T4	30–39	F	BA	6–15	Math, Latvian, social studies, design and technologies, class lesson	121
T5	30–39	F	MA	6-15	Chemistry laboratory work, extracurricular	123
T6	40–49	F	BA	15+	Latvian, Latvian literature	111
T7	60–69	F	MA	15+	Latvian, Latvian literature	155
T8	60–69	F	MA	15+	German	157

The interview candidates represented three groups: teachers with up to five years of work experience, teachers with 6–15 years of work experience, and teachers with more than 15 years of work experience. The interviewees were able to choose the format of the interview, remotely, using the video conferencing application Zoom, or in person. Two of the interviews took place in person and the rest were held via Zoom.

Narrative interviews were chosen in this research because it was crucial to avoid a formal and structured question-answer format, instead, allowing the interviewees to guide the interview process and speak in-depth about their experiences. Open-ended questions were asked, and the teachers were

invited to elaborate on their answers. The areas covered in the interviews were the following:

- The teachers and their duties in their workplaces.
- A typical workday.
- The teachers' careers.
- Their first year as teachers and suggestions for other novice teachers.
- Resilience in the profession and maintaining it over the course of the teachers' careers.
- Challenges the teachers have faced and overcome.
- Professional plans for the upcoming years and speculations about the future of the profession.

As the questions concerned the teachers' past experiences alongside their current realities and hopes for the future, they were encouraged to give examples to illustrate their ideas and talk about their feelings candidly. The teachers' answers allowed the authors to summarize their understanding of resilience and outline resilience hindering and promoting factors.

Results

Although the years of work experience were different among the interviewed teachers, their understanding of resilience and the ways they experienced it as teachers were similar (Table 2).

The qualities teachers identified in themselves, i. e., having a sense of humor, being easy-going, sociable, organized etc., corresponded to Mansfield's et al. (2012) framework of teacher resilience. These qualities were named regardless of the amount of work experience.

All but one interviewee mentioned "*overwork*" in the interviews. The one teacher who did not talk about this issue, worked part-time, less than half a load. The two teachers with 15+ years of experience spoke about overwork in the past tense, when recalling the earlier years of their careers. Overwork, along with teacher attrition and lack of teachers to fill the vacancies in schools, were three of the main issues that teachers mentioned as threats to teacher resilience that need urgent solving.

Teachers in the <5 year and 6–15-year group talked about "*the need for psychological support and professional development aimed at improving teachers' social-emotional skills and burnout prevention*" (T2, T5). This could be especially topical in the early stages in teachers' careers when teachers are developing their professional identities and are at the most risk of leaving the career. Perhaps, being proactive about setting boundaries and taking care of one's well-being is becoming more common, especially among younger generation. As an example of this, one of the interviewees said that "*the older generation teachers were more likely to come to school ill than miss a day of work*" (T6).

Teachers in all three groups talked about salaries. Three aspects were highlighted, firstly, the relation between teacher prestige and salary, meaning, *"low pay implies that the work teachers do is of little worth"* (T6), therefore, *"does not deserve respect of students and their parents"* (T1). Then, the amount of work that teachers are required to do outside contact teaching hours and lesson preparation *"does not reflect in [their] salaries"* (T5).

Table 2. Summary of Resilience Definitions and Factors that Promote and Hinder Teacher Resilience by Triangulation Group (number of mentions indicated in parentheses)

Triangulation Group	Teachers' Understanding of Resilience	Teacher Resilience Promoting Factors	Teacher Resilience Hindering Factors
Teachers with Five or Less Years of Work Experience	Ability to identify and use resources Prioritizing rest Work-life balance Managing emotions Optimism	Ability to ask for help (2) Nurturing positive relationships with coworkers (3) Sharing work Available instructional materials Support system for novice teachers (3) Hobbies (3)	Overwork (3) Burnout (3) Lack of professional boundaries (2) Low pay (3) Unclear salary calculation Low prestige of the profession (2) Lack of student accountability (2)
Teachers with Six to Fifteen Years of Work Experience	Living without depression and burnout Adaptability	Proactive problem solving (2) Good leadership (principal and school heads) (2) Professional boundaries Work-life balance Teacher-student relationships (2) Personal and professional values aligned	Lack of instructional materials Overwork (2) Lack of student accountability (2) Low pay Stress Low prestige of the profession (2)
Teachers with More than Fifteen Years of Work Experience	Ability to enjoy life (3) Enjoying work (2) Ability to find strength within (2) Looking put together (2) Work-life balance (2) Hobbies (3) Optimism (3)	Hobbies (3) Nurturing positive relationships with coworkers (3) Teacher-student relationships (3) Acknowledgement Ability to ask for help	Low pay (2) Inequitable salary calculation Low prestige of the profession (2) Lack of student accountability Burnout Overwork (2)

Finally, the lack of transparency in salary calculations, since *“a proportion of the pay depends on school principals, teachers do not know how much they will earn until they receive their first full month’s salary in October”* (T3). In this regard, financial support for teacher education students was mentioned as well. *“The number of university-funded places in the teacher education bachelor’s programme is limited, which means that some students have to take out loans to be able to study”* (T1). Having to pay off the loan might be a reason why some potential teachers choose a different study programme, especially when there is the option to enter a free second-level professional higher education programme.

All teachers mentioned having supportive coworkers in their schools. Two teachers in the 6-15-year group spoke highly of their principals, admitting that *“principals who fight for their teachers – either by providing support with challenging students or by dealing with practical matters, like allocating resources that teachers need, – create a sense of belonging”* (T4, T5).

The sense of community and school as a community center was mentioned by teachers in the 6–15 and 15+ year groups. For them, a sense of community helped teachers feel valued and appreciated, as well as improved teacher-parent relationships. All three teachers who spoke about the school *“as community center”* (T4, T6, T7) worked in small schools (500 students or fewer), meanwhile, in bigger schools, teachers found support in their subject departments.

Teachers in the three groups had different experiences as novice teachers, some remembered their first year with fondness, others were glad it was over. The challenges teachers faced differed. One teacher (15+) recalled having *“no instructional materials to work with”* (T8) and having to find a way to organize work for her students, another (15+) talked about visiting the teachers she knew to prepare and admitting that *“university had not prepared [her] for teaching”* (T6), two of the novice teachers (<5) mentioned mentorships that did not fulfill their promise, and one teacher (6–15) discussed the importance of having *“school heads that notice struggling novice teachers”* (T4). From these diverse experiences, it can be concluded that novice teachers need support, and a formal induction programme must be organized in all schools to reduce novice teacher attrition.

It seems that nurturing one’s resilience relates heavily to boundaries and the ability to say no. One teacher (<5) talked about the additional duties during the pandemic preventing her from being able to rest between classes. Teachers in all three groups admitted that they *“do not take work home and prefer working in school to create a physical and emotional boundary between their jobs and home life”* (T2, T3, T4, T7, T8). Another teacher (<5) suggested that *“teachers as a collective should refrain from talking about their job as a calling that requires constant attention, but rather treat it as any other*

job” (T3). An example of a teacher boundary that was described by one teacher (6-15) was her no parent phone call policy after a certain time.

Teachers in all three groups discussed the importance of respect, highlighting that *“educators must respect students to receive the same in return”* (T2, T4, T7). Two teachers (15+) emphasized the role of mutual respect in their classroom management procedures. One (6-15) admitted that positive feedback from students *“is motivating and helps her maintain resilience”* (T4). Two teachers at different career stages (6-15 and 15+) spoke about the connection between teacher attitudes towards students and the prestige of the profession, concluding that *“the teachers who are positive and respectful are more esteemed”* (T4, T7).

Two teachers at different stages of their careers (<5 and 15+) linked sharing to resilience. Both teachers had a network of teachers outside their schools that they had turned to in times of need. *“Sharing work helps save time, a valuable resource for teachers”* (T3, T6).

In all three groups teachers named hobbies and free time as resilience promoting factors. Both structured free time activities, e.g., folk dancing group, and unstructured free time activities, e.g., traveling or taking walks were mentioned. One teacher (6–15) acknowledged that *“due to teachers’ workloads, many do not have time for hobbies”* (T5), meanwhile, two teachers (<5 and 15+) maintained that *“hobbies have to be deliberately worked into teachers’ schedules”* (T1, T8) regardless of business. In addition to that, teachers in all groups talked about values to some extent. Those with more work experience were able to clearly name and define their values, which is related to a more established professional identity. Clearly defined values and a job that reflects them can help teachers maintain their resilience when it comes to choosing a workplace.

Discussion

To contextualize how teachers can maintain their resilience, four levels of impact were outlined (Figure 2) – *policy, schools, teachers as a collective, and teachers as individuals*.

Policy is placed at the bottom of the pyramid as the foundation to emphasize that there is a limit to how much teachers can withstand even if they are resilient. No amount of positive thinking, adaptability, or love for one’s work can measure up if teachers are systemically undervalued, underpaid, and overworked. Teacher retention must become a priority for policymakers to ensure a high-quality education for students.

At the second level of the pyramid, **schools** are placed. Teachers in all three groups talked about the importance of school climate, coworkers, and good management. Schools can have a tremendous impact on teacher

resilience and attrition. For novice teachers, a formal, good practice-based induction programme within the school could offer support both with practical matters that differ on a school-to-school basis and typical novice teacher challenges like classroom time management issues. School heads, namely the principal and deputies, should support teachers in challenging interactions with students or parents. In addition to that, school heads can impact the emotional climate of the school by facilitating teacher collaboration and helping teachers build positive relationships. Schools can also help teachers set and enforce boundaries, for instance, by legislating against parents contacting teachers outside work hours.

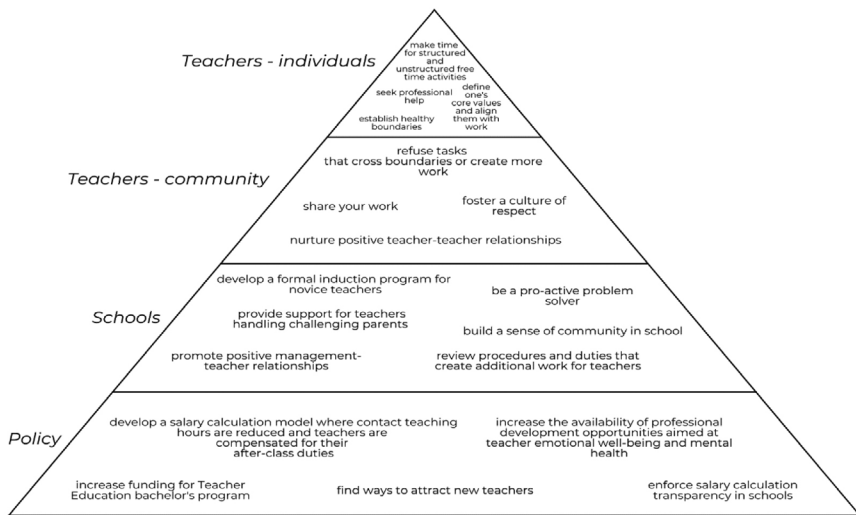


Figure 2. Recommendations for Maintaining Teacher Resilience (Semjonova, 2021, p. 67)

For *teachers as a collective and teachers as individuals*, the research confirmed that positive relationships between teachers and students can help teachers maintain their resilience. Having hobbies and finding ways to pleasantly spend one's free time can sustain teachers' resilience as well.

Although resilience is linked to personality and the ways how individuals can utilize resources, the impact of external factors, like community, society, and decisions made by the government, cannot be denied. For teachers, maintaining resilience starts with taking care of themselves and their well-being and not letting work consume their life. However, schools, namely, coworkers and school heads can contribute significantly to teacher resilience, as can policy makers. Asking teachers to continually bounce back from disrespect, overwork, and burnout is not asking teachers to be resilient, it is enabling exploitation.

Conclusion

Teacher's career requires continuous learning and adaptation. Building a strong professional identity in the early stages of the professional life and developing teaching competences alongside supportive coworkers and management is crucial to sustaining motivation and efficacy over the course of teachers' careers. The ongoing teacher shortage caused by teacher attrition due to burnout, retiring, etc. requires urgent action to retain the existing teachers and attract new candidates to fill the growing number of vacant positions. In-service educators need to find ways to promote their resilience to cope with the challenging aspects of the profession.

The data of transcendental phenomenological research allowed concluding that resilient teachers who can utilize their internal and external resources to overcome challenges are more likely to cope with the demands of the job and, consequentially, remain in the profession. However, the extent to which teacher resilience is impacted by external factors prove to be greater, as it has already been assumed prior to the research.

To maintain resilience teachers should define their core values and use them as an internal compass to guide their professional life. Establishing and maintaining healthy boundaries with work and a work-life balance that allows teachers to pursue hobbies outside work and rejecting the notion that teaching requires self-sacrifice are essential to preventing burnout, one of the culprits of teacher attrition. Fostering a culture of respect in the school can increase teacher resilience, as positive relationships between school management, teachers, students, and their parents not only improve the emotional climate of the school, and increase student achievement, but also promote shared accountability for student learning and teacher well-being.

However, to significantly improve teacher job satisfaction and reduce attrition, it is not enough that teachers find ways to maintain their resilience. The issues that were identified by the interviewees and confirmed by the findings in existing studies of teacher resilience and attrition, like the low prestige of the profession, overwork, inadequate pay, or lack of quality instructional materials are problems that require action on a systemic level and cannot be solved by individuals. Therefore, it can be concluded that promoting teacher resilience and helping teachers maintain their resilience on a personal level can be a temporary solution to a complex problem, but it must not replace action on a policy level.

As the research had limited scope, it could be useful to measure teacher resilience on a larger scale and compare teachers' experiences of resilience not only looking at different stages of their professional lives, but also comparing different subjects and workloads. It was found that

teacher professional development should include learning that helps teachers improve their emotional well-being and mental health, so a study measuring teacher resilience could help gauge the need for that in specific teacher groups, e. g., full-time teachers, science, technology, engineering and math teachers, or other teacher communities.

References

- Baltic Institute of Social Sciences. (2002). *Centralizēto eksāmenu ieviešanas norise [Centralised Exam Introduction Process]*. <http://www.biss.soc.lv/downloads/resources/centrEks/centrEks.pdf>
- Day, C., Gu, Q. (2007). Variations in the Conditions for Teachers' Professional Learning and Development: Sustaining Commitment and Effectiveness over a Career. *Oxford Review of Education*, 33(4), 423–443. DOI: 10.1080/03054980701450746
- Dēvica, P. (2021). Pedagogu trūkums Latvijas skolās ar katru gadu jūtams arvien vairāk [Lack of Teachers in Schools of Latvia Felt More Each Year]. *Latvijas sabiedriskie mediji [Public Broadcasting of Latvia]*. <https://www.lsm.lv/raksts/zinas/latvija/pedagogu-trukums-latvijas-skolas-ar-katru-gadu-jutams-arvien-vairak.a420383/>
- Dēvica, P. (2020). Izglītības ministrija: Latvijas skolās trūkst vairāki simti pedagogu [Ministry of Education: Schools of Latvia Missing Several Hundred Teachers]. *Latvijas sabiedriskie mediji [Public Broadcasting of Latvia]*. <https://www.lsm.lv/raksts/zinas/latvija/izglitibas-ministrija-latvijas-skolas-trukst-vairaki-simti-pedagogu.a372018/>
- Dundure, I., Upenieks, J. (2021). *Pedagoga portrets – mīti un realitāte. Datas balstīta analīze par pedagogu trūkumu un slodzēm [Portrait of a Teacher – Myth and Reality. Data-based Analysis of the Lack of Teachers and Workloads]* [Conference presentation]. Conference Kur tu esi, skolotāj? [Where Are You, Teacher?] Riga, Latvia.
- Friborg, O., Barlaug, D., Martinussen, M., Rosenvinge, J. H., Hjemdal, O. (2005). Resilience in Relation to Personality and Intelligence. *International Journal of Methods in Psychiatric Research*, 14(1), 29–42. DOI: 10.1002/mpr.15
- Friborg, O., Hjemdal, O., Rosenvinge, J. H., Martinussen, M. (2003). A New Rating Scale for Adult Resilience: What Are the Central Protective Resources Behind Healthy Adjustment? *International Journal of Methods in Psychiatric Research*, 12(2), 65–76. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/mpr.143>
- Kesküla, E., Loogma, K. (2017). The Value of and Values in the Work of Teachers in Estonia. *Work, Employment & Society*, 31(2). <https://journals.sagepub.com/doi/10.1177/0950017016676436>
- Mansfield, C. F., Beltman, S., Price, A., McConey, A. (2012). “Don't Sweat the Small Stuff:” Understanding Teacher Resilience at the Chalkface. *Teaching and Teacher Education*, 28. <https://doi-org.datubazes.lanet.lv/10.1016/j.tate.2011.11.001>
- Mavelli, L. (2019). Resilience Beyond Neoliberalism? Mystique of Complexity, Financial Crises, and the Reproduction of Neoliberal Life. *Resilience*, 7(3), 224–239. <https://doi.org/10.1080/21693293.2019.1605661>
- Morote, R., Hjemdal O., Martinez, Uribe P., Corveleyn, J. (2017). Psychometric Properties of the Resilience Scale for Adults (RSA) and Its Relationship with Life-stress, Anxiety and Depression in a Hispanic Latin-American Community Sample. *PLOS ONE*, 12(11), e0187954. <https://doi.org/10.1371/journal.pone.0187954>

Moustakas, C. (1994). *Phenomenological Research Methods*. SAGE Publications, Inc. <https://www.doi.org/10.4135/9781412995658>

Neubauer, B. E., Witkop, C. T., Varpio, L. (2019). How Phenomenology Can Help Us Learn from the Experiences of Others. *Perspect Med Educ*, 8, 90–97. <https://doi.org/10.1007/s40037-019-0509-2>

Semjonova, S. (2021). *Promoting Teacher Resilience to Remain in the Profession* [Master's Thesis, University of Latvia].