A Quantitative Investigation as to How Resilience Impacted Teacher Well-being in Conjunction with the COVID-19 Pandemic

A Dissertation submitted
to the Graduate School
Valdosta State University

in partial fulfillment of requirements
for the degree of

DOCTOR OF EDUCATION

in Educational Leadership

in the Department of Leadership, Technology, & Workforce Development
of the Dewar College of Education and Human Services

July 2024

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ABSTRACT

The COVID-19 pandemic was difficult for students, teachers, and parents. Teacher well-being was already identified as problematic, and the pandemic intensified many teachers' stresses. This quantitative study used survey research methods to investigate whether resilience characteristics (i.e., purpose, perseverance, self-reliance, equanimity, or existential aloneness) are significant predictors of teacher well-being after the COVID-19 pandemic based on teacher gender, grade band, or years of teaching experience. The instruments used to collect data were the Teacher Subjective Well-being Questionnaire by Renshaw and the Resilience Scale by Wagnild and Young. Multiple regression was used to determine if the characteristics of resilience are significant predictors of teacher well-being.

The results indicated the resilience subscales, purpose and self-reliance, were significantly positively associated with well-being. Existential aloneness was discovered to be significantly negatively associated with well-being, meaning teachers with higher existential aloneness scores tended to have lower well-being scores. There was a significant interaction between existential aloneness and gender in relation to teacher well-being, indicating males with higher levels of existential aloneness tend to have higher well-being scores than females. In addition, teaching experience was significantly positively associated with well-being, with teachers having 20+ years of experience showing higher well-being scores than those with 0-9 years of experience.

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ACKNOWLEDGEMENTS

Writing this dissertation has been one of my life's most challenging yet rewarding experiences. I want to sincerely thank the individuals who supported me through my educational journey.

First, I would like to thank God for the opportunity to continue my education and for the persistence and resilience to see this degree become a reality. “Rejoice always, pray without ceasing in everything, and give thanks; for this is the will of God in Christ Jesus for you" 1 Thessalonians 5:16-18.

I want to acknowledge the school district used for my study for allowing me to conduct research and the research participants who completed the survey and generously contributed their time and insights to this study; thank you for your valuable contribution.

I am immensely grateful for the support of my dissertation committee throughout this writing journey. I could not have done it without each of you! Dr. Bochenko, thank you for taking me on as a candidate after I was well into the writing process. This dissertation could not have been completed without your guidance and feedback. Dr. Hsiao, your research expertise and thorough feedback were invaluable to my study. I appreciate your taking the time to ensure I conducted and reported my research successfully. Thank you, Dr. Pate and Dr. Lairsey, for serving as readers on my committee and providing insightful feedback to improve this study. Your questions and comments made me see my study differently and gave me direction for moving the study forward.

I am overwhelmingly thankful to my close friends and family, my cheerleaders, for encouraging me. You watched me struggle, complain (sometimes cry!), and heard me say “I quit” more times than I would like to admit. Nevertheless, through all the frustration and hardships, you were a constant reminder and motivator to believe I could complete this dissertation. I am now looking forward to making up for everything I missed while at home on the weekends, writing and writing and writing and writing and writing!

To my co-worker turned sister, Dr. Takiwi Milton-Babalola. We did it! We may have taken the long road, but it does not matter! I am so glad God brought you into my life, and we went on this journey together. You always pushed me to strive for excellence in everything I do, and for that, I will always be grateful.

Thank you all for being an integral part of my academic journey!

DEDICATION

This dissertation is dedicated to the individuals who supported me on this seemingly never-ending journey.

To my parents, Gerald and Sissy, who supported me through the struggles and celebrated the moments of success, who taught me always to do my best work, who encouraged the desire within me to reach my full potential, and who gave me the confidence to know I could do it.

To my siblings, David and Mary Ashlyn, your belief in my abilities was often stronger than my own. I appreciate all the support, encouragement, and prayers throughout this doctoral program.

To my niece and nephews, Owen, Little David, Azalea, and Wesley, Dream Big! And when you accomplish it…Dream bigger!

To my grandfather, who asked me more than I can count, "Have you finished your paper yet"? I am thrilled to finally say, "Yes, Grumps, I'm finished with my paper"!

Chapter I

INTRODUCTION

Research conducted before the COVID-19 pandemic by the American Federation of Teachers (AFT) revealed teachers' exhaustion was at an all-time high, citing 78% of teachers identified themselves as having feelings of physical and emotional exhaustion (AFT & BAT, 2017). The Horace Mann Educators Corporation (2020) released findings of a nationally representative survey based on feedback from 1,240 public school K-12 teachers, administrators, and support personnel in the United States. The report noted 77% of teachers conveyed their work was more challenging in November 2020 than in the previous year, 60% of teachers enjoyed their career choice less, and 27% of teachers desired to leave the profession because of the pandemic (Horace Mann Educators Corporation, 2020). Schools and districts already needed to make significant changes for their teachers' well-being; however, as teachers continue teaching during the aftermath of a pandemic, the need for support has increased (Ferren, 2021).

The COVID-19 pandemic is a reminder as to why teachers are the heart of public schools and should be supported. The demands and pressures of teaching as a career can cause dedicated teachers to experience emotional and physical exhaustion as they continuously work to keep up with this field’s changing demands and pressures (Maas et al., 2021). As the COVID-19 pandemic has continued and multiple strands of the virus have emerged, the demands are exacerbated as teachers are asked to complete additional duties due to staff shortages (NEA, 2022). The expectations of teachers during this

challenging time affect teachers mentally and physically. Understanding teacher well-being is essential because mental health has been identified as the most prevalent of human unwellness (Cherkowski & Walker, 2018). Teacher well-being is crucial for the success of the students and the school community.

Teacher well-being is influenced by more than a diagnosis of illness or absence from work. It takes more of a positive approach focusing on healthy teachers functioning successfully in the work environment. Well-being allows teachers to act healthy, productive, and successful while performing professional duties (Benevene et al., 2020). Teachers' well-being relates to many components, such as physical health, school steadiness, teaching effectiveness, and student achievement (Devaki et al., 2019). Therefore, a teacher's resilience is essential to recovering their well-being when faced with adversity.

As time progressed, educators became accustomed to life with a continuous threat of a COVID-19 outbreak. Possessing skills to overcome adversities and move forward with life is essential, especially during challenging times. Generally, resilience refers to having a positive outlook, recovering from adversity, and improving oneself through challenges (Mullen et al., 2021). Wagnild (2014) defined resilience as "the capacity each of us has for growth and positive adaptation despite the constant barrage of stress we all feel daily" (p. 4). The American Psychological Association (APA) (2023) identified resilience as using mental, emotional, and behavioral flexibility to adapt to challenging life experiences and internal and external demands. All of these definitions of resilience reinforce the importance of recovery after a challenge. Similarly, in the education setting,

supporting teachers in building resilience during recovery from the crisis is critical for recovering teacher well-being.

Problem Statement

In 2019, the novel Coronavirus (COVID-19) was first diagnosed in Wuhan, China. It started as a severe outbreak of pneumonia; however, it was soon identified as a respiratory disease. As the disease spread rapidly, the World Health Organization (WHO) determined it to be a public health emergency that was an international threat (Garfin et al., 2020). COVID-19 was unprecedented and caused worry and uncertainty for all population members, young and old.

The global COVID-19 pandemic completely changed the education landscape and intensified teacher shortages in K-12 classrooms. As of May 2020, almost 70% of the world's student population, nearly 1.2 billion students, were affected by the closing of schools and educational institutions (UNESCO, 2020). Teachers across the United States expressed the additional pressures in teaching created a new stress level that previously did not exist. Almost 27% of educational professionals are considering permanently leaving or taking a leave of absence from their teaching duties because of the impact of COVID-19 (Horace Mann Educators Corporation, 2020). Teachers play an essential role in their student's lives by facilitating learning and guiding them through social and emotional development. The high stress levels in education have caused some of the highest teacher turnover rates ever, causing teacher burnout, lack of engagement, job dissatisfaction, and poor performance (Greenberg et al., 2016). Teacher well-being has declined, while teacher burnout has increased due to the stress caused by additional teaching requirements and daily living during the COVID-19 pandemic.

The continuous need for high-quality teachers has been an ongoing issue for school systems in Georgia. Before the COVID-19 pandemic, the Georgia Professional Standards Commission (GPSC) released *The 2015 Georgia Public P-12 Teacher Workforce* report, identifying the statewide attrition rate of new hires to be 44% (Henson et al., 2015). More recently, the results of the fall 2021 survey conducted by the Professional Association of Georgia Educators (PAGE) described a worsening of pressures that existed before COVID-19. PAGE identified 31% of the survey respondents stated they are unlikely to be doubtful of remaining in the education profession in the next five years[1] (Suggs, 2021). In January 2022, the National Education Association (NEA) surveyed members and found 55% of members are more likely to leave or retire from the teaching profession sooner than planned because of the pandemic (NEA, 2022). Based on numerous surveys, the number of educators leaving or retiring from the teaching profession continues to grow. This topic of study is critical as teachers need to increase resilience so their well-being can recover from adversities and educators can stay in the profession for their careers.

Purpose of the Study

Like many other countries, the United States changed school operational methods due to COVID-19. As states nationwide issued shelter-in-place and stay-at-home orders, teachers changed their instructional methods seemingly overnight (Herold, 2020). Since the onset of the COVID-19 pandemic, schools have followed district and state guidelines to determine if teachers and students could meet safely in school buildings. As the 2020-2021 school year approached, it became evident it would be different from anything

[1] Although this survey was conducted during the COVID-19 pandemic, the pandemic is not the sole reason for teacher attrition.

teachers in the United States had prepared for in recent memory. The constant rotation between face-to-face and virtual instruction and the uncertainty of expectations and safety issues increased teachers' stress throughout the pandemic (Dabrowski, 2020). With health restrictions in place, teachers had to determine how to teach in a new environment with little to no training and a short preparation time. Changing professional requirements and the stress of starting a new school year influenced teacher burnout and impacted teacher well-being before the school year started.

After implementing and monitoring COVID-19 protocols for a second year, leaders realized the virus was an ongoing issue in the school setting. Because of COVID-19 and the stress it creates, school leaders need to understand the mental status of their workforce. The need for districts to implement innovative and impactful initiatives to address the well-being and resilience of teachers is evident. School districts should understand the impact and influence teacher resilience has on teachers' well-being. Developing support to meet specific teacher needs benefits teachers during their recovery from working during the COVID-19 pandemic and beyond. Understanding teacher well-being allows schools and districts to create and implement prevention and intervention methods to support teachers during this unprecedented time and moving into the future.

Teacher well-being is an urgent concern for personal health and students' success worldwide. In the 2021 State of the U.S. Teacher Survey, almost three-quarters of teachers stated they experienced frequent job-related stress, while slightly over one-quarter of other working adults said they shared the same type of stress (Steiner & Woo, 2021). Stress was cited as the most commor reason teachers left the teaching profession before scheduled retirement (Diliberti et al., 2021). Resilience is needed to recover from

adversities because it allows teachers to meet challenges without compromising their well-being (Herman et al., 2018). However, forty-six percent of teachers indicated they possessed resilience, while eighty percent of other working adults stated they were resilient. The results from the 2022 survey were consistent with the 2021 survey (Doan et al., 2022); therefore, teachers have yet to report improvement in well-being or resilience during the past year.

This study aims to identify if resilience characteristics (i.e., purpose, perseverance, self-reliance, equanimity, or existential aloneness) are predictors of teacher well-being in the aftermath of the COVID-19 pandemic. Understanding resilience allows leaders to determine appropriate initiatives to support teachers in overcoming difficult times. The study evaluates teachers' resilience characteristics and identifies which characteristics teachers may need support in strengthening. These research findings can benefit the school district, state, nation, and teaching profession.

Research Questions

This study examines how resilience affects teacher well-being in a Georgia school district after the COVID-19 pandemic. The following questions guide this study:

RQ1: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of teacher well-being based on gender after the COVID-19 pandemic?

RQ2: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of the well-being of teachers within different grade bands after the COVID-19 pandemic?

RQ3: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of the well-being of teachers having different years of teaching experience after the COVID-19 pandemic?

Conceptual Framework

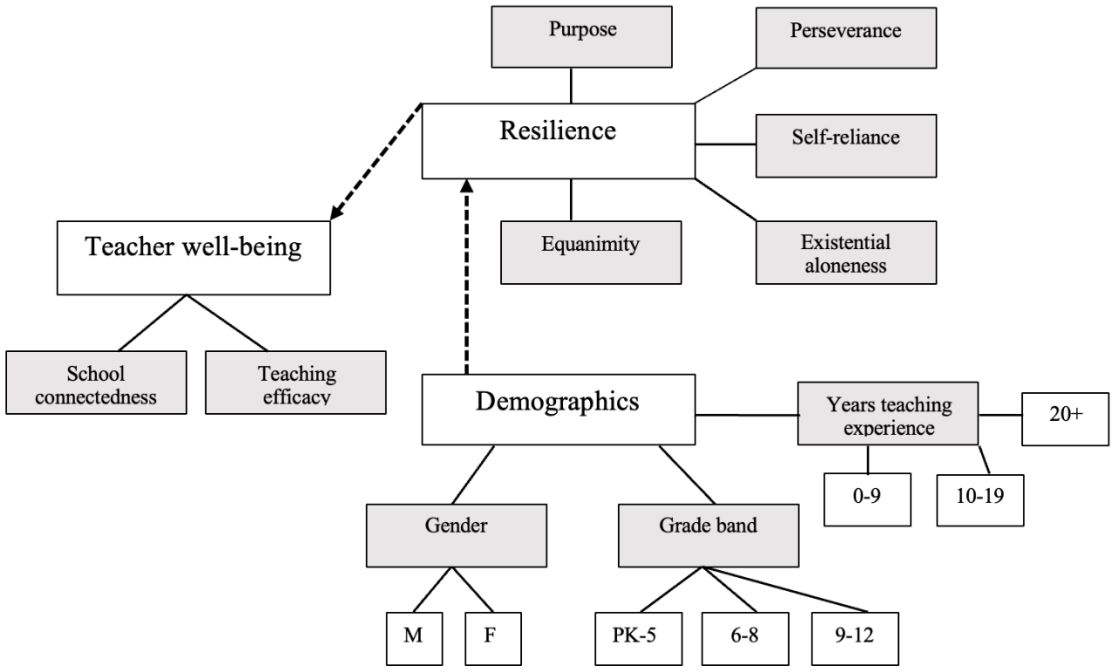
The Resilience Theory is a guiding framework for this study. Norman Garmezy's (1991) work focused on the prevention of mental illness through the use of protective factors. Despite numerous risk factors, the Resilience Theory explains how some individuals experience well-adjusted developmental outcomes (Garmezy, 1991). Rutter (2006) added to the research that individuals exposed to chronic adverse events could succeed and even thrive. Since this study focuses on examining resilience characteristics as predictors of teacher well-being among pre-K-12th grade teachers, this theoretical approach is appropriate for this study.

A graphical concept map is displayed in Figure 1. The eight independent variables – purpose, perseverance, self-reliance, equanimity, existential aloneness, gender, grade band, and years of teaching experience – are noted by the gray boxes. Resilience includes the subscales of purpose, perseverance, self-reliance, equanimity, and existential aloneness. The demographic variable, gender, contains males and females. A grade band is a grouping of student grade levels, usually housed in a school building, containing students around the same age and learning level. The demographic variable, grade band, includes pre-K-fifth, sixth-eighth, and ninth to twelfth grades. Years of teaching experience identifies the number of years a teacher has worked in a classroom as a teacher and is divided into zero – nine years, 10-19 years, and 20+ years. Teacher well-

being includes the two subscales of school connectedness and teaching efficacy. This research only considers teacher well-being as a whole.

Figure 1

Conceptual Framework Graphic



In Figure 1, solid lines connect demographics to the three teacher characteristics considered in this study. They also connect resilience to the five subscales of resilience and teacher well-being to the two subscales of teacher well-being. The dotted arrow from demographics to resilience identifies the possibility of a predictive relationship between teacher demographics and levels of resilience. The dotted arrow from resilience to teacher well-being also denotes the possibility of a predictive relationship between resilience and teacher well-being.

Methodology

A quantitative methodology is used in this study. Quantitative research examines the relationship among variables measured, usually by instruments, so numerical data can be analyzed using statistical procedures (Creswell, 2014). A cross-sectional survey design is the preferred data collection method for this research because surveys are relatively easy to administer, are disseminated to a large number of participants, and have a rapid turnaround time for data collection. Multiple regression is used to answer the three research questions. Multiple regression is the statistical procedure chosen to determine if the characteristics of resilience predict teacher well-being based on gender, grade band, and years of teaching experience.

All teachers in a large school district in the east-central section of Georgia have the opportunity to complete the self-report survey. The survey includes two valid and reliable instruments: the Resilience Scale created by Gail M. Wagnild and Heather Young, and the Teacher Subjective Well-being Questionnaire created by Tyler Renshaw. Demographics identifying gender, grade band, and years of teaching experience are also included in the survey to gather data on teacher characteristics and determine the possibility of a predictive relationship between resilience and teacher well-being.

Significance

Teacher well-being is influenced by more than a diagnosis of illness or absence from work. It takes more of a positive approach focusing on healthy teachers functioning successfully in the work environment. Well-being allows teachers to act in a healthy, productive, and successful way while performing professional duties (Benevene et al., 2020). A teacher's well-being is affected by differences in individual characteristics.

Characteristics explored in this study are demographic variables such as gender, grade band, years of teaching experience, and the resilience teachers possess. School and district leaders need to understand the well-being of teachers within their organizations and support efforts to enable teachers to succeed in their jobs.

One of the roles of the teacher is to build a safe and positive classroom environment; the environment includes both mental and physical aspects of the classroom. Support for teachers' well-being is increasingly important because research supports how teacher well-being is directly related to student well-being, teacher effectiveness, and student performance (Porter, 2020). Student achievement is negatively impacted when teachers are under stress because the teacher cannot develop the teacher-student relationship as entirely as if they were under a lesser amount of stress (Herman et al., 2018). When teachers are highly stressed, students have difficulty adjusting to social situations and lower academic outcomes (Greenberg et al., 2016). In dealing with the increase in job-related stress, teachers face increased symptoms of depression (Steiner & Woo, 2021). Therefore, teacher well-being is needed to give students the best chance for high student achievement.

Assumptions, Delimitations, Limitations

Assumptions

An assumption is a claim that is believed to be true but has not been confirmed (Mills & Gay, 2019). There are two assumptions associated with this study. First, the Resilience Scale and the Teacher Subjective Well-being Questionnaire are appropriate tools for measuring the characteristics of resilience and the well-being of teachers.

Responses submitted by teachers accurately reflect their evaluation of their resilience and well-being, which is the second assumption for this study.

Delimitations

The population of this study consists of Pre-Kindergarten through 12th-grade teachers in a large school district in the east-central section of Georgia. All teachers within the district were sent an electronic study survey to their work e-mail addresses. Participants had a three-week window to complete the survey at their convenience. The survey instrument collects demographic information and contains questions to determine a teacher's well-being and level of resilience. Although other relevant factors affect teacher well-being, such as school culture, school climate, and teacher burnout, these topics are outside the scope of this research.

Limitations

A limitation is a part of the study the researcher cannot control but believes may negatively impact the results (Mills & Gay, 2019). There are three limitations to this study. First, the scales used for data collection are administered to participants using an online survey platform. Because the survey was completed in an uncontrolled setting, there could be factors in the environment that influenced the responses of the participants. Such factors could include accessibility usage, lack of a conscientious response to questions on the survey, and social desirability bias (Creswell, 2014). Second, this research is based on self-report data; participants may feel uncomfortable answering questions that may unfavorably represent them. No other data sources, such as school leaders, district leaders, colleagues, or family members, were surveyed for this study.

Finally, survey answer choices could lead to inaccurate data. For example, "agree" may mean different things to different respondents.

Definition of Terms

Equanimity. A balanced perspective of life or experiences allows one to remain composed and effectively manage strong reactions to challenges (Wagnild & Young, 1993). In this study, equanimity is measured using the Resilience Scale.

Existential aloneness (previously known as authenticity). Characterizes a sense of individuality and the recognition that each person is unique, and while some experiences are shared with others, one must go through some experiences alone (Wagnild, 2009; Wagnild & Young, 1990). Existential aloneness is measured using the Resilience Scale in this study.

Gender. The gender options for this study are male and female. Gender is measured in the demographic section of the survey.

Grade band. A group of grades in which a teacher is employed is grade band. The grade bands for this study are PK-5th grade, 6th-8th grade, and 9th-12th grade. Grade band is measured in the demographic section of the survey.

Purpose. Something to live for. Your purpose is the "why" of your life. A life of purpose is a foundation for other resilience characteristics. (Wagnild, 2009). In this study, purpose is measured using the Resilience Scale.

Perseverance. To remain involved through struggle despite facing adversities. Willingness continues despite being discouraged or facing hardships (Wagnild, 2009). In this study, perseverance is measured using the Resilience Scale.

Resilience. "The capacity each of us has for growth and positive adaptation despite the constant barrage of stress we all feel daily" (Wagnild, 2014, p. 4). In this study, resilience is measured using the Resilience Scale.

Self-reliance. Being able to believe in and depend on oneself while recognizing personal strengths and weaknesses (Wagnild & Young, 1993). In this study, self-reliance is measured using the Resilience Scale.

Teacher well-being. Teachers have positive well-being when they find ways to "thrive, feel a sense of vitality and zest at work, and grow and fill out individual and collective potentials throughout one's teaching career" (Cherkowski & Walker, 2018, p. 33). This study measures teacher well-being using the Teacher Subjective Well-being Questionnaire.

Years of teaching experience. The number of years a teacher has been in the teaching profession. Years of teaching experience are grouped from 0-9, 10-19, and 20+ for this study. Years of teaching experience is measured in the demographic section of the survey.

Summary

Attending school throughout the COVID-19 pandemic has been difficult for students, teachers, and parents. Teachers were already struggling with their well-being, and the pandemic intensified many teachers' stresses (Diliberti et al., 2021). The well-being of teachers affects many aspects of school life for students, colleagues, and the school community. Schools benefit from teachers' positive well-being because it contributes to worker productivity and satisfaction (Dabrowski, 2020). The findings of this study benefit school and district leaders by providing data to identify teachers'

current well-being and resilience. Data-supported operational decisions can be made to create well-being initiatives to positively support teachers and their well-being during the upcoming school year and beyond.

Organization of the Study

Chapter One is an overview of the state of current teachers' well-being and why it is crucial to the success of the teaching profession and the students interacting with the teachers. The chapter conveys the purpose of researching teacher well-being and its relationship with resilience in a Georgia School System. The focus of Chapter Two is a review of the literature on teacher well-being, resilience elements, and theories for these constructs. An outline of the research design, the procedures used to collect data, variables, instruments, and the methods used for data analysis are in Chapter Three. Chapter Four outlines the study results and includes a discussion of the findings. A summary of the research and considerations for future research is included in Chapter Five.

Chapter II

LITERATURE REVIEW

In the aftermath of the COVID-19 pandemic, open dialogue on well-being remains vital. People at all levels of economic, occupational, and social status experience struggle, whether it is mental, physical, or emotional. Because the battle with well-being is so widespread, employers should ensure their workplace organizations are safe and healthy for employees after the COVID-19 pandemic. In the same way, school districts must ensure teachers, the most critical component to student achievement inside the classroom, are safe and healthy (Opper, 2019). This review explores prior research surrounding teacher well-being, resilience, and specific demographics such as gender, grade band taught by a teacher, and years of teaching experience in the aftermath of the COVID-19 pandemic.

Conceptualizing Well-being

In the World Mental Health Report 2022, the World Health Organization (2022) recognized the importance of mental health and identified

> A state of mental well-being enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their communities. Mental health is an integral component of health and well-being and is more than the absence of mental disorders. (p. 8)

This definition highlights mental health is not just an absence of mental illness but also recognizes the importance of positive psychology. Martin Seligman and Mihaly Csikszentmihalyi, co-authors of the foundational paper on positive psychology, focused their research on the positives life gives rather than the things that are life-depleting (Seligman & Csikszentmihalyi, 2000). One must understand the meaning of well-being in studying the positive characteristics of mental health. Rath and Harter (2014) described well-being as "the combination of our love for what we do each day, the quality of our relationships, the security of our finances, the vibrancy of our physical health, and the pride we take in what we have contributed to our communities" (p. 4). Research conducted on well-being by Gallup, an American analytics and advisory company, aligned with this definition as five broad statistical factors were established as elements of well-being (Rath & Harter, 2014). The well-being elements differentiate between a thriving life and a life of suffering.

To study individual levels of well-being, Gallup created an assessment titled the Well-being Finder (Rath & Harter, 2014). As a result of the research, five core states of well-being were identified as essential to well-being. The categories identified by the Well-being Finder in order of importance are Career Well-being, Social Well-being, Financial Well-being, Physical Well-being, and Community Well-being (Clifton & Harter, 2021). Career Well-being identifies an individual's happiness based on occupation, while Social Well-being is associated with having strong and loving relationships. Effectively managing the economic part of life allows individuals to have positive Financial Well-being. Good health results from good Physical Well-being and feeling happy and engaged with the area where an individual lives, demonstrating

Community Well-being (Rath & Harter, 2014). Living effectively in all five domains allows individuals to get the most out of life, as the five states of well-being are interdependent (Clifton & Harter, 2021).

Although individuals should have a perfect balance in the elements of well-being, as life happens, individuals are forced to deal with adversities, causing imbalance across the well-being domains. Difficulties in any of the five states affect an individual's well-being. Although well-being in each area increases and decreases over time, one must live effectively in all five areas to thrive. Although 66% of people worldwide thrive in one state of well-being, only 7% thrive in all five areas (Rath & Harter, 2014). This staggering statistic identifies the need for an increased understanding of well-being for all individuals, communities, and societies worldwide.

Career Well-being, how you spend your time or if you enjoy what you do each day, is the most critical element of well-being, profoundly affecting overall well-being (Rath & Harter, 2014). Well-being has a direct effect on workplace engagement. Engaged employees experience significantly less stress, anger, and health issues (Gallup, 2022). It was noted most people who thrive in Career Well-being are more than twice as likely to thrive overall (Rath & Harter, 2014). The relationship between well-being and workplace engagement is essential because of the reciprocal effect.

An employee's home life is influenced by the experiences encountered at work. In the State of the Global Workplace 2024 Report, it is noted the majority of the world's employees struggle at work and in life (Gallup, 2024). It is estimated the global economy is losing US$8.9 trillion because of low employee engagement (Gallup, 2024). For this reason, numerous employers have prioritized ensuring employees work in an optimal

work environment. Career Well-being is the foundation of an individual living the best life possible. Gallup (2024) determined employee engagement is a significant factor in overall life experiences. When worker well-being is important to leaders, the result extends past productive organizations and supports thriving individuals, families, and communities (Gallup, 2022). There are opportunities for leaders to embrace the creation of better work environments for the success of employees and organizations.

Well-being in the Workplace

For many adults, most of their life is spent at work. The average person spends more than 80,000 hours at work in their lifetime (Gallup, 2022). Rath and Harter (2014) argued Career Well-being is an essential component of well-being, yet the influence of a career is often underestimated. Hence, it is critical to explore the experiences of employees and what contributes to their well-being. The State of the Global Workplace 2024 Report indicates 62% of the world's employees are not engaged, and 15% are actively disengaged compared to 23% of employees who are engaged in the workplace (Gallup, 2024). As there is an increase in anxiety and stress among individuals, there is also an increase in hopelessness, leading to an upward trend in suicides (Clifton & Harter, 2021). For this reason, organizations are focusing on supporting employee well-being.

Not only does well-being have a positive impact on employees, but employee well-being has a positive effect on the overall organization. Leaders improve employee well-being by creating engaging work environments and promoting organizational growth (Rath & Harter, 2014). In a 2010 Gallup study of the global workplace, when employees were asked if their manager cared about them as a person, employees who agreed were more likely to be high performers producing high-quality work and less

likely to be sick, change jobs, or suffer a work-related injury (Gallup, 2010). Knowing how the well-being of employees positively affects individuals and organizations, leaders can use this knowledge to their advantage to continue organizational growth.

Teacher Well-being

Teaching can be an extremely stressful profession with a high risk of burnout (Agyapong et al., 2022). Educators in the United States were leaving the profession before the pandemic because teaching was stressful, demanding, and unsupported (Roberts & Kim, 2019). Poor working conditions, lack of administrator support, insufficient compensation, and inadequate support for induction teachers have continuously been identified as contributors to teacher attrition (García & Weiss, 2019). Educators' financial compensation continually needs to catch up compared to other professions (Horace Mann Educators Corporation, 2020). Although some individuals choose the teaching profession, teacher education programs cannot produce the number of quality graduates needed to fill teacher vacancies (Qarni & Pianta, 2018). School leaders often recognize improving students' mental health is critical (Cox et al., 2018). However, one crucial topic frequently overlooked is teachers' and school staff's well-being and mental health.

Although the definitions are similar, teacher well-being focuses more specifically on teaching as a profession. Teacher well-being encompasses how teachers feel about and function in their jobs and their affections, attitudes, and evaluations of their professional work (Collie et al., 2015; Schleicher, 2018). Well-being for a teacher means throughout one’s teaching career, he or she thrives at work, feels like a vital part of the school, has a passion for teaching, and grows and fills out individual and collective potentials

(Cherkowski & Walker, 2018). The Institute of Education Sciences (IES) defined teacher well-being as "the reaction to the individual and collective physical environment and social events that shape how educators respond to their students and colleagues (Porter, 2020, para. 3). Previous research suggested the health and well-being of employees are two of the most influential factors when evaluating an organization's effectiveness and productivity (Hewett et al., 2018). Therefore, teacher well-being should be a top priority for a school to improve its effectiveness.

An educational organization's effectiveness and productivity are partially determined by student achievement. Hattie (2008) identified teachers as the most influential factor in student achievement within the classroom. Teachers suffering from low personal well-being are distant from their students, more exhausted, limit their achievements, and are not motivated to handle challenges in the classroom (Sacré et al., 2023). When teachers have a greater sense of well-being, interactions with students are positive; effective teaching occurs, and positive teacher-student interactions increase student achievement (Bentea, 2017). This aligns with research stating student achievement is directly related to teacher well-being, whether positive or negative (Carroll et al., 2021; Granziera et al., 2023). For students to receive the best education possible, teachers delivering education must perform at their fullest potential.

Teacher well-being has previously been related to personal, environmental, and relational factors. Kern et al. (2014) found that one who succeeds physically, mentally, socially, and professionally is positively functioning and not simply surviving stress. Hascher and Waber (2021) suggested teacher well-being depends not only on positive aspects of the job, such as job satisfaction, positive relationships with students and

parents, and support from school administrators and colleagues but also on the absence of negative experiences. Well-being includes positive characteristics such as positive emotions, engagement, good relationships, meaning, and accomplishment (Farmer & Cotter, 2021). These characteristics impact individuals and how they can productively manage workplace challenges and handle stressful events (de Stasio et al., 2017). Teachers should enable themselves to flourish in their work and prioritize themselves and their overall health (Cherkowski & Walker, 2018). Cherkowski and Walker (2018) suggested teacher well-being and flourishing at school should be a joint effort. Teachers, school leaders, district leaders, and the surrounding community should be partners in making the school environment flourish.

Impact of Teacher Well-being

Approaches to improving well-being in an educational setting usually center around supporting students; however, teacher well-being is critically important. Teachers who are happy and healthy and have a positive feeling about their work can provide strong support for happy, healthy students. Encouraging teachers to continuously flourish allows students to do the same (Cherkowski & Walker, 2018). Cherlowski and Walker (2018) stated teachers are an invaluable link between students and their families, and for them to be well, ensuring the teacher is well is a priority because of the impact on students.

Mental health continues to be discussed and debated as public awareness and understanding grow around the topic. Not only is mental illness absent, but psychological well-being is present. Most definitions of well-being include physical, mental, emotional, and spiritual components. The Substance Abuse and Mental Health Services

Administration (SAMHSA) identified a reciprocal relationship between mental and physical health. If a person is experiencing difficulties in one area, the other area will also be affected (SAMHSA, 2016). Research on adolescents and adults supports the importance of the relationship between psychological well-being, mental health, and physical health (DeSteno et al., 2013; Ong et al., 2011). Tang et al. (2019) defined psychological well-being as a primary feature of mental health and stated it might include hedonic and eudaimonic happiness and resilience. Because of the importance of well-being for all people, understanding the mechanisms associated with this construct and how they can be leveraged to support the well-being of teachers is critical.

Teachers are among the most critical factors impacting student achievement (Hattie, 2008). Briner and Dewberry (2007) conducted a research study to determine the links between staff well-being and school performance. Teachers from 246 primary and 182 secondary schools were surveyed about their well-being. A total of 24,100 staff participated in the research. The report examined the teachers' well-being in relation to the Statutory Assessment Test (SAT) results in primary schools and the percentage of students scoring level 5 or above at each key stage. Briner and Dewberry (2007) found a statistically significant positive association between staff well-being and SAT results. These findings suggested a link between how teachers feel about their work and student achievement.

When teachers feel their ideas are valued and collaboration with colleagues is encouraged, their well-being is positively affected by the sense of support (Cherlowski & Walker, 2018). Stakeholders want teachers to be motivated to participate in continuous professional learning to strengthen instructional strategies and provide students with

experiences and opportunities in which the teacher collaborates, shows resilience, and is innovative (Cherlowski & Walker, 2018). School districts must understand how keeping teachers with positive well-being can reduce teacher burnout, create more classroom consistency, and promote student achievement. The purpose of the educational system is to prepare students for life beyond the classroom, and an instructor maximizing their potential provides students with the best education possible (Rahm & Heise, 2019). Addressing teachers' well-being is one of the first steps in supporting students and their social-emotional health (Cann, 2019). To employ and keep teachers with these positive characteristics, school districts could implement a plan to meet teachers' well-being needs that would likely promote consistency among staff.

Although there is research to support a link between teacher well-being and student achievement, there is also literature that does not support those relationships. A literature review conducted by The Work Foundation (WF) in partnership with the Teacher Support Network focused on the relationship between teacher health and well-being and student achievement (Bajorek et al., 2014). The anticipated findings were teachers should be more creative in instructional planning and challenge students with effective lessons, leading them to higher student achievement when teacher job satisfaction is high, and there is positive morale. However, after the review, little evidence suggested a causal relationship between teacher well-being and student achievement (Bajorek et al., 2014).

Teachers' suffering is especially troubling as students can identify when their teacher is not performing at their personal best. Glazzard and Rose (2019) found most teachers recognized their well-being affects their performance as classroom teachers. In

the qualitative study, one teacher spoke from experience, identifying the difficulty of leaving home issues at home and recognizing the difficulty of planning and teaching with a clear mind. Although the teachers participating in the study stated they tried to hide their negative feelings from their students, interviews with students determined the teachers were unsuccessful, and students could see their struggles (Glazzard & Rose, 2019). Students could identify when the teacher was under stress, even if he or she tried to hide it from the students (Glazzard & Rose, 2019). Teachers recognize when dealing with depression, learning expectations can sometimes decline for students, and the standard high-quality learning environment decreases as well (McLean & Connor, 2015). The quality of a teacher's instruction and the forming of student relationships suffer when teachers with poor well-being continue to work (Jennings & Greenberg, 2009). Therefore, classroom teachers need to strive for positive well-being to promote effective instruction while building positive and collaborative relationships with students.

The Education Support Partnership (2018) conducted yearly Teacher Well-being Index research. In the study, 36% of education professionals believed students would suffer a negative impact if their teacher were to take time off work because of a mental health-related issue (Education Support Partnership, 2018). In comparison, 40% felt the teacher's absence would hurt students' studies (Education Support Partnership, 2018). Establishing ways to support teachers during difficult times is essential for school leaders, district leaders, and state leaders. However, a teacher's professional life is not the only part of life that can suffer from poor well-being.

Harding et al. (2019) collected cross-sectional data to understand the connection between teachers' and students' mental health and well-being. Data were collected from

3,216 year-eight students and 1182 teachers in secondary schools in England and Wales found between lower teacher depression and better student well-being (Harding et al., 2019). Students thrive socially, emotionally, and academically when they feel safe and connected to their peers and have supportive relationships with teachers (Jennings & Greenberg, 2009). By a teacher simply being present, students are learning to cope and react to everyday stresses (Hattie & Yates, 2014). When teachers are resilient through adversity, students learn positive strategies they can use in difficult situations.

Teachers' well-being affects the people around them. Teachers can support and encourage thriving students when they feel well and are optimistic about their work. However, supporting and encouraging students who have experienced trauma can take a toll on the supporting teacher. Teachers suffer from compassion fatigue when they have helped traumatized or suffering students (Koenig et al., 2018). Unfortunately, teachers rarely recognize, over time, helping children through difficult experiences takes a toll on their well-being (DuBois & Mistretta, 2020). Students face a variety of hardships in their home environment. Individual student struggles negatively impact teachers, and the burden of cumulatively supporting numerous students can tremendously affect teacher well-being (DuBois & Mistretta, 2020). The pressure of navigating traumatic situations with students, plus personal difficulties, can negatively impact the teacher.

Teaching in environments where individuals face crises or traumatic situations complicates the educational climate. Teaching in these complex environments causes teachers to take on multiple roles to meet the diverse needs of students and communities while having minimal training in providing support in these roles (Parker et al., 2020). Emotional exhaustion relates to teacher stressors such as student diversity, discipline

problems, conflicts with colleagues, lack of administrative support, and time pressure (Skaalvik & Skaalvik, 2017). Thus, emotional exhaustion was one of the main predictors of burnout (Maslach et al., 2001). Because of the multiple stressors, sustaining a long-term teaching career is extremely difficult.

Disruptions to Teacher Well-being Pre-COVID

Over the past century, much research has explored the health of teachers. Unanue et al. (2017) conducted three studies and found a positive correlation between job and overall life satisfaction both cross-sectionally and longitudinally bi-directionally. This finding was built on previous research conducted by Diener and Tay (2012), which determined job and life satisfaction are positively correlated and strongly related to several desirable outcomes at work and in life. Research supported the idea of employment boosting personal satisfaction and enhances well-being (Lent & Brown, 2008; Ross & Mirowsky, 1995). Nevertheless, the stress teachers face daily identified the teaching workforce as highly prone to psychological, mental, and physical problems (RWJF, 2017). Maslach et al. (2001) identified teacher burnout as a result of stress in the workplace. Kyriacou (2010) later described teacher burnout as unpleasant and negative emotions resulting from performing the duties and responsibilities of a teacher.

A Georgia Professional Standards Commission (GaPSC) survey, titled Georgia's Teacher Dropout Crisis, determined within the first five years of being a public school teacher, 44% of the teachers leave the profession (Owens, 2015). The cost of this type of teacher turnover is detrimental to the profession in several ways, including disruption of instruction to a continuous coaching cycle for new teachers (Carver-Thomas & Darling-Hammond, 2017). Of the participating teachers, 66.9% stated they were unlikely or

doubtful to encourage the teaching profession to high school students. In comparison, only 2.7% of teachers said they were likely to promote the profession to students in high school (Owens, 2015). Because teachers have the opportunity to influence their students, noting the high percentage of teachers who would not encourage teaching as a profession highlights the importance of promoting excitement in the profession to inspire others to join and pursue teaching as a career.

Georgia's Teacher Dropout Crisis Survey was an effort by the Georgia Department of Education to better understand teachers' perspectives (Owens, 2015). Over 53,000 surveys were collected, and the distribution of responses was spread evenly across grade bands. The respondents' answers determined Georgia teachers were unhappy and the profession was headed toward a crisis (Owens, 2015). At that time, the Georgia teacher workforce felt devalued and consistently under pressure.

The GaPSC ranked eight common reasons for teacher attrition, with the number and importance of mandated tests as the most significant cause for teachers leaving the profession (Owens, 2015). The study also identified respondents felt disappointed their career was different from what they had originally hoped for and felt powerless in control over their career and education (Owens, 2015). Without solid support for teachers to continue the difficult work, the profession could face a continuous increase in attrition rates. Addressing these issues is crucial to retaining quality educators and ensuring consistency and quality of the Georgia education system.

Teacher well-being has often been studied negatively, focusing on teacher stress and burnout. Researchers conducted studies to determine what can be done to lessen stress and reduce its adverse effects (von der Embse et al., 2019). Greenberg et al. (2016)

found the school's environment, job demands, resources and support for teachers, and personal level of social-emotional competency are the four primary sources of teacher stress. A study of 413 teachers from 47 elementary, primary, and secondary schools found burnout is a result from chronic workplace stress (Bermejo-Toro et al., 2015). Teachers' burnout symptoms change throughout the year and are influenced by their thoughts and feelings about their work environment, as well as their level of self-efficacy and motivation (Fernet et al., 2012). Although it is crucial to understand how to combat the adverse effects of teacher stress and burnout, studying the positive aspects of well-being is just as important.

Compared to adults in other careers, educators, especially females, report worse well-being (Doan et al., 2022). Although job-related stress has been linked to teacher absenteeism and attrition, some educators continue in the profession (Diliberti et al., 2021). Teachers who are burnt out and choose to continue in the profession can cause more challenges to the school community than if they were to leave. As a result of continuing in a profession despite their struggles, burnt-out teachers can negatively influence the school's culture and climate, distance themselves from their students and colleagues, and lower their expectations for their teaching skills (Genoud & Waroux, 2021). Lower-quality learning environments and student academic outcomes are linked to poor teacher well-being and mental health (Madigan & Kim, 2021).

Recognizing the imperative role teachers play in students' lives, there is a need for support systems for the teachers who remain in the field of education and need help coping. When teachers cannot get the help they need, the result is classrooms with disengaged and burned-out teachers. As a result, teachers need more personal

involvement or investment in their careers (Genoud & Waroux, 2021). Absenteeism, increased healthcare costs, poor job performance, and mental health claims can often be attributed to teacher burnout (Walker, 2021). Stress significantly contributes to absences, ill-health retirement, and teacher turnover (Fiorilli et al., 2019). With teacher stress at an all-time high, teachers continuously leave the profession. A healthier and more sustainable educational environment will be fostered when teacher well-being is prioritized. However, once the COVID-19 pandemic began, the high pressure was exacerbated.

A teacher's personal life crisis has been cited as causing the most difficulty in maintaining a work-home balance (Glazzard & Rose, 2019). The repercussions of this virus added a new stress level to both teachers' home and work lives. Teachers are battling mounting levels of stress at home, sometimes caused by complex relationships, issues finding childcare, personal or family illness, or family bereavement, making burnout a common and expected occurrence (Glazzard & Rose, 2019). In this case, the teacher is negatively affecting students. As teacher stress increases, teacher burnout increases. This raises concerns about potential teacher shortages in the future. When teachers can improve their quality of life, they can be more responsive and effective when dealing with complex student needs (Cherlowski & Walker, 2018). As teachers manage students more effectively and respond to individual needs, there is an increase in productivity in the classroom.

Teacher Well-being Post-COVID

Beginning in the spring of 2020, traditional school experiences changed for teachers, students, and parents worldwide. In the educational setting, one of the

significant consequences of the COVID-19 pandemic was the sudden change from in-person instruction to a virtual environment and the pressure to continue high-quality teaching and learning (García-Alvarez & Soler, 2021; UNESCO, 2020). Teachers needed more time to properly train or prepare for the immediate change in instructional delivery required for the virtual setting. Many teachers were expected to adapt to complex teaching environments, teach in unprecedented ways, use synchronous and asynchronous instruction, and continue to develop positive relationships with their students, families, and school colleagues (Arnett, 2021). As a result of the COVID-19 pandemic, teachers already dealing with high stress levels were placed under an enormous amount of additional stress from aspects of teaching not previously encountered (Agyapong et al., 2022). Teachers struggled with their well-being worldwide, and the pandemic intensified those stressors.

Teachers' physical, mental, and social health were significantly impacted by COVID-19 (Santiago et al., 2023). Pellerone (2021) identified a distinct increase in stress and burnout among schoolteachers. Providing virtual instruction for students created many obstacles as teachers were responsible for implementing distance learning during the pandemic. With a lack of training, teachers faced the expectation of perfecting teaching in a demanding, technology-rich environment. This deviation from regular instruction applied additional stress and pressure on teachers. As identified, teachers who experience health and well-being issues do not perform at their best (Education Support Partnership, 2018), and COVID-19 only increased those issues.

After nationwide school closures in Spring 2020, the 2020-2021 school year, they opened in a combination of ways: in-person, hybrid, and remote learning models.

Attending school, whether virtual, in-person, or hybrid, throughout the COVID-19 pandemic was difficult for students, teachers, and parents. Many teachers felt the expectations were unrealistic when students returned to a "normal" school setting. Over a year after returning to the traditional school setting after COVID-19, students showed a larger deficit in math and science and have not recovered from the learning loss experienced during the pandemic (di Pietro, 2023). The additional work-related stress and learning to cope with the consequences of the pandemic in their personal lives are the catalysts for the continuing decline of teacher well-being.

Teachers dealing with difficulties associated with their professional careers and health concerns should be considered as teachers return to in-person instruction. Teachers returning to face-to-face instruction reported higher levels of anxiety, depression, and stress, all of which were likely influenced by the lockdown experience and the emotions, along with the uncertainty of spreading illness at school and managing the workload from home (Ozamiz-Etxebarria et al., 2021). A significant contributor to the rise in teacher stress was the more demanding emotional conditions, the lack of well-being support, and preparation for the work (Dabrowski, 2020). Forty-six percent of teachers recently admitted high daily stress levels (Marco Learning Inc., 2020). This stress level ranks teachers and nurses as tied for one of the most stressful occupations in the United States.

Current State of Teachers

As of August 2022, most schools reopened their doors for face-to-face instruction. When teaching students, teachers providing in-person instruction must weigh the risks between their personal and family health. Teachers and students returned to schools after high levels of COVID-19 spread through communities. There is always the threat of a

new outbreak on the horizon. The “normal” school environment existing pre-COVID-19 no longer exists, and educational institutions are reopening as the COVID-19 pandemic continues to produce multiple variants (Brunzell et al., 2022; Darling-Hammond & Hyler, 2020; Ellis et al., 2020; Pressley, 2021). Teachers conducting face-to-face instruction reported high anxiety, stress, and depression around meeting in person (Ozamiz-Etxebarria et al., 2021). Research identified teachers are less likely to take chances with their health or family due to COVID-19 (Horace Mann Educators Corporation, 2020). Teachers fear getting sick could be detrimental to the well-being of their families.

With the pandemic causing widespread job loss among many occupations, monthly household income is less than typical for many families (Horace Mann Educators Corporation, 2020). While considering financial hardship, teachers did not want to risk becoming sick or passing illness on to their family members. The Horace Mann survey identified almost half of the participants were still determining if they could afford to get ill or if their health insurance and leave policies would cover the illness (Horace Mann Educators Corporation, 2020). As a result of the uncertainty, teachers' financial and personal stress continued to increase as they did not want to expose their families to illness but continued to work in the school setting.

The expectation continues for teachers to deliver high-quality, effective instruction; therefore, teachers need to be in good health and have a high level of well-being. Schools need teachers functioning optimally to ensure they can meet student learning demands. Teachers now have to deal with students who have experienced many of the effects of the pandemic. As a result of the COVID-19 pandemic, some students have experienced isolation, parents becoming unemployed, sickness, and possibly even

the death of family or friends. Students are returning to schools with trauma, and teachers must learn to manage the effects of the trauma students have faced (Amos, 2020).

According to the National Center for Education Statistics (NCES), the national turnover average pre-pandemic was sixteen percent (NCES, 2019). A RAND survey conducted in January 2021 found almost twenty-five percent of teachers wanted to leave the education field at the end of the school year (Steiner & Woo, 2021). Studies support a continuous increase in teacher stress and burnout (Pellerone, 2021). The National Education Association (NEA) published results from a survey of its members in January 2022. Two main areas to highlight from the survey were short-staffed schools and teacher burnout, which cause and result from stress. Sixty-seven percent of respondents to the NEA survey reported teacher burnout is a "very serious" issue (Jotkoff, 2022). Further, general stress from the COVID-19 pandemic was also noted as a "very serious" issue (Jotkoff, 2022). Based on survey respondents, teacher stress continues to harm the profession (Wettstein et al., 2021).

In 2022, the Georgia State School Superintendent, Richard Woods, organized a Task Force on Teacher Burnout. The committee chair was the Georgia Teacher of the Year, Cherie Bonder. The Carl Vinson Institute of Government from the University of Georgia facilitated the discussions among the task force participants. This task force comprised the top 10 state finalists for the 2022 Teacher of the Year, Georgia Department of Education (GaDOE) representatives, and teachers from all the state teacher organizations. The task force members represented different school locales, grades, and subjects taught (GaDOE, 2022).

The Georgia Task Force members participated in small and whole group dialogues to determine contributors to teacher burnout. As a result of the discussions, five themes emerged as contributors to teacher burnout: 1) assessment (an increase in district-level tests), 2) preserving and protecting time (teachers' planning and instructional time must be protected from interruptions), 3) pressures/unrealistic expectations (the expectation of returning to pre-pandemic expectations without the resources or support to work with students with significant learning gaps), 4) teacher voice and professional growth (teacher voice should be encouraged and valued), and 5) mental health and wellness (provide positive school environments where teachers and teacher morale are appreciated) (GaDOE, 2022). Although the Task Force on Teacher Burnout cited the pandemic as causing much stress for students and their families, they determined new pressure was created and identified unique stressors for teachers (GaDOE, 2022). A Georgia elementary teacher was quoted in the report as saying, "Understand that we as teachers are doing EVERYTHING we can, but we also are human and can only do so much…" (GaDOE, 2022, p. 18).

Resilience and the Current Study

Life events are uncontrollable; just because one experiences a setback does not mean negative mental health is an outcome (Cohen et al., 2019). Mental health issues have consistently been negatively correlated with resilience in previous research on the general population (Poole et al., 2017; Shapero et al., 2019). Knowing and understanding strategies to respond favorably to stressful situations is vital to living a productive and satisfying life (Wagnild, 2014). Growing and learning from experiences is how resilient people bounce back and become even stronger. Resilience refers to the ability of

individuals to stay healthy and experience well-being and satisfaction even when exposed to stress and risks that would otherwise result in a weakened state of health (Gull, 2018). The characteristic of resilience is a personal resource associated with work engagement (Nishi et al., 2016). Resilient teachers are needed during this time of recovery because schools need teachers who can thrive in their work and foster resilient school cultures despite their many challenges.

Recent research identifies the importance of resilience in the life of an adult, personally and professionally. Resilient organizations are comprised of resilient individuals with the skills needed to meet challenges without compromising their well-being (Hansen et al., 2022). Turmoil and trauma are an uncontrollable part of life but are necessary for developing resiliency (Wagnild, 2014). Suffering is the first step in overcoming adversity (Wagnild, 2014). Although there are many hardships during the trying times, the subsequent positive changes from the trying times are known as post-traumatic growth (Wagnild, 2014). Resilience is built and strengthened through emotions such as joy, interest, and love (Armstrong et al., 2018). Resilient individuals experience stress, learn from hardships, and become stronger. Likewise, for the success of schools, employing resilient teachers allows for recovery from challenging times.

Much uncertainty was associated with the 2020-2021 school year, which caused stress and anxiety in teachers' professional lives. Considering all the new and stressful scenarios teachers are trying to navigate, it is no surprise one in four teachers said they were likely to leave their teaching job because of the COVID-19 pandemic (Steiner & Woo, 2021). For this reason, developing and supporting resilient teachers is necessary for students, teachers, and the school community. Teacher wellness suffered because of the

added stress of returning for a second school year using the COVID-19 precautions. A noted valuable characteristic for teachers is sustaining well-being and responding resiliently to the profession's challenges.

Importance of Teacher Resiliency

Resilience can be particularly beneficial in the working environment when teachers face challenges in school. The Global Crisis Survey 2021 identified resilience as the foundation that can make a difference in an organization's flourishing or failure (Rivera & Stainback, 2021). This understanding reiterates the importance of supporting teachers to sharpen resilience characteristics.

> Given the likely associations between resilience and teaching quality, it is all the more surprising, therefore, to find that the capacity and capability to exercise strength in schools has been largely ignored by governments and researchers in the past who have preferred instead to focus on problems of teacher stress, burnout, and retention. (Day, 2012, para. 4)

Teacher effectiveness, increased career satisfaction, and better adjustment to the changing educational conditions can be enhanced by promoting teacher resiliency (Wang, 2021). For school, district, and state education agencies to support teachers in achieving well-being, identifying lacking elements of resilience and the opportunity to develop those elements should be at the forefront of teacher well-being initiatives. Changing the focus from teacher stress and burnout to resilience allows school and district leaders to understand the characteristics teachers need to continue in the profession long-term with motivation and commitment to their students (Akinlosotu, 2022).

To develop resilient teachers, one must first understand what makes a person resilient. Resilience allows individuals to manage stressful life experiences and adapt to changing situations. Scholars often refer to resilience as a resource enabling adaptability and coping skills when facing stressful events (Nearchou, 2018). Resilience can be a healing mechanism to support individuals through difficult conditions allowing them to recover or grow from the experiences (Wang, 2021). For teachers to succeed and maintain their well-being, resilience is critical to recovery from stress (Sutton, 2019). Resilient teachers are needed to begin the recovery process based on the adversities faced over the past couple of years during the COVID-19 pandemic.

The COVID-19 pandemic has created turmoil and hardships for teachers, but schools are learning to navigate these unprecedented challenges with resilience. Opportunities have been developed to use innovation and creativity to engage school communities in a new normal of schooling experiences (Scavarda et al., 2021). It is beneficial for teachers to be resilient because teachers are primary role models for their students. Therefore, when teachers face adversities, resilient characteristics are modeled for students to witness. Tocino-Smith (2019) pointed out students cannot be expected to demonstrate resilient qualities if their teachers do not model them. Resilience is a response learned and acquired through intentional practice in developing the skills needed; resilience is not instinctive or a genetic trait (Hansen et al., 2022). In addition to modeling resilience for students, teachers need resilient features to manage their personal experiences in the teaching profession. By ensuring teachers are equipped with strategies to strengthen their resilience traits, school leaders provide students with examples of ways to overcome adversities and hardships.

Characteristics of Resilience

Resilient people can conquer life difficulties and have better overall mental health than their counterparts (Färber & Rosendahl, 2018). Good health and well-being allow individuals to manage emotions evoked through challenges and effectively manage events that affect them. Wagnild and Young's (1990) grounded-theory research identified five elements essential to a resilient individual. Purpose, perseverance, equanimity, self-reliance, and existential aloneness are the elements a resilient individual possesses, known as the Resilience Core (Wagnild, 2014). A person who can learn and grow from adversities in life has a firm Resilience Core (Wagnild, 2016). The degree of an individual's resilience can be determined by measuring the identified personality characteristics.

Purpose

Purpose is the first core element of resilience and is identified as the most important (Wagnild, 2014). Having a purpose in life is the foundation for the other four characteristics of resilience (Wagnild, 2016). Merriam-Webster (n.d.) defined purpose as the object to be obtained. When faced with difficulties or adversities in life, our purpose is what helps us move forward.

Perseverance

The second core element of resilience is perseverance. Perseverance is the "determination to keep going despite difficulties, discouragement, and disappointment (Wagnild, 2016, p. 16). As individuals face setbacks, resilient individuals can overcome those adversities. Using difficult situations to move forward takes perseverance.

Self-reliance

The third element of resilience is self-reliance. Resilient people rely on themselves because they have a clear and realistic understanding of their strengths and weaknesses (Wagnild, 2014). Through many different experiences, self-reliant individuals have learned to be problem solvers and continue to develop those skills throughout life (Wagnild, 2016).

Equanimity

Equanimity is the fourth element of resilience. Individuals with a balanced view of their life have equanimity. When individuals have equanimity, they can remain open to possibilities and accept life with the good and bad. Because of their balanced view of life, their reactions to situations are not extreme (Wagnild, 2014).

Existential Aloneness

The final element of resilience is existential aloneness, formerly known as authenticity. Resilient individuals live authentically and understand and accept who they are. An individual with existential aloneness "recognizes his or her own worth" (Wagnild, 2016, p. 17)

Resilience and Well-being

Teachers face a variety of stress during the school year. Before the COVID-19 pandemic, common reasons for wanting to leave the field of education were large workloads, pressure to meet targets, the stress associated with bureaucracy, intensified work, and issues related to student behavior that is disruptive to the learning environment (Mansfield et al., 2016). In addition, during the COVID-19 pandemic, most teachers were challenged to change their instructional delivery model and faced ongoing disruptions

throughout the school year. Changing instructional modes was associated with the probability of teachers leaving the profession (Camp & Zamarro, 2022). When teachers quit because of stress, lack of well-being, or other psychological dissatisfaction with working conditions, this suggests burnout or an inability to cope with adversity (Boon, 2021). Now that some teachers have survived a few turbulent years because of the pandemic, exploring teacher well-being and resilience is crucial to determine what supports can be implemented to impact teachers positively.

Recognizing teachers' resilience is critical to sustaining their well-being. In a study by Pretsch et al. (2012), 170 teachers and 183 non-teaching school employees provided measures of resilience, neuroticism, and well-being to determine if resilience could predict well-being in teachers. The study results indicated resilience was a predictor of general health for teachers, emphasizing resilience could be significant for the well-being of teachers. In non-teachers, neuroticism predicted all outcomes better than resilience (Pretsch et al., 2012).

Brouskeli et al. (2018) identified well-being as a multi-dimensional construct which includes a range of personal and external factors and correlates with resilience indicators. An association has been identified between resilience and positive mental health indicators such as life satisfaction and subjective well-being (Satici, 2016; Tomyn & Weinberg, 2018). Resilience improves the quality of life because it protects against and reduces the effects of depression, anxiety, fear, helplessness, and other negative emotions (Wagnild, 2016). In a telephone survey of 1,000 participants aged 16-25, a moderate, positive correlation between resilience and subjective well-being was found using the modified 10-item Connor Davidson Resilience Scale and the Personal Well-

being Index (Tomyn & Weinberg, 2018). In a study including 332 undergraduates (195 females and 137 males), Satici (2016) used the Psychological Vulnerability Scale, the Brief Resilience Scale, the Dispositional Hope Scale, the Satisfaction with Life Scale, and the Positive and Negative Affect Schedule and found resilience could positively predict emotional well-being when using the mediating role of hope. Resilience decreased the adverse effects of teachers' occupational stress and burnout (Richards et al., 2016). With this research in mind, schools and districts need to invest time and money in initiatives to build resilience in teachers for the benefit of teacher well-being.

Compiling knowledge to support and grow teachers' resilience is vital in returning teachers to positive well-being and creating a sustainable workforce. Resilience allows teachers to confront their hardships and develop positive practices to respond to adversity (DuBois & Mistretta, 2020). The AFT and BAT (2017) conducted a national survey of 5,000 teachers and school staff in which 61% of the participants identified their jobs as "often" or "always" stressful. Approximately 30% of the general workforce experienced the same stress level in their career (AFT & BAT, 2017). A Gallup study found nearly seven out of ten people suffered (Clifton & Harter, 2021). Specifically considering teachers, the 2021 State of the U.S. Teacher Survey showed an increase in stress by identifying while 40% of working adults reported frequent job-related stress, the same was true for 75% of teachers (Steiner & Woo, 2021). It is essential to attract and keep the best and most influential teachers and build resilience so those teachers stay in the profession. In that case, it is crucial to employ practices to successfully encourage teachers and staff to manage the social-emotional toll teaching takes on their well-being.

Resilience and Gender

Gender is one of the demographic variables chosen for this study. However, the results of previous studies, including well-being, resilience, and gender, have been inconsistent. Estaji and Rahimi (2014) attempted to determine if years of teaching experience or gender significantly impacted a teacher's resilience. In the two-part study, 40 teachers completed a questionnaire, and 12 teachers participated in an interview. The questionnaire revealed a statistically significant difference between resilient teachers and gender. At the same time, the interview comments indicated both male and female teachers view themselves as resilient (Estaji & Rahimi, 2014).

Polat and Iskender (2018) conducted a descriptive research study to explore the relationship between teachers' resilience levels with job satisfaction burnout, organizational commitment, and perception of organizational climate. Five hundred eighty-one teachers participated in the questionnaire. Male and female teachers had no significant mean difference in resilience scores. However, in the perception of self subscale, a significant difference was found in the mean scores, with male teachers being higher than female teachers (Polat & Iskender, 2018).

Baguri et al. (2022) conducted a study to determine the influence of self-esteem, dispositional hope, and mattering on teacher resilience. Gender was found to have a moderating role in some aspects of resilience. When considering dispositional hope, male teachers were found to have a higher level of resilience than their female counterparts. However, when considering self-esteem, females scored higher in resilience than male teachers (Baguri et al., 2022).

Resilience and Teacher Grade Band

Resilience helps teachers bounce back after facing adversities. Although teacher resilience has been widely studied, results have yet to be widely reported by grade band. Betty Morris (2002) conducted a study to measure the resilience characteristics of teachers. Teachers of grades K-5 were found to have statistically significant, where higher levels of resilience in the area of the organization compared to teachers of grades 9-12 (Morris, 2002). Morris (2002) identified teachers in grades 9-12 were found to have higher levels of resilience in the area of proactiveness when compared to elementary school teachers. In the same study, teachers of grades 6-8 had no statistically significant higher levels in any category compared to other grade bands (Morris, 2002).

In a study of 568 primary school teachers, Botou et al. (2017) found over 92% of participants rated themselves as having moderately high and high levels of resilience. However, different grade bands were not compared within the study. In the Polat and Iskender (2018) study exploring the relationship between teachers' resilience levels with job satisfaction burnout, organizational commitment, and perception of organizational climate, it was determined teachers working at secondary schools (grades 6-8) were found to have significantly lower levels of resilience than teachers working in elementary and high schools.

Resilience and Years of Teaching Experience

Teacher resilience is consistently related to positive outcomes for teachers. Whether a novice teacher is trying to survive during the hard times of a first-year teacher or a veteran teacher is trying to meet the continuous increase of educational demands, students need resilient teachers who can "recover" after difficult experiences. Klassen et

al. (2018) identified resilience as an essential non-cognitive attribute new teachers need. Additional researchers have found resilience to be integral to keeping novice teachers in the teaching profession (Doney, 2013; Hong, 2012). In researching veteran teachers, Doney (2013) found teachers who have a more profound sense of self and are committed to the profession possess the trait of resilience. Therefore, resilience may be an essential aspect in teachers deciding to continue their careers in education.

Resilience keeps new and veteran teachers from being excessively overwhelmed and burning out (Brouskeli et al., 2018). Research supported the importance of resilience in teachers so teaching stress can be effectively managed (Day & Gu, 2014; Kyriacou, 2010). The longer a teacher is in the education profession, the more adversity will occur. As a teacher overcomes more experiences of challenging obstacles, resilience skills are added to their coping repertoire (Wang et al., 2022).

Summary

Teachers faced great stress before the COVID-19 pandemic changed the educational landscape. Once COVID-19 protocols were implemented, the teacher stress level increased. As teachers met their work environment with added stress, their mental health and well-being began to suffer. The teaching profession faced a mass exodus of teachers. Because teachers have such a profound impact on student achievement and well-being, they must bounce back from the adversities they have faced. For teachers to return to a place of positive well-being, they must have resilience characteristics. Resilient teachers are needed in our classrooms for the sake of the profession and the students.

Chapter III

METHODOLOGY

An outline of the methodology used for this study is provided in the following chapter. First, the chapter begins with the purpose statement and research questions. Next, the research design is discussed along with the research site, population, sample, and the identification of variables. The data collection and management procedures are listed, along with a discussion of the validity and reliability of the data collection instruments used in this study. The methods for data analysis are outlined, and statistical considerations of the research design are identified. Finally, the chapter ends with a summary of the methodological actions taken by the researcher to complete this study. Permission for research was acquired from the Valdosta State University Institutional Review Board for the Protection of Human Research Participants and the school district where the data collection occurred.

Purpose of the Study

This study aimed to determine if five resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) predict teacher well-being after the COVID-19 pandemic in a large Georgia school system. Teacher demographic characteristics such as gender, grade band, and years of teaching experience were also included as demographic variables possibly impacting teacher well-being.

Understanding resilience allows educational leaders to determine appropriate initiatives to support teachers in areas of need. Providing the support teachers need, in turn, improves teacher well-being. This research's findings can benefit the school district, state, nation, and teaching profession.

Research Questions

This study examined how resilience would predict teacher well-being based on gender, grade band, and years of teaching experience in a Georgia school district after the COVID-19 pandemic. The following questions guided this study:

RQ1: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of teacher well-being based on gender after the COVID-19 pandemic?

RQ2: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of the well-being of teachers within different grade bands after the COVID-19 pandemic?

RQ3: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of the well-being of teachers having different years of teaching experience after the COVID-19 pandemic?

Research Design

Quantitative research is the "collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest" (Mills & Gay, 2019, p. 7). Therefore, a quantitative methodology allows for examining data patterns, relationships, and predictive values (Mertler & Reinhart, 2017). A survey was used in this quantitative research to collect resilience and teacher well-being data among participating teachers. In

education research, surveys play a vital role as they offer numerical information about the traits, actions, and opinions of various groups, including students, teachers, principals, parents, and district leaders (Walston et al., 2017). Survey research is a way to gather information about individuals by asking them to provide self-reported data about themselves. The primary goal of conducting sample survey research is to allow researchers to draw conclusions about a large population by analyzing data from a small representative sample (Rea & Parker, 2014).

Research Site

The school system chosen for this research study is a large district in the east-central region of Georgia. There are a total of 226 school systems in Georgia. The selected school district ranks in the top 10% of the largest districts in the state, as determined by student enrollment. This school system was chosen as the research site because of the large number of teachers employed by the district and the accessibility of study participants.

The school system studied in this research has 28 elementary schools, four kindergarten-eighth grade schools, seven middle schools, eight high schools, four magnet schools, and six special programs. Currently, just over thirty-two thousand students are enrolled in the school system: 51% male and 49% female. The school system is a community provision district; all students are eligible for free or reduced lunch (except for two schools). There are 12,037 students enrolled in the virtual academy and 17,230 students participating in traditional face-to-face schooling. The average attendance rate for the school district is 94.67%. The year 2020 4-year cohort graduation rate is 77%. The school system's College and Career Ready Performance Score is 59.3% (Richmond County School System [RCSS], n.d.).

Population and Sample

The target population of the present study is teachers in similar school settings during the COVID-19 pandemic. The accessible population consists of teachers working in a large Georgia school district. This population sample comprises pre-kindergarten-12th grade teachers employed during the 2023-2024 school year. There are 3,304 school-based employees, with 1,952 of those employees being teachers. A minimum sample size of 98 teachers is needed based on a confidence level of 80% with a 15% margin of error. Overall, 36% of teachers in the district have a bachelor's degree, 39% have a master's degree, 15% have a specialist degree, 3% have a doctorate, and 8% have a different degree. Data on teacher experience in the district show less than 3% of teachers have less than one year of teaching experience, 61% have between 1-10 years of experience, 24% have between 11-20 years of experience, and 11% of teachers have 21 or more years of teaching experience (RCSS, n.d.).

This sample is a purposive, voluntary sample. Purposeful sampling is when the researcher selects a sample to collect data from a specific population (Creswell, 2014). I completed the research packets required by the school system and university to acquire permission to conduct the research survey within the school system (See Appendix A and Appendix B). After being granted permission to conduct well-being research in the system, all pre-kindergarten-12th grade teachers working in the school system during the 2022-2023 school year received an e-mail invitation to participate in the study: following the school district's protocol for sending a mass e-mail to all teachers (See Appendices C, D and E). Teachers Those currently serving as a Pre-Kindergarten – 12th-grade teacher

and also taught during the 2019-2020, 2020-2021, 2021-2022, or 2022-2023 school years were eligible for the survey (See Appendix F).

Variables

The dependent variable in this study is teacher well-being after the COVID-19 pandemic. Exploration of the independent variable, resilience, determines if predictions can be made on teacher well-being. The independent variable resilience has five subscales: purpose, perseverance, self-reliance, equanimity, and existential aloneness. The overall resilience score and each subscale result were used for this study. Demographic information was gathered from study participants to determine if gender, grade band, or years of teaching experience would predict teachers' well-being after the COVID-19 pandemic.

Instrumentation

The proposed instruments for data collection in this study are the Teacher Subjective Well-being Questionnaire and the Resilience Scale. Instrument permissions were obtained before usage (See Appendix G). The two survey instruments were administered as one survey in the Qualtrics platform with the addition of three demographic questions.

Demographic Information

Participant demographic information was collected for this study (See Appendix H). Information including teacher gender, grade band currently taught by the participant, and years of teaching experience was obtained from all teachers on the questionnaire. The number of years of teaching was grouped as 0-9, 10-19, and 20+ years of teaching

experience. Grade bands were determined at specific grade levels: elementary grades (PK-5), middle grades (6-8), and high school (9-12).

Teacher Subjective Well-being Questionnaire

The Teacher Subjective Well-being Questionnaire (TSWQ) measures teachers' job-specific well-being (Renshaw et al., 2015). Renshaw, the author of the TSWQ, implemented a series of statistical analyses resulting in a 24-item pilot scale. The scale contained eight draft items for each sub-construct: teaching efficacy, the joy of teaching (happiness), and school connectedness (Renshaw et al., 2015). Eight research assistants administered and reviewed the items and agreed all items were adequately structured, clear, and developmentally appropriate. Four items from each subscale were selected as pilot items and were tested by middle and elementary school teachers. After piloting the TSWQ, Renshaw et al. (2015) reported initial construct validity after preliminary psychometric and exploratory factor analyses. The final TSWQ was reduced to an eight-item scale based on two latent factors: school connectedness and teaching efficacy. The study determined the instrument to strongly predict teacher stress and burnout scores (Renshaw et al., 2015).

The TSWQ is an eight-item self-reporting rating scale comprised of two subscales: School Connectedness and Teaching Efficacy (See Appendix I). School Connectedness is measured in item numbers one, three, five, and seven while Teaching Efficacy is measured in item numbers two, four, six, and eight. Using the two subscales together creates an overall Teacher Subjective Well-being composite score. Within the scale, teachers are given eight positive statements to rank on a four-point Likert scale. An example statement measuring teacher efficacy is "I feel like my teaching is effective and

helpful." An example statement measuring school connectedness is, "I feel like people at this school care about me." The responses are ranked as 4 = almost always, 3 = sometimes, 2 = rarely, and 1 = almost never. The Likert scale score represents the frequency with which the teacher identifies the statement as accurate in their life. High scores reflect a high level of teacher well-being (Renshaw, 2022).

Validity and Reliability of TSWQ

To assess the concurrent validity of the TSWQ, scores on the TSWQ were correlated with three instruments: the Supportive Student Environment Scale (Renshaw et al., 2015), the Supportive Teacher Environmental Scale (Renshaw et al., 2015), and the Teacher Emotional Burnout Scale, which is the Emotional Exhaustion subscale of the Maslach Burnout Inventory (MBI) (Aluja et al., 2005). The Supportive Student Environment Scale measures students' perception of the support received at school. The Supportive Teacher Environmental Scale measures teachers' perception of the support received at school. The Emotional Burnout Scale measures teacher burnout. Bivariate correlations between the Teacher Subjective Well-being Questionnaire, the Supportive Student Environment Scale, the Supportive Teacher Environmental Scale, and the Teacher Emotional Burnout Scale indicated positive associations ($r = .57$ and $r = .62$, $p < .01$), identifying the TSWQ as a valid measure of teacher well-being.

Test-retest reliability was used to evaluate the Teacher Subjective Well-being Questionnaire (Renshaw et al., 2015). TSWQ Time 2 was administered approximately one month after TSWQ Time 1 and showed a significant positive correlation for the overall survey ($r = .89$, $p < 0.05$) with a target sample. The Teacher Subjective Well-being Questionnaire's internal consistency produced a Cronbach's alpha value of 0.87 for

the total scale. The subscales of the TSWQ also produced significant test-retest correlations during the one month with teacher efficacy, $r = .79$, and school connectedness, $r = .90$ (Renshaw et al., 2015). The results indicated acceptable reliability for the instrument, making it a reliable and valid measure of teacher well-being (Renshaw et al., 2015).

Resilience Scale (RS)

The Resilience Scale (RS) is the second scale used to collect data identifying the level of resilience demonstrated by teachers. The questionnaire developed by Wagnild and Young (1993) determined an individual's capacity to respond to situations with resilience and bounce back after facing adversity or distress. This scale was developed from a qualitative study of 24 older women who had successfully coped with a recent loss. Five characteristics essential for resilience were identified in Wagnild and Young's initial research (1993): meaningfulness (now called purpose), perseverance, self-reliance, equanimity, and existential aloneness (authenticity). The instrument has positive correlations with constructs such as life satisfaction, physical health, and morale and is negatively correlated with characteristics such as depression, employee turnover, and burnout (Wagnild & Young, 1993).

The RS contains 25 positively worded statements to reflect statements made by participants in the original study (Wagnild & Young, 1993). The scale consists of five characteristics. Questions 4, 6, 11, 15, and 21 evaluate purpose; Questions 1, 10, 14, 20, and 24 measure perseverance; Questions 2, 9, 13, 18, and 23 assess self-reliance; Questions 7, 12, 16, 19, and 22 gauge equanimity; and Questions 3, 5, 8, 17, and 25 determine existential aloneness (authenticity). Questions are self-reported on a 7-point

Likert scale ranging from 1 (strongly disagree), 2 (moderately disagree), 3 (disagree), 4 (neutral), 5 (agree), 6 (moderately agree), to 7 (strongly agree). The sum of the individual's scale responses is added to calculate a participant's resilience score. The RS allows for a resilience score between 25 and 175 and contains no reverse-coded items. After calculating the sum of all the questions, a total score is identified, where higher scores on the RS indicate a higher level of resilience (Wagnild & Young, 1993). A license was purchased to use the RS in the study. Per the licensing agreement, the RS cannot be printed in its entirety in any publications; therefore, a list of several sample items is included in Appendix J (The Resilience Center, 2022). Wagnild and Young (1993) determined their psychometric evaluations supported the scale's concurrent validity and internal consistency reliability.

Validity and Reliability of RS

The Health Promoting Lifestyle Profile (HPLP) (Walker et al., 1987) was used to test the convergent and discriminant validity of the Resilience Scale. The HPLP is a reliable and valid instrument used to measure the promotion of healthy behaviors. The domains measured by the HPLP are stress management, health responsibility, nutrition, exercise, self-actualization, and interpersonal support (Walker et al., 1987). The correlations between the Resilience Scale and the HPLP self-actualization domain are high (r = .62), as predicted. In contrast, the correlations for the nutrition and exercise domains are low, as hypothesized (Wagnild, 2016).

Cronbach's alpha coefficient was used in multiple samples to determine the internal consistency of the items on the Resilience Scale. The alpha coefficient is .84 or higher when comparing different group samples. The minimal reliability coefficient

standard for a group sample is .70, meaning the Resilience Scale measures are in the correct range (Wagnild, 2016).

Data Collection

Before the data collection process began, appropriate permissions were obtained from the Valdosta State University Institutional Review Board (IRB) (See Appendices A and B). The study employed the combination of two valid and reliable survey instruments: the Teacher Subjective Well-being Questionnaire (TSWQ) (Renshaw et al., 2015) and the Resilience Scale (RS) (Wagnild & Young, 1993) with permission from the respective developers (See Appendix F). A citation of the Teacher Subjective Well-being Questionnaire is required to use the survey instrument. Permission to use the Resilience Scale was purchased to conduct this study. An additional demographic section of the survey was included to collect data such as gender, grade band, and years of teaching experience of the participating teacher (See Appendix G). The combined instrument was administered via Qualtrics software to collect teacher responses to survey questions. The platform allowed me to collect quantifiable data measuring resilience and teacher well-being.

Individuals participating in this study must teach Pre-Kindergarten through 12th grade and work in the school system. Prospective study participants received an introductory e-mail explaining the purpose of the survey and the type of data the researcher hoped to collect (See Appendix C). The initial e-mail included information about Valdosta State University, along with a brief description of the study's purpose and instructions for the study participants. I assured the participants of the anonymity and

confidentiality of their answers. It was noted participation in the survey was voluntary, and teachers could opt out at any time.

The introductory e-mail included an electronic survey link. Teachers willing to participate in the research clicked the link to the survey instrument in the initial e-mail. The participants read and acknowledge the consent letter (See Appendix F). The consent letter included an explanation of the study, assured participants of anonymity in their responses, and provided instructions for completing the survey. After giving informed consent, participants completed the online survey. A thank you message was addressed to each participant upon survey submission. The survey would take the participants approximately 20 minutes to complete.

As an incentive to participate, I offered the chance to be selected to receive one of fifteen $10 Amazon gift cards for survey participants. If study participants were coerced into participating, offering incentives such as gift cards was allowable to increase participation (Leedy & Ormrod, 2019). After informed consent, if participants were disqualified from completing the survey, they still had the opportunity to enter the drawing. Participants who completed the survey would answer a question asking if they wanted to enter the gift card raffle. If they chose "no," a thank you message would be displayed, and the participant could exit the survey. If the participant decided "yes," they would be redirected to another survey where they could enter their name and work e-mail address. There was no way to associate survey responses with raffle entries because contact information for the raffle was stored in a separate survey, and IP addresses were not collected on either survey (Qualtrics, 2021). After the survey window, winning

participants received a gift card and completed the Valdosta State University Research Participation Payment Log.

The survey remained unlocked to collect responses for three weeks, fifteen working days. Participation was maximized by sending two e-mail reminders before the survey closed, asking teachers to complete the survey if they had not had the opportunity. The first reminder e-mail was sent on day six (See Appendix D), and the second e-mail reminder (See Appendix E) was sent on day twelve. After the three-week window had concluded, the survey link was closed to begin the analysis of the collected data. Fifteen participants were randomly selected as winners of the gift card drawing. Drawing winners received gift cards from Amazon through the provided work e-mail address.

Data Analysis

This quantitative study focused on whether a characteristic of resilience (i.e., purpose, perseverance, self-reliance, equanimity, or existential aloneness) would predict teacher well-being in teachers based on gender, grade band, or years of teaching experience. Descriptive statistics were used to determine basic summaries of gender, grade band, and years of teaching experience. IBM SPSS Statistics Version 22 (IBM Corp, 2013) was the statistical software chosen to analyze the research data.

A multiple regression analysis was used to address the three research questions. Multiple regression is an appropriate method for analyzing the research questions because it "determines not only whether variables are related but also the degree to which they are related" (Mills & Gay, 2019, p. 345). Before conducting the multiple regression, the assumptions should be tested. First, the data should ensure a linear relationship between the predictor and response variables in the study. Second, none of the predictor

variables should be highly correlated. Third, observations are independent. Homoscedasticity should be tested to ensure the linear model has residuals with constant variance at all points. Finally, there should be a normal distribution of the residuals. All of the listed assumptions must be met, or there is a risk of unreliable data.

After testing all assumptions, a multiple regression was used for the first research question to determine which of the resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – would predict teacher well-being based on the gender of the teacher (i.e., male or female). The second research question was analyzed using multiple regression to determine which of the resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – would predict teacher well-being based on the grade band in which the teacher teaches (i.e., Pre-K-5, 6-8, or 9-12.). Finally, multiple regression was used for the third research question to determine which of the resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – would predict teacher well-being based on years of teaching experience of the teacher (i.e., 0-9 years, 10-19 years, or 20+ years).

The sample size must be sufficient for the study to produce credible results. Using G*Power, an a priori sample size calculator, it was determined the total sample size for this study was 98 participants. The sample size of 98 teachers was based on an effect size of 0.15, an error probability of 0.05, a confidence level of 0.80, and six predictor variables.

Summary

Chapter Three is an outline of the non-experimental quantitative research steps that should be followed to carry out this study. After receiving permission from the VSU IRB and the participating school district, an electronic self-reported survey was sent to all Pre-Kindergarten – 12th-grade teachers in a Georgia school district. Study participants answered demographic questions and questions from the Teacher Subjective Well-being Questionnaire and the Resilience Scale. Multiple regression was used to determine if resilience characteristics, gender, grade band, or years of teaching experience would be predictors of teacher well-being after the COVID-19 pandemic.

Chapter IV

RESULTS

The aim of this study was to determine if five resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) would predict teacher well-being based on gender, grade bands, and years of teaching experience after the COVID-19 pandemic in a large Georgia school system. The following questions were used to guide this study:

RQ1: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of teacher well-being based on gender after the COVID-19 pandemic?

RQ2: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of the well-being of teachers within different grade bands after the COVID-19 pandemic?

RQ3: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of the well-being of teachers having different years of teaching experience after the COVID-19 pandemic?

This chapter includes descriptive statistics for the sample demographic characteristics and study variables of resilience and well-being. Next, the results of the regression analyses answering each research question are presented. This chapter concludes with a summary of the analyses.

Descriptive Statistics

An initial total of 313 survey responses were received. Twenty-six respondents who did not consent to participate were removed from the data. An additional 36 respondents indicated they were not currently teaching Pre-K-12th grade and were removed from the data. Twenty-nine additional respondents were missing data for one or more questions and were removed from the data. The final sample included 222 eligible respondents with complete data.

Table 1 displays the demographic characteristics of the sample. The majority of participants were women (*n* = 196, 88.3%). Most of the participants taught Pre-K through 5th grade (*n* = 131, 59.0%). The largest proportion of participants had 20 or more years of teaching experience (*n* = 81, 36.5%).

Table 1

Sample Demographic Characteristics (N = 222)

Variable	Frequency	Percentage (%)
Gender		
Male	26	11.7
Female	196	88.3
Grade band		
Pre-K-5	131	59.0
6-8	31	14.0
9-12	60	27.0
Teaching experience		
0-9 years	72	32.4
10-19 years	69	31.1
20+ years	81	36.5

Cronbach's alpha coefficients were computed to determine if the instruments used to measure resilience characteristics (purpose, perseverance, self-reliance, equanimity,

and existential aloneness) and well-being were reliable in the present sample. The reliability coefficients for the measures are presented in Table 2. The total reliability coefficient for the resilience scale is .927. The purpose subscale of resilience characteristics nearly reaches an acceptable level of reliability (α = .665), and all other subscales, including perseverance, self-reliance, equanimity, and existential aloneness, have reliability coefficients exceeding .70, indicating acceptable reliability. The overall reliability coefficient for the well-being scale is .881. The teaching efficacy subscale has a reliability coefficient of .876, and the school connectedness subscale is .861.

Table 2

Cronbach's Alpha Coefficients for Study Measures (N = 222)

Scale & Subscale	Items	Cronbach's Alpha
Resilience Overall	25	.927
-Purpose (Questions 4, 6, 11, 15, and 21)	5	.665
-Perseverance (Questions 1, 10, 14, 20, and 24)	5	.766
-Self-reliance (Questions 2, 9, 13, 18, and 23)	5	.783
-Equanimity (Questions 7, 12, 16, 19, and 22)	5	.775
-Existential aloneness (Questions 3, 5, 8, 17, and 25)	5	.735
Well-being Overall	8	.881
-Teaching Efficacy (Questions 2, 4, 6, and 8)	4	.876
-School Connectedness (Questions 1, 3, 5, and 7)	4	.861

The average composite score of the resilience scale is 147.65, with a standard deviation of 17.81. To interpret the scale scores, one can divide the total scores by the number of items in the scale, resulting in an average item score of 5.91. This suggests participants generally "moderately agree" with the items on the resilience scale. Notably, the average item scores for self-reliance and existential aloneness are above 6, indicating participants typically "moderately agree" with the items on these subscales as well.

For the well-being scale, the average composite score is 26.05, with a standard deviation of 4.56. Similarly, dividing the total scores by the number of items yields an average item score of 3.26, suggesting participants "often" experience teacher well-being at school. When comparing the two characteristics, the average item score for teaching efficacy ($M_{Ave\text{-}Item}$ = 3.41, $SD_{Ave\text{-}Item}$ = .58) is marginally higher than for school connectedness ($M_{Ave\text{-}Item}$ = 3.10, $SD_{Ave\text{-}Item}$ = .72).

Table 3

Descriptive Statistics for Composite and Average Item Scores (N = 222)

Scale & Subscale	$M_{Composite}$	$SD_{Composite}$	$M_{Ave\text{-}Item}$	$SD_{Ave\text{-}Item}$
Resilience Overall	147.65	17.81	5.91	.71
-Purpose	28.75	4.16	5.75	.83
-Perseverance	29.32	4.24	5.86	.85
-Self-reliance	30.54	3.76	6.11	.75
-Equanimity	28.49	4.51	5.70	.90
-Existential aloneness	30.55	4.08	6.11	.82
Well-being Overall	26.05	4.56	3.26	.57
-Teaching Efficacy	13.65	2.32	3.41	.58
-School Connectedness	12.40	2.86	3.10	.72

According to Table 4, overall, females ($M_{F\text{-}Ave\text{-}Item}$ = 5.92, $SD_{F\text{-}Ave\text{-}Item}$ = .70) have a slightly higher average item score for resilience compared to males ($M_{M\text{-}Ave\text{-}Item}$ = 5.80, $SD_{M\text{-}Ave\text{-}Item}$ = .83). Females scored higher than males for the five resilience characteristics, except for the equanimity subscale. Similarly, the average item score for teacher well-being is also slightly higher for females ($M_{F\text{-}Ave\text{-}Item}$ = 3.27, $SD_{F\text{-}Ave\text{-}Item}$ = .58) than males ($M_{M\text{-}Ave\text{-}Item}$ = 3.15, $SD_{M\text{-}Ave\text{-}Item}$ = .50). In both teaching efficacy and school connectedness subscales, females again have higher average item scores than males.

Table 4

Descriptive Statistics for Average Item Scores by Gender (N = 222)

Scale & Subscale	$M_{M\text{-}Ave\text{-}Item}$	$SD_{M\text{-}Ave\text{-}Item}$	$M_{F\text{-}Ave\text{-}Item}$	$SD_{F\text{-}Ave\text{-}Item}$
Resilience Overall	5.80	.83	5.92	.70
-Purpose	5.65	1.09	5.76	.80
-Perseverance	5.67	1.12	5.89	.80
-Self-reliance	6.07	.86	6.11	.74
-Equanimity	5.74	.81	5.69	.92
-Existential aloneness	5.88	.81	6.14	.81
Well-being Overall	3.15	.50	3.27	.58
-Teaching Efficacy	3.24	.61	3.43	.58
-School Connectedness	3.07	.57	3.10	.73

Note. M = Male; F = Female

According to Table 5, overall, teachers in the PK-5th grade bands ($M_{GL1\text{-}Ave\text{-}Item}$ = 5.93, $SD_{GL1\text{-}Ave\text{-}Item}$ = .71) have a slightly higher average item score for resilience compared to teachers in the 6th-8th grade bands ($M_{GL2\text{-}Ave\text{-}Item}$ = 5.86, $SD_{GL2\text{-}Ave\text{-}Item}$ = .78) and 9th-12th grade bands ($M_{GL3\text{-}Ave\text{-}Item}$ = 5.87, $SD_{GL3\text{-}Ave\text{-}Item}$ = .68). They scored higher on the five resilience characteristics, except for the purpose, self-reliance, and existential aloneness subscales. For the purpose subscale, teachers in the 6th-8th grade bands ($M_{GL2\text{-}Ave\text{-}Item}$ = 5.81, $SD_{GL2\text{-}Ave\text{-}Item}$ = .93) scored higher than the other groups; for the self-reliance subscale, teachers in the 9th-12th grade bands scored the highest ($M_{GL3\text{-}Ave\text{-}Item}$ = 6.13, $SD_{GL3\text{-}Ave\text{-}Item}$ = .79), and for the existential aloneness subscale, teachers at the 6th-8th grade bands scored the highest ($M_{GL2\text{-}Ave\text{-}Item}$ = 6.15, $SD_{GL2\text{-}Ave\text{-}Item}$ = .91).

Regarding teacher well-being, the average item score for teachers in the 9th-12th grade bands ($M_{GL3\text{-}Ave\text{-}Item}$ = 3.29, $SD_{GL3\text{-}Ave\text{-}Item}$ = .50) is slightly higher than that of the other groups. In both the teaching efficacy and school connectedness subscales, teachers in the 9th-12th grade bands also have higher average item scores than the other groups. Teachers in the 6th-8th grade bands scored the lowest in both subscales.

Table 5

Descriptive Statistics for Average Item Scores by Grade Band (N = 222)

Scale & Subscale	$M_{GL1\text{-}Ave\text{-}Item}$	$SD_{GL1\text{-}Ave\text{-}Item}$	$M_{GL2\text{-}Ave\text{-}Item}$	$SD_{GL2\text{-}Ave\text{-}Item}$	$M_{GL3\text{-}Ave\text{-}Item}$	$SD_{GL3\text{-}Ave\text{-}Item}$
Resilience Overall	5.93	.71	5.86	.78	5.87	.68
-Purpose	5.73	.87	5.81	.93	5.77	.71
-Perseverance	5.90	.89	5.86	.78	5.79	.80
-Self-reliance	6.12	.74	6.00	.74	6.13	.79
-Equanimity	5.77	.85	5.48	1.06	5.65	.92
-Existential aloneness	6.14	.79	6.15	.91	6.02	.83
Well-being Overall	3.26	.60	3.19	.57	3.29	.50
-Teaching Efficacy	3.41	.61	3.35	.56	3.45	.52
-School Connectedness	3.10	.73	3.03	.77	3.13	.68

Note. GL1 = PK-5th grade; GL2 = 6th-8th grade; GL3 = 9th-12th grade

According to Table 6, overall, teachers with 20+ years of teaching experience ($M_{TY3\text{-}Ave\text{-}Item}$ = 5.95, $SD_{TY3\text{-}Ave\text{-}Item}$ = .71) have a slightly higher average item score for resilience compared to teachers with zero to nine years ($M_{TY1\text{-}Ave\text{-}Item}$ = 5.90, $SD_{TY1\text{-}Ave\text{-}Item}$ = .77) and 10-19 years ($M_{TY2\text{-}Ave\text{-}Item}$ = 5.87, $SD_{TY3\text{-}Ave\text{-}Item}$ = .66) of teaching experience. They scored higher on the five resilience characteristics, except for the perseverance and equanimity subscales. For the perseverance ($M_{TY1\text{-}Ave\text{-}Item}$ = 5.91, $SD_{TY1\text{-}Ave\text{-}Item}$ = .91) and equanimity ($M_{TY1\text{-}Ave\text{-}Item}$ = 5.74, $SD_{TY1\text{-}Ave\text{-}Item}$ = .94) sub-scales, teachers with zero to nine years of teaching experience scored higher than the other groups.

Regarding teacher well-being, the average item score for teachers with 20+ years of teaching experience ($M_{TY3\text{-}Ave\text{-}Item}$ = 3.38, $SD_{TY3\text{-}Ave\text{-}Item}$ = .53) is slightly higher than that of the other groups. In both the teaching efficacy and school connectedness subscales, teachers with 20+ years of teaching experience also have higher average item scores than the other groups. Teachers with zero to nine years of teaching experience scored the lowest in both subscales.

Table 6

Descriptive Statistics for Average Item Scores by Year of Teaching Experience (N = 222)

Scale & Subscale	$M_{TY1\text{-}Ave\text{-}Item}$	$SD_{TY1\text{-}Ave\text{-}Item}$	$M_{TY2\text{-}Ave\text{-}Item}$	$SD_{TY2\text{-}Ave\text{-}Item}$	$M_{TY3\text{-}Ave\text{-}Item}$	$SD_{TY3\text{-}Ave\text{-}Item}$
Resilience Overall	5.90	.77	5.87	.66	5.95	.71
-Purpose	5.65	.85	5.77	.76	5.82	.88
-Perseverance	5.91	.91	5.84	.82	5.84	.81
-Self-reliance	6.06	.81	6.07	.69	6.19	.75
-Equanimity	5.74	.94	5.61	.83	5.73	.93
-Existential aloneness	6.13	.88	6.05	.71	6.15	.84
Well-being Overall	3.11	.59	3.27	.56	3.38	.53
-Teaching Efficacy	3.25	.63	3.39	.52	3.57	.55
-School Connectedness	2.97	.72	3.15	.72	3.18	.70

Note. TY1 = zero-nine years; TY2 = 10-19 years; TY3 = 20+ years

Research Question 1

Multiple regression was used for the first research question to determine which of the resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – predicts well-being based on the gender of the teacher. In this analysis, the dependent variable was well-being, and the independent variables were the subscales of resilience (purpose, perseverance, self-reliance, equanimity, and existential aloneness), as well as gender. Gender was a nominal variable, with males coded as 1 and females coded as 0. The regression analysis was conducted in two steps. In the first step, the independent variables of purpose, perseverance, self-reliance, equanimity, existential aloneness, and gender were entered as predictors; the dependent variable of teacher well-being was entered as outcomes. In the second step, the interactions between the subscales of resilience and gender were entered as predictors to determine if the predictive relationship between resilience and well-being was moderated by gender.

Assumptions

Before conducting the multiple regression, the assumptions were tested. First, the data should ensure a linear relationship between the study's predictor and response outcome variables. Scatterplots were examined to determine if the relationships between resilience characteristics and well-being were linear. No curvilinear trends were observed in the scatterplots in Figures 2-6, so the assumption of linearity was met.

Figure 2

Scatterplot of Purpose Versus Well-being

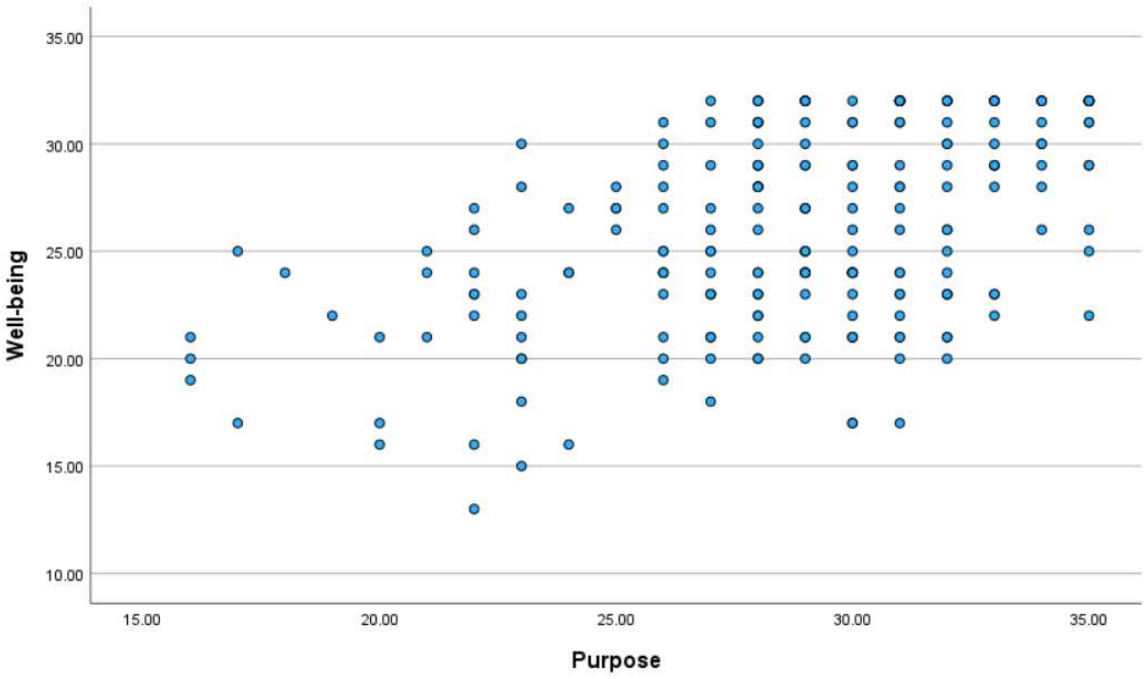


Figure 3

Scatterplot of Perseverance Versus Well-being

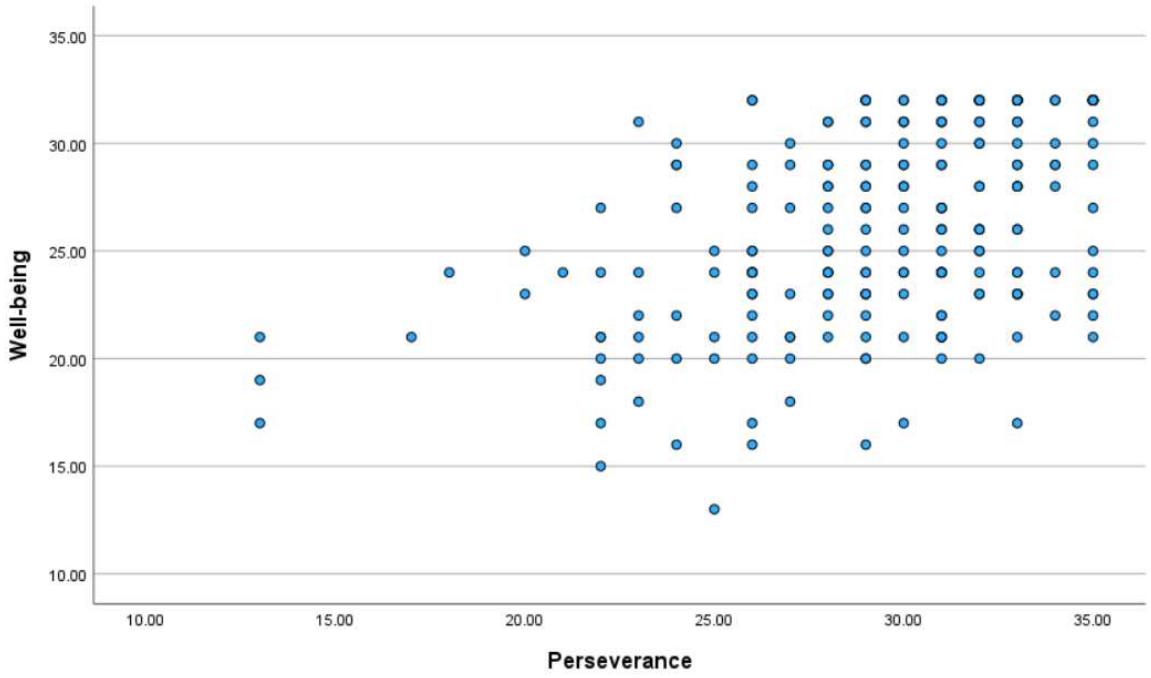


Figure 4

Scatterplot of Self-Reliance Versus Well-being

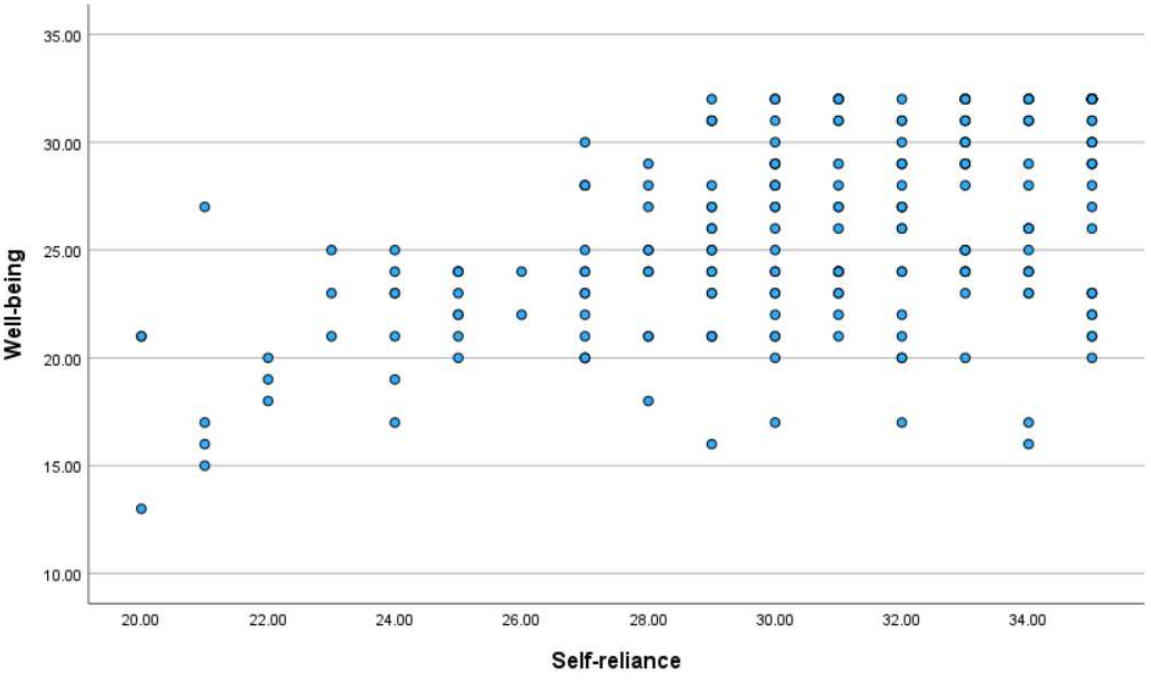


Figure 5

Scatterplot of Equanimity Versus Well-being

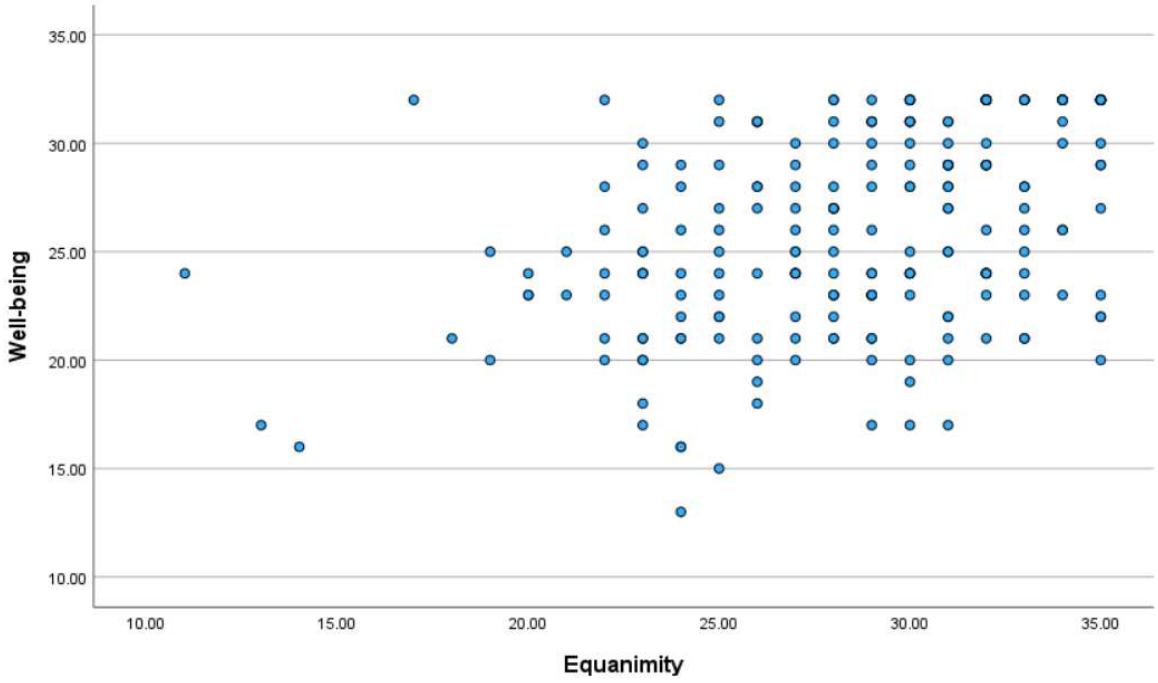
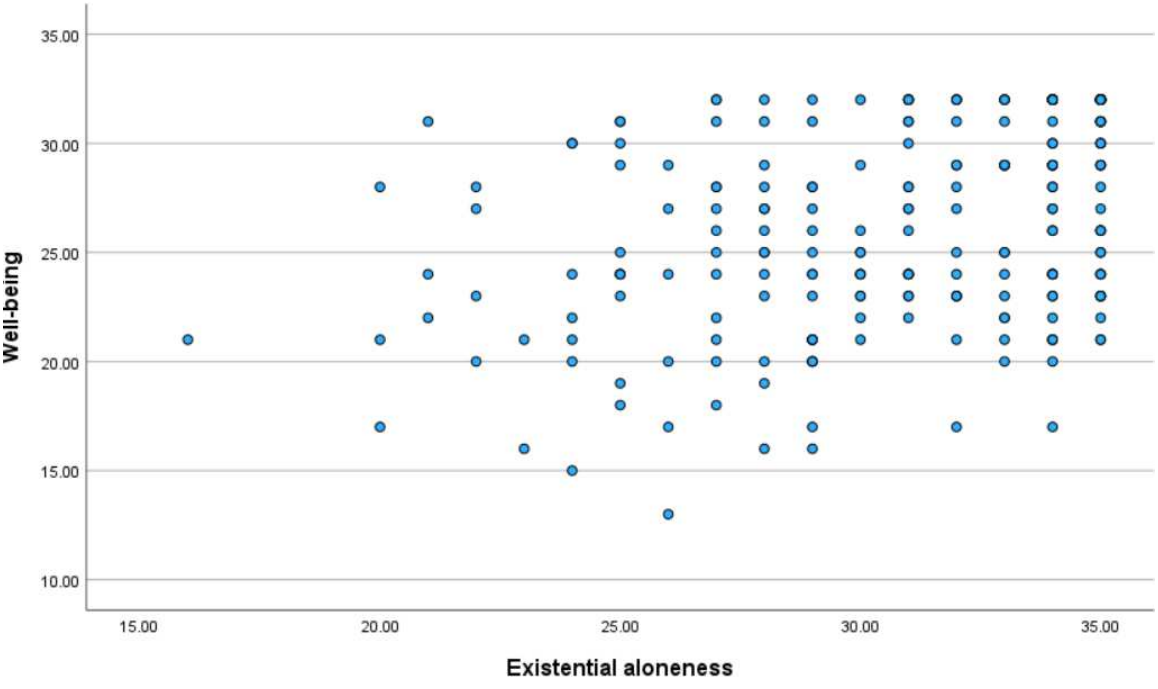


Figure 6

Scatterplot of Existential Aloneness Versus Well-being



Second, none of the predictor variables should be highly correlated. A Pearson correlation matrix was computed to determine the correlations between the predictor variables (see Table 7). According to Vatcheva et al. (2016), correlations of .80 or greater in magnitude may be of concern. The correlations between the predictors in this analysis ranged from -.10 to .77 in magnitude, suggesting severe multicollinearity was not present among the predictors.

Table 7

Correlation Matrix of Predictor Variables

Variable	Purpose	Perseverance	Self-reliance	Equanimity	Existential Aloneness	Gender	Grade
Purpose	-						
Perseverance	.75**	-					
Self-reliance	.69**	.77**	-				
Equanimity	.63**	.60**	.69**	-			
Existential Aloneness	.64**	.66**	.68**	.62**	-		
Gender	-.05	-.08	-.02	.02	-.10	-	
Grade	.03	-.05	.00	-.07	-.06	.21**	-
Teaching experience	.08	-.03	.07	.00	.01	.05	.15

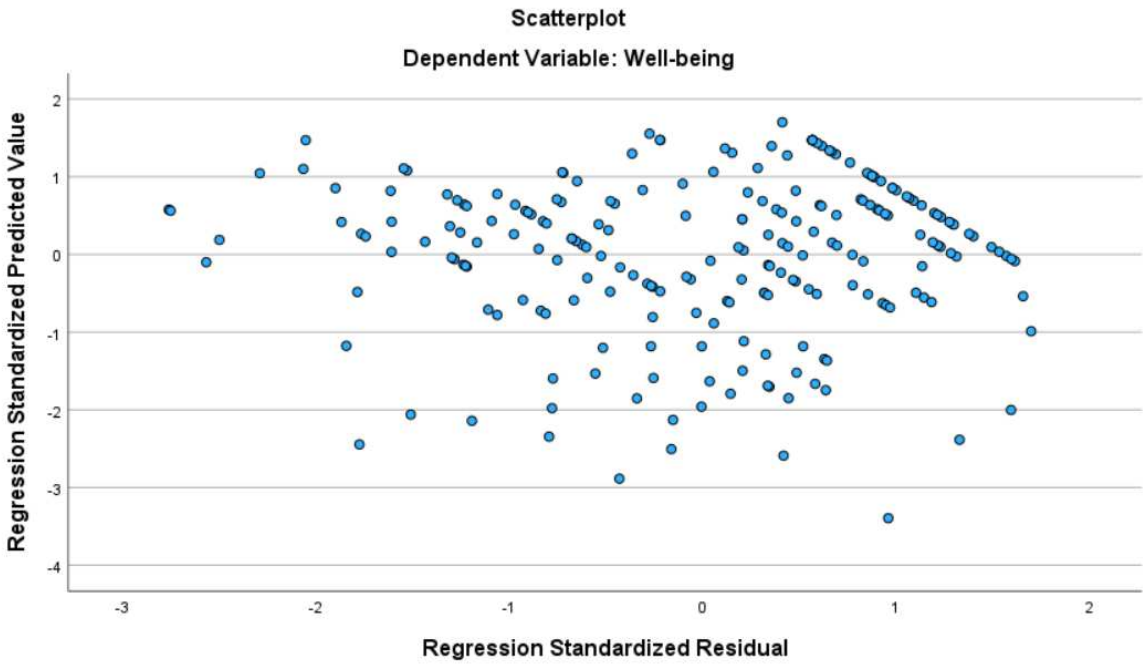
Note. **$p < .01$.

The third assumption is the observations are independent. Independence of observations was assessed using the Durbin-Watson statistic; values near 2.00 indicate minimal autocorrelation between observations. The Durbin-Watson statistic was equal to 1.85, indicating minimal autocorrelation between observations; therefore, the observations were assumed to be independent.

Homoscedasticity was tested to ensure the linear model had residuals with constant variance at all points. To assess homoscedasticity, a scatterplot of the residuals versus predicted values was examined (see Figure 7). The points in the plot were randomly distributed around zero, indicating the data were homoscedastic.

Figure 7

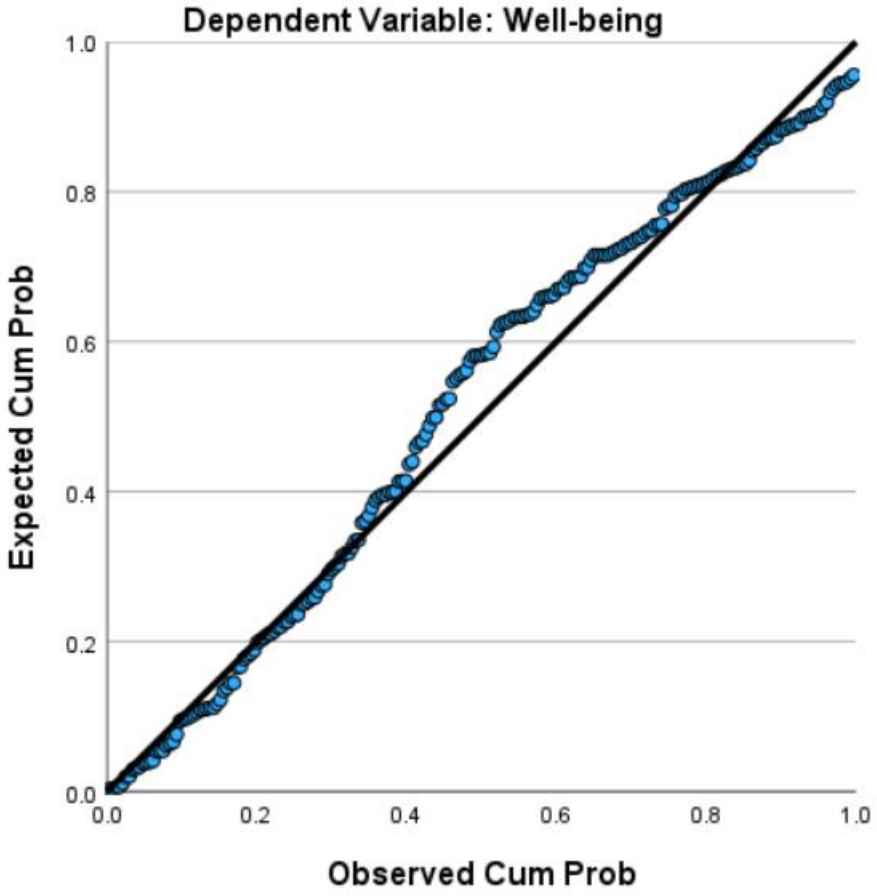
Scatterplot of Residuals Versus Predicted Values for Regression (Research Question 1)



Finally, the residuals should be normally distributed. To assess normality, a P-P plot of the residuals was discussed (see Figure 8). There was a minimal deviation from the normal (diagonal) line, indicating the residuals were approximately normally distributed.

Figure 8

P-P Plot of Residuals for Regression (Research Question 1)



Results

The overall regression model was significant at step 1, $R^2 = .32$, $F(6, 215) = 16.67$, $p < .001$, indicating collectively resilience characteristics and gender significantly predicted teacher well-being. Resilience characteristics and gender collectively explained 32% of the variance in well-being. Table 8 presents the statistics for the regression model coefficients. In step 1, purpose ($B = .28$, $t(215) = 2.72$, $p = .007$) and self-reliance ($B = .45$, $t(215) = 3.67$, $p < .001$) had significant positive associations with well-being, meaning teachers with higher purpose and self-reliance scores tended to have higher

well-being scores. No significant association was found between teacher well-being and gender.

Table 8

Coefficients for Regression Predicting Well-being (Research Question 1)

						95% CI	
Variable	*B*	SE.	Beta	*t*	Sig.	Lower	Upper
Step 1							
(Constant)	6.16	2.24		2.76	.006	1.75	10.57
Purpose	.28	.10	.25	2.72*	.007	.08	.47
Perseverance	.03	.11	.03	.31	.760	-.18	.25
Self-reliance	.45	.12	.37	3.67**	<.001	.21	.70
Equanimity	.06	.08	.06	.75	.455	-.10	.23
Existential aloneness	-.15	.10	-.13	-1.56	.121	-.34	.04
Gender	-.84	.81	-.06	-1.04	.300	-2.43	.75
Step 2							
(Constant)	4.82	2.42		1.99	.047	.06	9.59
Purpose	.29	.11	.27	2.66*	.009	.08	.51
Perseverance	.07	.12	.07	.61	.541	-.16	.30
Self-reliance	.51	.13	.42	3.96**	<.001	.26	.76
Equanimity	.06	.09	.06	.68	.498	-.12	.24
Existential aloneness	-.21	.10	-.19	-2.13*	.034	-.41	-.02
Gender	2.87	7.48	.20	.38	.702	-11.87	17.61
Purpose x Gender	.06	.28	.13	.23	.816	-.48	.61
Perseverance x Gender	-.42	.39	-.85	-1.07	.285	-1.19	.35
Self-reliance x Gender	-.44	.42	-.95	-1.04	.302	-1.28	.40
Equanimity x Gender	-.07	.29	-.14	-.23	.818	-.63	.50
Existential aloneness x Gender	.73	.36	1.54	2.06*	.041	.03	1.43

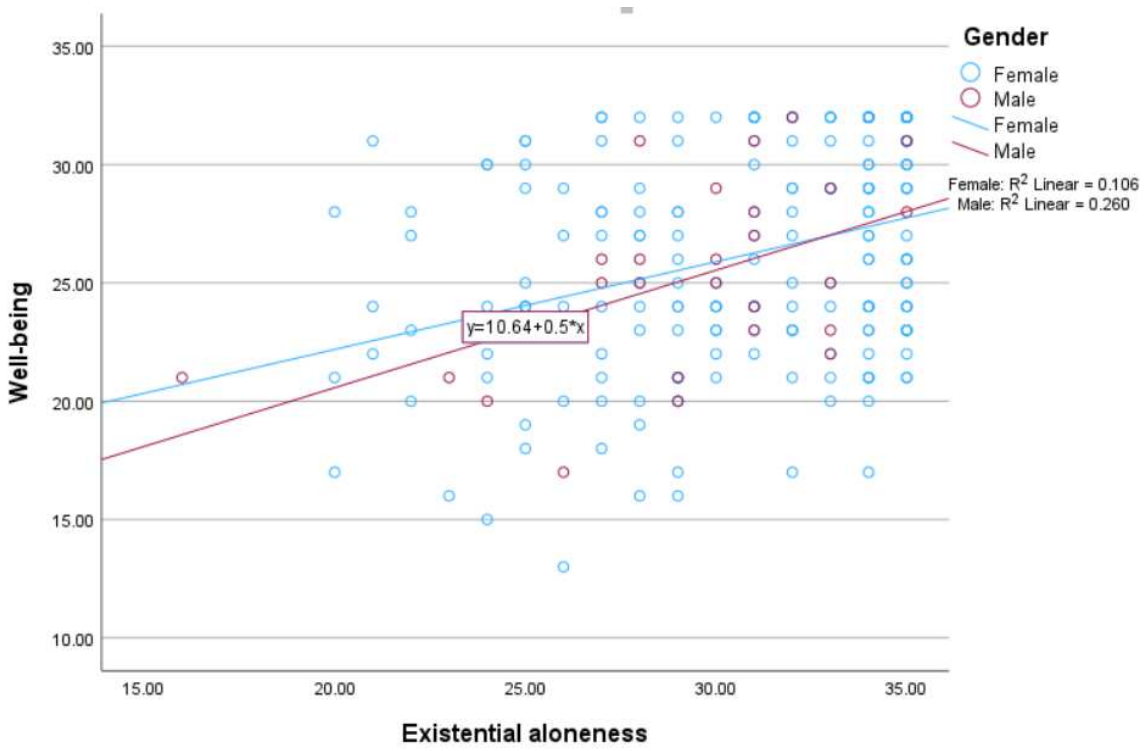
Note. * $p < .05$; ** $p < .001$

The overall regression model was significant at Step 2, $R^2 = .34$, $F(11, 210) = 9.92$, $p < .001$, indicating collectively resilience characteristics, gender, and the interactions between resilience characteristics and gender significantly predicted well-being. Resilience characteristics, gender, and the interactions between resilience characteristics and gender collectively explained 34% of the variance in well-being. The addition of the interaction terms increased the explained variance by approximately 2%.

In Step 2, purpose (B = .29, t(210) = 2.66, p = .009) and self-reliance (B = .51, t(210) = 3.96, p < .001) were significantly positively associated with well-being, meaning teachers with a higher purpose and self-reliance scores tended to have higher well-being scores. Existential aloneness was significantly negatively associated with well-being (B = -.21, t(210) = -2.13, p = .034), meaning teachers with higher existential aloneness scores tended to have lower well-being scores. There was a significant interaction between existential aloneness and gender (B = .73, t(210) = 2.06, p = .041). Figure 9 indicates males with higher levels of existential aloneness tend to have higher well-being scores than females.

Figure 9

Scatterplot of Interaction between Existential Aloneness and Gender on Well-Being



Research Question 2

Multiple regression was used for the second research question to determine which of the resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – predicts well-being of teachers within different grade bands. In this analysis, the dependent variable was well-being, and the independent variables were the subscales of resilience (purpose, perseverance, self-reliance, equanimity, and existential aloneness), as well as grade. Grade bands have three levels, including PK-5th grade, 6th-8th grade, and 9th-12th grade. Two dummy variables were created, with Pre-K-5 serving as the reference category. Dummy Variable 1 corresponds to grades 6-8, where the code is 1 for grades 6-8 and 0 otherwise. Dummy Variable 2 corresponds to grades 9-12, where the code is 1 for grades 9-12 and 0 otherwise. The coefficients of these dummy variables show the difference in well-being compared to the reference category (grades Pre-K-5) and the other categories (grades 6-8 and 9-12).

The regression analysis was conducted in two steps. The independent variables of purpose, perseverance, self-reliance, equanimity, existential aloneness, and two dummy variables of grade were entered as predictors in the first step. In the second step, the interactions between the subscales of resilience and two dummy variables of grade were entered as predictors to determine if the predictive relationship between resilience and well-being was affected by grade.

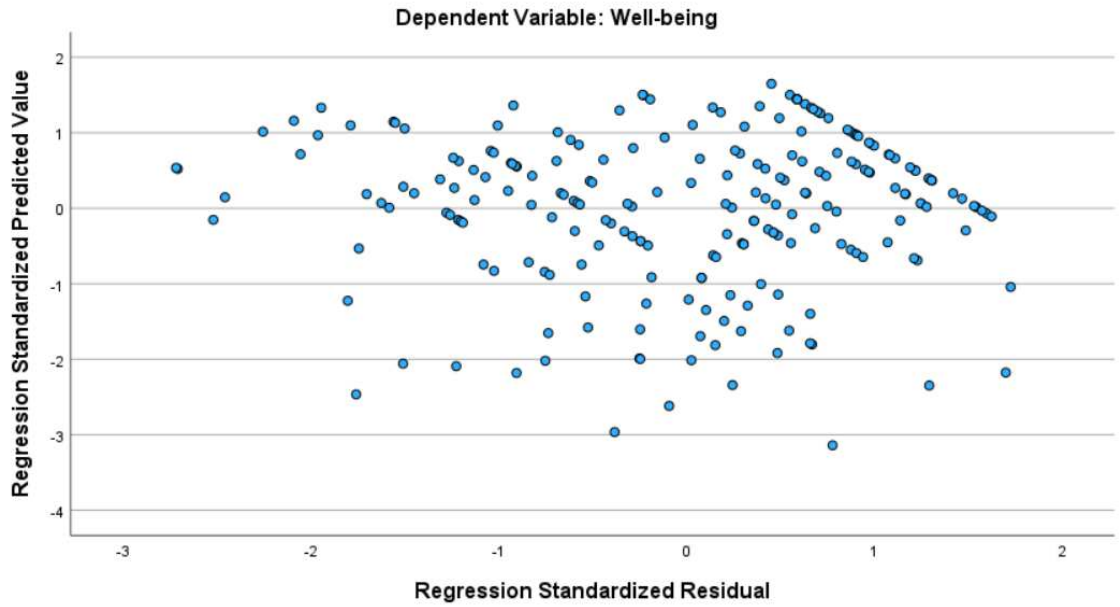
Assumptions

Before conducting the multiple regression, the assumptions were tested. Scatterplots were examined to determine if the relationships between resilience characteristics and well-being were linear (see Figures 2-6). No curvilinear trends were

observed in the scatterplots, so the assumption of linearity was met. A Pearson correlation matrix was computed to determine the correlations between the predictor variables (see Table 7). The correlations between the predictors in this analysis ranged from -.07 to .77 in magnitude, suggesting severe multicollinearity was not present among the predictors. The independence of observations was assessed using the Durbin-Watson statistic. The Durbin-Watson statistic was equal to 1.84, indicating minimal autocorrelation between observations; therefore, the observations were assumed to be independent. A scatterplot of the residuals versus predicted values was examined to assess homoscedasticity (see Figure 10). The points in the plot were randomly distributed around zero, indicating the data were homoscedastic.

Figure 10

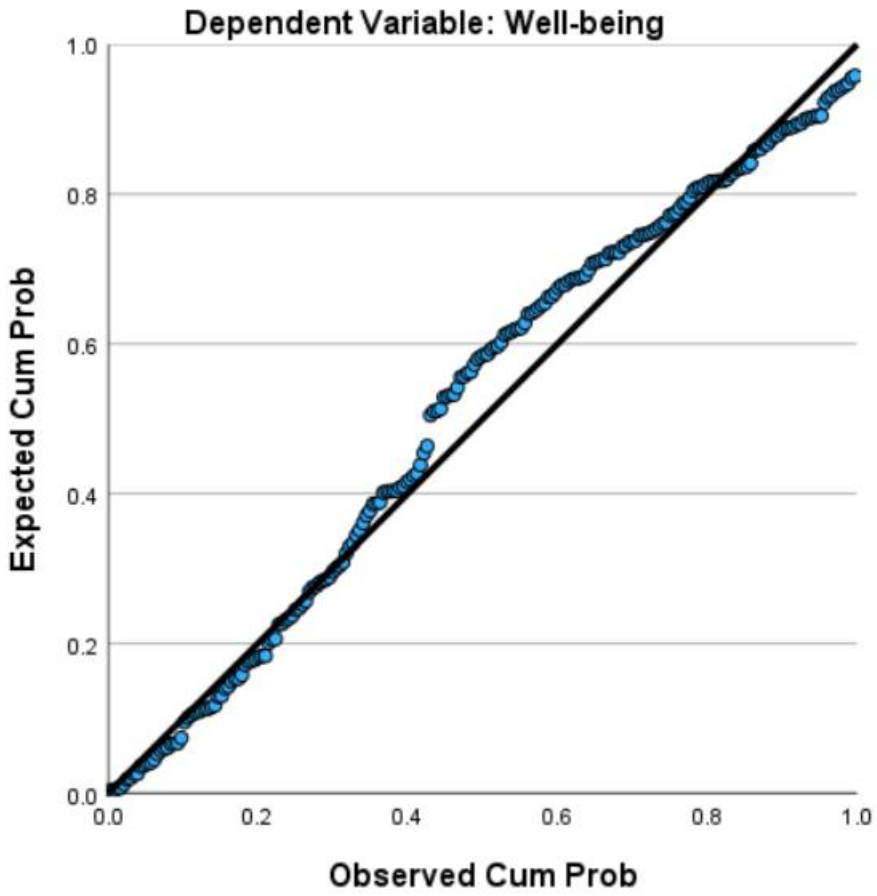
Scatterplot of Residuals Versus Predicted Values for Regression (Research Question 2)



Finally, a P-P plot of the residuals was examined to assess normality (see Figure 11). There was a minimal deviation from the normal (diagonal) line. It indicates the residuals were approximately normally distributed.

Figure 11

P-P Plot of Residuals for Regression (Research Question 2)



Results

The overall regression model was significant at Step 1, $F(7, 214) = 14.05$, $p < .001$, $R^2 = .32$, indicating collectively resilience characteristics and grade significantly predicted well-being. Resilience characteristics and grade bands collectively explained 32% of the variance in well-being. Table 9 presents the statistics for the regression model

coefficients. In step 1, purpose (B = .28, $t(214)$ = 2.69, p = .008) and self-reliance (B = .44, $t(214)$ = 3.51, p < .001) were significantly positively associated with well-being, meaning teachers with higher purpose and self-reliance scores tended to have higher well-being scores. No significant association was found between teacher well-being and grade.

Table 9

Coefficients for Regression Predicting Well-being (Research Question 2)

						95% CI *B*	
Variable	*B*	SE.	Beta	*t*	Sig.	Lower	Upper
Step 1							
(Constant)	5.95	2.25		2.64	.009	1.51	10.38
Purpose	.28	.10	.25	2.69*	.008	.07	.48
Perseverance	.05	.11	.04	.41	.680	-.17	.26
Self-reliance	.44	.12	.36	3.51**	<.001	.19	.68
Equanimity	.05	.09	.05	.62	.538	-.12	.22
Existential aloneness	-.13	.10	-.12	-1.38	.169	-.32	.06
Dummy 1 - Grade [6-8]	-.29	.78	-.02	-.37	.715	-1.82	1.25
Dummy 2 - Grade [9-12]	.15	.61	.01	.25	.806	-1.05	1.35
Step 2							
(Constant)	3.75	3.01		1.25	.213	-2.17	9.68
Purpose	.35	.13	.32	2.75*	.007	.10	.61
Perseverance	.01	.14	.01	.09	.931	-.27	.29
Self-reliance	.60	.16	.50	3.72**	<.001	.28	.92
Equanimity	.05	.12	.05	.43	.665	-.19	.29
Existential aloneness	-.26	.13	-.24	-2.00*	.046	-.53	.00
Grade [6-8]	7.04	6.63	.54	1.06	.290	-6.04	20.12
Grade [9-12]	6.38	5.41	.62	1.18	.240	-4.29	17.05
Purpose x D1 - Grade [6-8]	.11	.29	.25	.38	.704	-.46	.68
Perseverance x D1 - Grade [6-8]	.13	.35	.29	.36	.718	-.57	.82
Self-reliance x D1 - Grade [6-8]	-.71	.42	-1.64	-1.70	.090	-1.54	.11
Equanimity x D1 - Grade [6-8]	.03	.26	.05	.10	.924	-.50	.55
Existential aloneness x D1 - Grade [6-8]	.21	.35	.50	.60	.552	-.49	.91
Purpose x D2 - Grade [9-12]	-.41	.28	-1.17	-1.47	.143	-.96	.14
Perseverance x D2 - Grade [9-12]	.04	.27	.12	.15	.877	-.48	.56
Self-reliance x D2 - Grade [9-12]	-.22	.30	-.68	-.76	.448	-.81	.36
Equanimity x D2 - Grade [9-12]	.07	.20	.19	.33	.740	-.33	.47
Existential aloneness x D2 - Grade [9-12]	.31	.21	.92	1.48	.141	-.10	.72

Note. * p < .05; ** p < .001

The overall regression model was significant in step 2, $F(17, 204) = 6.26$, $p < .001$, $R^2 = .34$, indicating collectively resilience characteristics, grade, and the interactions between resilience characteristics and grade significantly predicted well-being. Resilience characteristics, grade, and the interactions between resilience characteristics and grade collectively explained 34% of the variance in well-being. The addition of the interaction terms increased the explained variance by approximately 2%, which was not a significant increase. In step 2, purpose ($B = .35$, $t(204) = 2.75$, $p = .007$) and self-reliance ($B = .60$, $t(204) = 3.72$, $p < .001$) were significantly positively associated with well-being, meaning teachers with higher purpose and self-reliance scores tended to have higher well-being scores. Existential aloneness was significantly negatively associated with well-being ($B = -.26$, $t(204) = -2.00$, $p = .046$), meaning teachers with higher existential aloneness scores tended to have lower well-being scores. There were no significant interactions between resilience characteristics and grade in relation to teacher well-being.

Research Question 3

A multiple regression was used for the third research question to determine which resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – predict well-being of teachers with different years of teaching experience. In this analysis, the dependent variable was well-being, and the independent variables were the subscales of resilience (purpose, perseverance, self-reliance, equanimity, and existential aloneness), as well as years of teaching experience.

Years of teaching experience have three levels, including zero – nine years, 10-19 years, and 20+ years, which were dummy-coded with two dummy variables created, with

zero – nine years serving as the reference category. Dummy Variable 1 corresponds to 10-19 years, where the code is 1 for 10-19 years and 0 otherwise. Dummy Variable 2 corresponds to 20+ years, where the code is 1 for 20+ years and 0 otherwise. The coefficients of these dummy variables show the difference in well-being compared to the reference category (zero – nine years) and the other categories (10-19 years and 20+ years).

The regression analysis was conducted in two steps. In the first step, the independent variables of purpose, perseverance, self-reliance, equanimity, existential aloneness, and two dummy variables of years of teaching experience were entered as predictors. In the second step, the interactions between the subscales of resilience and two dummy variables of years of teaching experience were entered as predictors to determine if the predictive relationship between resilience and well-being was affected by years of teaching experience.

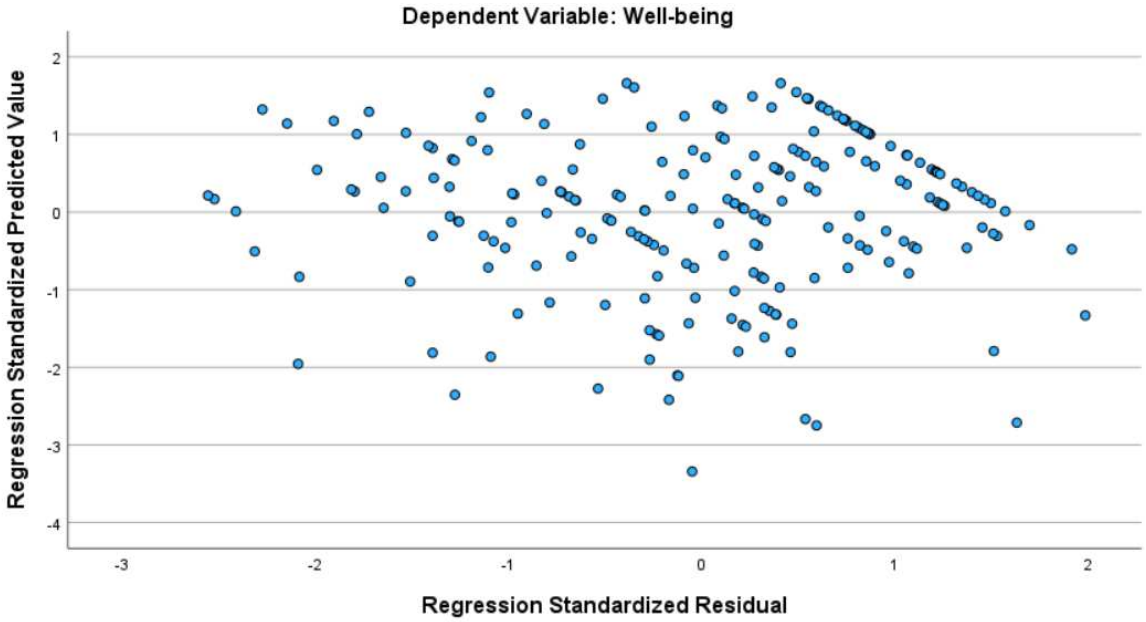
Assumptions

Before conducting the multiple regression, the assumptions were tested. Scatterplots were examined to determine if the relationships between resilience characteristics and well-being were linear (see Figures 2-6). No curvilinear trends were observed in the scatterplots, so the assumption of linearity was met. A Pearson correlation matrix was computed to determine the correlations between the predictor variables (see Table 7). The correlations between the predictors in this analysis ranged from -.03 to .77 in magnitude, suggesting severe multicollinearity was not present among the predictors.

Independence of observations was assessed using the Durbin-Watson statistic. The Durbin-Watson statistic was equal to 1.905, indicating minimal autocorrelation between observations; therefore, the observations were assumed to be independent. A scatterplot of the residuals versus predicted values was examined to assess homoscedasticity (see Figure 12). The points in the plot were randomly distributed around zero, indicating the data were homoscedastic.

Figure 12

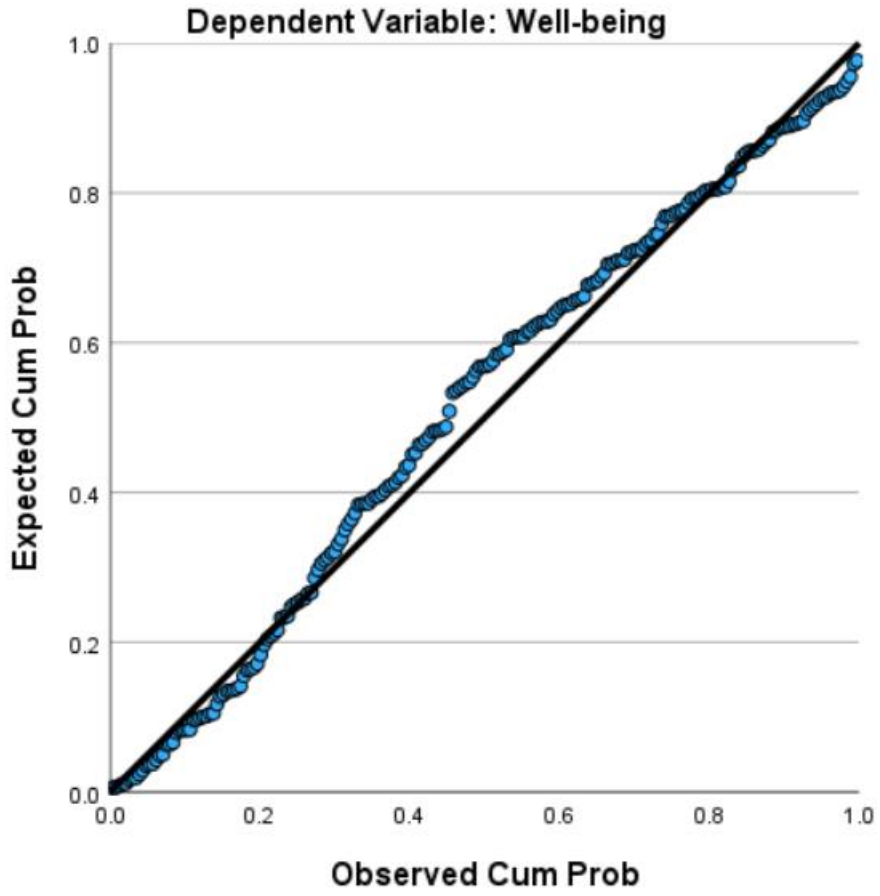
Scatterplot of Residuals Versus Predicted Values for Regression (Research Question 3)



Finally, a P-P plot of the residuals was examined to assess normality (see Figure 13). There was a minimal deviation from the normal (diagonal) line. It indicates the residuals were approximately normally distributed.

Figure 13

P-P Plot of Residuals for Regression (Research Question 3)



Results

The overall regression model was significant in step 1, $F(7, 214) = 15.66$, $p < .001$, $R^2 = .34$, indicating collectively resilience characteristics and experience significantly predicted well-being. Resilience characteristics and experience collectively explained 34% of the variance in well-being. Table 10 presents the statistics for the regression model coefficients. In step 1, purpose ($B = .23$, $t(214) = 2.26$, $p = .025$) and self-reliance ($B = .40$, $t(214) = 3.26$, $p = .001$) were significantly positively associated with well-being, meaning teachers with higher purpose and self-reliance scores tended to

have higher well-being scores. Teaching experience was significantly positively associated with well-being. Teachers with over 20 years of experience had higher well-being scores compared to those with less than 20 years of experience ($B = 1.74$, $t(214) = 2.78$, $p = .006$). Specifically, a one-way ANOVA was performed to assess the impact of teaching experience (0-9 years, 10-19 years, 20+ years) on well-being. The findings showed a significant effect [$F(2, 219) = 4.36$, $p = .014$]. Post Hoc analysis using Tukey's HSD test indicated that teachers with more than 20 years of experience ($M = 27$, $SD = 4.28$) had higher well-being total scores than those with 0-9 years of experience ($M = 24.86$, $SD = 4.71$).

Table 10

Coefficients for Regression Predicting Well-being (Research Question 3)

Variable	*B*	SE.	Beta	*t*	Sig.	95% CI *B* Lower	95% CI *B* Upper
Step 1							
(Constant)	5.26	2.22		2.37	.019	.88	9.63
Purpose	.23	.10	.21	2.26*	.025	.03	.43
Perseverance	.09	.11	.09	.86	.392	-.12	.31
Self-reliance	.40	.12	.33	3.26*	.001	.16	.64
Equanimity	.08	.08	.08	.92	.357	-.09	.24
Existential aloneness	-.13	.09	-.12	-1.39	.167	-.31	.05
Dummy 1 - TYE [10-19 years]	1.20	.64	.12	1.87	.064	-.07	2.47
Dummy 2 - TYE [20+ years]	1.74	.62	.18	2.78*	.006	.51	2.97
Step 2							
(Constant)	6.96	3.62		1.92	.056	-.18	14.10
Purpose	.22	.18	.20	1.22	.223	-.13	.57
Perseverance	.34	.20	.32	1.75	.082	-.04	.73
Self-reliance	.28	.19	.23	1.42	.156	-.11	.66
Equanimity	-.10	.14	-.10	-.68	.495	-.38	.19
Existential aloneness	-.13	.18	-.12	-.74	.460	-.48	.22
Dummy 1 - TYE [10-19 years]	2.02	5.62	.21	.36	.720	-9.07	13.11
Dummy 2 - TYE [20+ years]	-2.24	5.22	-.24	-.43	.669	-12.54	8.06
Purpose x D1 - TYE [10-19]	.15	.28	.46	.55	.583	-.40	.70
Perseverance x D1 - TYE [10-19]	-.23	.29	-.69	-.79	.429	-.80	.34
Self-reliance x D1 - TYE [10-19]	.02	.34	.05	.05	.963	-.66	.69
Equanimity x D1 - TYE [10-19]	.24	.22	.71	1.12	.264	-.19	.67
Existential aloneness x D1 - TYE [10-19]	-.19	.27	-.60	-.73	.469	-.72	.33
Purpose x D2 - TYE [20+]	.00	.24	-.02	-.02	.983	-.47	.46
Perseverance x D2 - TYE [20+]	-.44	.27	-1.39	-1.65	.101	-.97	.09
Self-reliance x D2 - TYE [20+]	.30	.28	.98	1.07	.287	-.25	.84
Equanimity x D2 - TYE [20+]	.26	.21	.80	1.26	.211	-.15	.66
Existential aloneness x D2 - TYE [20+]	.02	.23	.08	.10	.920	-.43	.47

Note. * $p < .05$; ** $p < .001$

The overall regression model was significant at Step 2, $F(17, 204) = 6.79$, $p < .001$, $R^2 = .36$, indicating collectively resilience characteristics, experience, and the interactions between resilience characteristics and experience significantly predicted well-being. Resilience characteristics, experience, and the interactions between resilience

characteristics and experience collectively explained 36% of the variance in well-being. The addition of the interaction terms increased the explained variance by approximately 2%, which was not a significant increase. In step 2, no predictors or interactions were individually significantly associated with well-being.

Summary

Data from 222 teachers were analyzed to examine how resilience predicts teacher well-being based on gender, grade bands, and years of teaching experience in a Georgia school district after the COVID-19 pandemic. Among the participants, 88.3% were women. Over 59% taught Pre-K through 5th grade. Additionally, 36.5% of the teachers had 20 or more years of teaching experience.

Descriptive data analyses were conducted to understand the essential characteristics of the collected data. The average item score on the resilience scale was 5.91, indicating teacher participants generally "moderately agree" with the items. Notably, the average scores for the self-reliance and existential aloneness subscales were above 6, suggesting a "moderate agreement" with these items as well. For the well-being scale, the average item score was 3.26, indicating participants "often" experience well-being at school. When comparing the two characteristics, the average item score for teaching efficacy was slightly higher than for school connectedness.

Overall, female participants had a slightly higher average item score for resilience compared to males, scoring higher on all five resilience characteristics except for the equanimity subscale. Similarly, females had higher average item scores for overall teacher well-being, teaching efficacy, and school connectedness than males.

Teachers at the PK-5th grade bands had a slightly higher average item score for resilience compared to those at the 6th-8th and 9th-12th grade bands, scoring higher on all resilience characteristics except for purpose, self-reliance, and existential aloneness. Teachers in the 6th-8th grade bands scored highest on the purpose and existential aloneness subscales, while those in the 9th-12th grade bands scored highest on the self-reliance subscale. Regarding well-being, teachers in the 9th-12th grade bands had slightly higher average item scores than those in other groups. These same teachers scored higher on teaching efficacy and school connectedness. Teachers in the 6th-8th grade bands scored the lowest in both subscales.

Teachers with 20+ years of teaching experience had a slightly higher average score for resilience than those with 0-9 and 10-19 years of experience, scoring higher on all resilience characteristics except for perseverance and equanimity. Teachers with 0-9 years of experience scored highest on these two subscales. Regarding teacher well-being, those with 20+ years of experience had slightly higher average item scores, as well as higher scores on teaching efficacy and school connectedness, compared to other groups. Teachers with 0-9 years of experience scored the lowest in both subscales.

Multiple regression analysis was conducted to answer Research Question 1 and to determine which of the resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – predicts well-being based on the gender of the teacher. The analysis showed purpose and self-reliance were significantly positively associated with well-being in steps 1 and 2, meaning teachers with higher purpose and self-reliance scores tended to have higher well-being scores. In step 2, existential aloneness was discovered to be significantly negatively associated with well-being. It

means teachers with higher existential aloneness scores tended to have lower well-being scores. Overall, no significant association was found between teacher well-being and gender. There was a significant interaction between existential aloneness and gender in relation to teacher well-being, indicating males with higher levels of existential aloneness tend to have higher well-being scores than females.

Multiple regression analysis was conducted to answer Research Question 2 and determine which of the resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – predict the well-being of teachers within different grade bands. The analysis showed purpose and self-reliance were significantly positively associated with well-being in steps 1 and 2, meaning teachers with higher purpose and self-reliance scores tended to have higher well-being scores. In step 2, existential aloneness was discovered to be significantly negatively associated with well-being. It means teachers with higher existential aloneness scores tended to have lower well-being scores. No significant association was found between teacher well-being and grade bands. There were no significant interactions between resilience characteristics and grade bands in relation to teacher well-being.

Finally, a multiple regression analysis was conducted to address Research Question 3 and determine which of the resilience characteristics—purpose, perseverance, self-reliance, equanimity, and existential aloneness—predict the well-being of teachers with varying years of teaching experience. The analysis revealed in step 1 how purpose and self-reliance were significantly positively associated with well-being and suggested teachers with higher scores in these resilience characteristics tended to have higher well-being scores. Teaching experience was significantly positively associated with well-

being, with teachers having 20+ years of experience showing higher well-being scores than those with 0-9 years of experience. There were no significant interactions between resilience characteristics and years of teaching experience in relation to teacher well-being.

Chapter V

FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

This chapter summarizes the findings, conclusions, and recommendations for future research on teacher well-being and resilience characteristics. It begins with the purpose of the study, the research questions that guided it, and an overview. Next, the multiple regression model is discussed for each research question, and the limitations of the study are acknowledged. Finally, recommendations for future initiatives and research are identified.

Summary of the Study

Teacher well-being is critical for the success of an educational system. The demands of rising expectations, juggling administrative work, meeting the needs of the diverse students in their classrooms, and low compensation are just a few of the identified challenges taking a toll on teachers before the outbreak of the COVID-19 pandemic (García & Weiss, 2019). The teaching profession was already facing challenges. The COVID-19 pandemic not only compounded the issues already in the profession but added challenges teachers had not previously encountered. Unexpected challenges and additional stressors led to teachers enjoying their jobs less, and many teachers questioned if they would return to the profession the following year (Horace Mann Educators Corporation, 2020). Teacher well-being decreased as teachers faced an increase in personal and job-related adversity. Because student well-being is directly related to teacher well-being, teacher effectiveness, and student performance, it is in the best

interest to support teacher well-being for the success of the educational organization (Porter, 2020). Resilience is needed so teachers can recover from the adversities of the teaching profession without negatively impacting their well-being (Herman et al., 2018). Since resilient organizations are comprised of resilient individuals, ensuring teachers can strengthen their personal resilience characteristics would benefit the school district.

Purpose of the Study

When teachers have positive well-being, it directly impacts the quality of instruction and gives students a more effective learning experience. Higher student achievement is a result of more effective learning experiences. The primary purpose of this quantitative study was to identify if resilience characteristics (i.e., purpose, perseverance, self-reliance, equanimity, or existential aloneness) are predictors of teacher well-being in the aftermath of the COVID-19 pandemic. Teacher gender, grade band, and years of teaching experience were considered in this study. Understanding which resilience characteristics are strengths for teachers and which characteristics need more development could support districts in creating initiatives to increase teacher well-being. The theoretical framework is based on Norman Garmezy's Resilience Theory, which explains how some individuals experience well-developed outcomes despite numerous risk factors (Garmezy, 1991).

Research Questions

The study answered the following research questions:

RQ1: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of teacher well-being based on gender after the COVID-19 pandemic?

RQ2: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of the well-being of teachers within different grade bands after the COVID-19 pandemic?

RQ3: Are resilience characteristics (purpose, perseverance, self-reliance, equanimity, or existential aloneness) significant predictors of the well-being of teachers having different years of teaching experience after the COVID-19 pandemic?

Context of the Study

This study occurred in a large Georgia school district during the 2023-2024 school year. The school district contains a total of 51 schools and six special programs. One thousand nine hundred and fifty-two Pre-Kindergarten through 12th-grade teachers were invited to participate in this research study. Initially, there were 313 responses received. After eliminating nonconsenting teachers and incomplete data sets, the final sample for the study contained 222 eligible and consenting participants. There was a substantial disparity in the gender of participants, as 88.3% (n = 196) of respondents were female, and 11.7% (n = 26) were male. Pre-K through 5th-grade teachers accounted for 59.00% (n = 131) of the sample. while sixth through eighth-grade teachers accounted for 14.0% (n = 31). and ninth through 12th-grade teachers accounted for 27.0% (n = 60). Teachers with zero to nine years of experience comprised 32.4% (n = 72) of the sample, teachers with 10-19 years of experience made up 31.1% (n = 69) of the sample, while 81 teachers with 20 or more years of experience responded for 36.5% of the sample.

Data were collected electronically in the secure Qualtrics platform. Participants were solicited for participation with a weekly e-mail for three weeks. Study participants had the opportunity to enter a raffle and win one of 15 Amazon gift cards when the

survey window closed. The data collected were the self-reported responses of the participants. To begin the survey, Section One required teachers to consent to participate in the research study and answer qualifying questions to ensure only teachers teaching during COVID-19 were responding. In Section Two, participants answered three demographic questions: gender, years of teaching experience, and the grade bands they were currently teaching. Next, participants completed two valid and reliable instruments, the Resilience Scale and the Teacher Subjective Well-being Questionnaire. Using a seven-point Likert scale, the Resilience Scale contains 25 positively worded statements measuring five characteristics: purpose, perseverance, self-reliance, equanimity, and existential aloneness (authenticity). The 8-item Teacher Subjective Well-being Questionnaire measures teacher efficacy and school connectedness, prompting participants to select "almost never, sometimes, often and almost always" in response to a corresponding statement.

The research survey was unlocked for three weeks, fifteen working days, to collect responses. When the survey closed, 15 participants were randomly selected to receive an Amazon gift card. Gift cards were e-mailed to winning participants and acknowledged on the required Valdosta State University Research Participant Payment Log.

After data collection, descriptive data and multiple regression analyses were used to address the three research questions. A two-step multiple regression analysis was implemented: Step 1 aimed to understand the predictive power of each resilience characteristic and demographic variable on teacher well-being. Step 2 aimed to

understand the interaction effect between each resilience characteristic and demographic variable in relation to teacher well-being.

Findings and Discussions

Research Question One

A multiple regression analysis was conducted to address Research Question 1 and determine which of the resilience characteristics—purpose, perseverance, self-reliance, equanimity, and existential aloneness—predict well-being based on the gender of the teacher. The overall regression model was significant in step 1, indicating resilience characteristics and gender collectively predicted teacher well-being. These two variables, together, explained 32% of the variance in well-being. The overall regression model remained significant in step 2, indicating collectively resilience characteristics, gender, and the interactions between these resilience characteristics and gender significantly predicted well-being. The inclusion of the interaction terms increased the explained variance to 34%. This finding supports the correlation between resilience and the well-being of teachers (Brouskeli et al., 2018; DuBois & Mistretta, 2020; Pretsch et al., 2012; Tomyn & Weinberg, 2018). Resilience helps teachers manage stress, adapt to challenges, and maintain a positive outlook despite the demands of their profession. In the context of the COVID-19 pandemic, resilience has become even more crucial to enabling teachers to navigate unprecedented changes and uncertainties. This ability to remain steadfast and adaptable under pressure is essential for sustaining teacher well-being during such challenging times.

The analysis showed in steps 1 and 2, purpose and self-reliance were significantly positively associated with well-being. Teachers with higher purpose and self-reliance

scores tended to have higher well-being scores. Purpose is identified as the fundamental characteristic of resilience (Wagnild, 2014). While having a clear purpose in life supports teacher well-being, it is of greater importance when encountering difficulties such as the COVID-19 pandemic. Resilient people rely on themselves because they have a clear and realistic understanding of their strengths and weaknesses (Wagnild, 2014). Self-reliant individuals are typically problem solvers and continue to develop these skills throughout life (Wagnild, 2016). Continuously developing and improving problem-solving skills makes resolving problems during challenges like COVID-19 and maintaining their well-being easier.

In step 2, existential aloneness was found to be significantly negatively associated with well-being and indicates teachers with higher existential aloneness scores tended to have lower well-being scores. Resilient individuals live authentically and understand and accept who they are. According to Wagnild (2016), an individual with existential aloneness "recognizes his or her own worth" (p. 17). One possible reason for this negative association is the pandemic caused widespread anxiety, stress, and uncertainty. Teachers need support from others to combat loneliness and provide a sense of connection and belonging, which is essential for maintaining well-being (Chan et al., 2021; Katsarou et al., 2023). No significant association was found between teacher well-being and gender.

There was a significant interaction between existential aloneness and gender in relation to teacher well-being, indicating males with higher levels of existential aloneness had higher well-being scores than females. According to a study conducted by Helm et al. (2018), less existential isolation was associated with communal traits such as kindness,

warmth, and empathy. Males do not value communal traits as highly as females (Helm et al., 2018). This could explain the finding that males with higher levels of existential aloneness have higher well-being scores than females.

Research Question Two

For the second research question, a multiple regression was used to determine which resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – predict teacher well-being within different grade bands. The overall regression model was significant in step 1, indicating resilience characteristics, and grade collectively predicted well-being. These factors collectively explained 32% of the variance in well-being. The model remained significant in step 2, showing collectively, resilience characteristics, grade, and the interactions between these characteristics and grade together significantly predicted well-being. These variables collectively explained 34% of the variance in well-being. The addition of the interaction terms increased the explained variance by approximately 2%, which was not a significant increase. Again, this finding supports the correlation between resilience and the well-being of teachers (Brouskeli et al., 2018; DuBois & Mistretta, 2020; Pretsch et al., 2012; Tomyn & Weinberg, 2018).

The analysis showed in both step 1 and step 2, purpose and self-reliance were significantly positively associated with well-being and reflected teachers with higher scores in these areas tended to have higher well-being scores. This finding supports the correlation between purpose, self-reliance, and the well-being of teachers. In step 2, existential aloneness was found to be significantly negatively associated with well-being, meaning teachers with higher scores in existential aloneness tended to have lower well-

being scores. This finding emphasizes the need for support from others to maintain the well-being of teachers during COVID-19 (Chan et al., 2021; Katsarou et al., 2023). No significant association was found between teacher well-being and grade bands. Although no significant association was found between teacher well-being and grade bands, the descriptive statistical data indicate that teachers in the 6th-8th grade bands had the lowest scores in overall well-being and its two subscales. Polat and Iskender's (2018) research also discovered teachers of grades 6-8 had significantly lower levels of resilience compared to those teaching PK-5 or 9-12, potentially contributing to lower teacher well-being. There were no significant interactions between resilience characteristics and grade bands in relation to teacher well-being.

Research Question Three

Multiple regression was used for the third research question to determine which resilience characteristics – purpose, perseverance, self-reliance, equanimity, and existential aloneness – predict well-being of teachers with different years of teaching experience. The overall regression model was significant in step 1. Together, resilience characteristics and years of teaching experience significantly predicted well-being. Resilience characteristics and years of teaching experience collectively explained 34% of the variance in well-being. The overall regression model was significant in step 2, indicating collectively resilience characteristics, experience, and the interactions between resilience characteristics and years of teaching experience significantly predicted well-being. Resilience characteristics, years of teaching experience, and the interactions between resilience characteristics and years of teaching experience collectively explained 36% of the variance in well-being. The addition of the interaction terms increased the

explained variance by approximately 2%, which was not a significant increase. This finding supports the correlation between resilience and the well-being of teachers (Brouskeli et al., 2018; DuBois & Mistretta, 2020; Pretsch et al., 2012; Tomyn & Weinberg, 2018).

The analysis revealed in step 1, purpose and self-reliance were significantly positively associated with well-being. It suggested teachers with higher scores in these resilience characteristics tended to have higher well-being scores. Again, this finding supports the correlation between purpose, self-reliance, and teachers' well-being.

Years of teaching experience were significantly positively associated with well-being. Teachers with 20+ years of experience showed higher well-being scores than those with 0-9 years of experience. There were no significant interactions between resilience characteristics and years of teaching experience in relation to teacher well-being. This study's findings align with a study conducted by Huang and Yin (2018) investigating teacher efficacy and affective well-being in Hong Kong. Younger teachers had lower scores for well-being and efficacy than their more senior counterparts (Huang & Yin, 2018). The longer a teacher remains in the education profession, the more challenges they will face. Effectively managing these difficulties enhances their resilience skills (Wang et al., 2022) and contributes to greater well-being.

Limitations to the Study

There are two limitations to the study needing to be acknowledged. The first limitation is the sample size. Quantitative research requires a substantial sample size. The accessible population was a single school district in Georgia. The responses acquired from this district may not only reflect all teachers in the state or nation. The number of

responses may have been affected because I previously worked in the district where the research was conducted. When the e-mail was sent for survey participation, I received several e-mails and phone calls inquiring if my e-mail had been hacked. Phishing e-mails have caused issues for the district in the past, so some teachers may have chosen not to participate because they questioned the e-mail's authenticity. The second limitation is based on how comfortable the participants feel about answering private questions about their well-being and resilience. The survey relies on self-reporting, meaning teachers might choose more socially acceptable answers rather than honest ones. Additionally, they might struggle to evaluate themselves accurately.

Recommendations for Future Research

First, one of the findings in this research indicated existential aloneness was significantly negatively associated with well-being. Future researchers could explore why people with high existential aloneness, a resilience characteristic, tend to have lower well-being scores. Second, this research found males with higher existential aloneness tend to have higher well-being scores than females. This research could be expanded by determining why existential aloneness seems a positive trait for males while indicating a lower well-being score overall.

Third, the research on well-being and resilience characteristics should be expanded by broadening the population of teachers invited to participate in the research. This study took place in a single school district in Georgia. By replicating this study in multiple districts across the state, researchers would access a more diverse range of teachers in different demographic, socioeconomic, and cultural contexts. Future

researchers can establish if trends and patterns exist among teachers and if the same resilience characteristics are evident in teachers across the state.

Finally, this quantitative study relied on self-report data from teachers. In the future, adding a component to the study that includes an external perspective (i.e., principal or colleague) of the teacher's well-being and resilience characteristics would be beneficial. Additional data from an external perspective will allow the researcher valuable comparative data to determine if teachers' perceptions of their resilience characteristics are the same as their colleague's perceptions of the same characteristics.

Recommendations for Practice

The findings of this study can be used to strengthen the workforce in the teaching profession. First, in preparing pre-service teachers for their educational career, including a well-being course in all teacher education programs would provide future teachers with knowledge and skills to cope with the stress of the profession while prioritizing their well-being. In a pre-service well-being course, future educators could learn about a healthy work-life balance and establish positive mental health habits by learning about stress management, self-care, and developing resilience skills. In addition to preparing future teachers academically, by preparing them emotionally for the adversities they may face, teacher education programs could create a thriving workforce benefiting not only teaching as a profession but also the students served.

School districts can be proactive in building a workforce of teachers with high well-being by strengthening the teacher induction process. Once teachers are selected for employment, districts can implement a resilience screening process and embed professional learning, introducing resilience strategies along with other district initiatives

in which new teachers must learn. The resilience screening information can be used to determine whether teachers need additional support after the induction period.

Teachers with 20+ years of teaching experience participating in this study were found to have higher well-being scores than teachers with 0-9 years of experience. This finding is essential to know as many school districts already have support programs for new teachers. However, school districts should be aware the 0-9 year population of teachers may be struggling with their well-being, and it may be beneficial to provide additional well-being support over and beyond what is being done for all teachers. School districts need to note for most teachers, the longer they are in the profession, the higher their well-being. If school districts can implement an effective teacher support structure during the beginning of a teacher's career to keep teachers in the profession, a stronger workforce with higher well-being could be developed over time.

Offering professional learning opportunities to teachers on well-being and resilience is another proactive step toward creating a positive educational environment. These professional learning sessions can give all teachers the tools and strategies to navigate adversities in the teaching profession. Training sessions focusing on the resilience characteristics of purpose and self-reliance would be particularly beneficial for teachers as those two characteristics predicted well-being in teachers. Also, existential aloneness was negatively associated with teacher well-being. Therefore, this may be an area where the school district could provide specialized support for the teacher with a high score in this specific area. By investing in the well-being and resilience of all teachers through targeted professional learning, school districts not only promote

satisfaction among their staff but also contribute to a more effective learning experience for students.

Conclusion

As educational leaders try to develop resilience in the teacher workforce, I believe the self-efficacy of teachers should be considered in conjunction with resilience. Self-efficacy is a personal belief in one's ability to manage a range of stressors (Schwarzer & Jerusalem, 1995). Similarly, in the realm of education, teacher efficacy is the confidence a teacher has in his or her ability to promote student learning (Hoy, 2000). The COVID-19 pandemic brought an abundance of hardships to teachers as they faced adversities every day, but building teachers' confidence to be effective teachers as well as manage the multiple stressors they face will support the strengthening of teacher resilience. Teachers show resilience as they can adapt and change according to the hardships they encounter; however, accomplishing individual tasks refers to self-efficacy (Schwarzer & Werner, 2013).

The conclusion of a recent study by Baluszek et al. (2022), titled "The relations between resilience and self-efficacy among healthcare practitioners in the context of the COVID-19 pandemic," identified a rise in self-efficacy will increase resilience as well. Other studies identified a close relationship between resilience and self-efficacy. Giordano et al. (2022) found resilience and self-efficacy increased after implementing a resilience program. Both resilience and self-efficacy were negatively correlated to mental health outcomes, burnout, anxiety, and depression, all of which were common during the COVID-19 pandemic (Hu et al., 2020). Finally, Gandhi et al. (2021) found a positive correlation between resilience and self-efficacy.

Purpose and self-reliance were found to be significantly positively associated with well-being, which supports the correlation between resilience and the well-being of teachers found in many previous studies (Brouskeli et al., 2018; DuBois & Mistretta, 2020; Pretsch et al., 2012; Tomyn & Weinberg, 2018). Three findings from this study can be added to the knowledge of resilience and well-being in teachers. First, there appears to be a negative relationship between existential aloneness and teacher well-being. I believe the negative relationship may be attributed to the COVID-19 pandemic. Although existential aloneness addresses the need to have shared experiences as well as independent experiences, there was so much time spent in quarantine that respondents' well-being may have been lower at the time of this study.

Second, An interaction effect was found between existential aloneness and gender on teacher well-being. It was observed that male teachers with a higher existential aloneness score tended to have higher well-being. This positive relationship is likely not due to COVID-19 but rather reflects men's lower valuation of communal traits, as suggested by previous research (Helm et al., 2018).

Third, teaching experience was found to be significantly positively associated with well-being, with teachers having 20+ years of experience showing higher well-being scores than those with 0-9 years of experience. Huang and Yin (2018) discovered younger teachers scored lower in well-being and efficacy compared to their more experienced colleagues. The longer teachers stay in the education profession, the more challenges they encounter. Successfully managing these difficulties helps improve their resilience skills (Wang et al., 2022) and contributes to higher well-being.

The need for districts to implement innovative and impactful initiatives to address the well-being and resilience of teachers is evident. Schools and school districts need to work together to create policies to improve the educational system for teachers. School districts should understand the characteristics impacting the teachers' well-being and those associated with a resilient teacher. Developing support to meet specific teacher needs will benefit teachers during their recovery from working during the COVID-19 pandemic and beyond. Implementing specific initiatives to support teachers in building resilience can reduce teachers' stress and minimize the adverse effects of stress while improving teacher well-being and student outcomes. Understanding teacher well-being will allow schools and districts to create and implement prevention and intervention methods to support teachers during this unprecedented time and moving into the future. All teachers' initiatives to improve well-being are essential, and the results of this study can inform the development of specific initiatives to support and positively increase the well-being of all teachers in the entire school district, state, nation, and profession.

Educational leaders can use the findings of this research as they support the recovery of the teacher workforce after the COVID-19 pandemic. Although this research is about the pandemic, it is largely about resilience and teacher well-being. Schools, teachers, and students face many types of adversities and traumas on a weekly basis. Although this research can be used for future pandemics or other large-scale disruptions to the educational system, it can be used in various ways when schools and communities face adversities or tragedies.

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Appendix A:

Research Approval from the School System

Research Approval from the School System

RICHMOND COUNTY SCHOOL SYSTEM

Department of Student Services
864 Broad Street
Augusta, GA 30901
Phone: 706-826-1129
FAX: 706-826-4626

Malinda Cobb, Ed. D.
Associate Superintendent

Kenneth Bradshaw, Ed.D.
Superintendent

Marcus Allen, Ed.S.
Asst. Superintendent, Support Services

July 17, 2023

Dear Amelia Barnes,

I am pleased to inform you that your request to conduct your research topic *A Quantitative Investigation as to How Resilience Impacted Teacher Well-being in Conjunction with the COVID-19 Pandemic* has been approved with certain stipulations outlined below. This authorization simply means that you are able to continue to conduct your research as described in your documentation submitted, including permission for participants to release students' GPAs without parental consent.

Stipulations of this approval include:

- For purposes of this specific research, please make certain that you clearly identify yourself in your capacity as a researcher rather than as an agent of the RCSS.
- Further, you will need to work closely with the building-level supervisors to ensure that:
  - Instructional time is not being negatively impacted; and,
  - School personnel are not being subjected to undo burdens as a result of this research being conducted.

Please note that the RCSS follows these general procedural guidelines:

1. Research that is approved by the Department of Student Services does not guarantee that schools, departments, school personnel, parents, students, community leaders, others, etc. will participate. Participation is strictly voluntary and should be neither expected nor anticipated. Each entity will need to agree to participate, and they have every right to decline to do so without consequence;

2. No research involving RCSS students will be approved without the express written consent of Parent/Guardian. In other words, Parent/Guardian must "opt-in"- in writing prior to being included in any outside research;
3. No research will be approved that interferes with instructional time;
4. The district will assume no responsibility for accepting, disseminating, collecting, warehousing, and/or forwarding of any materials for researcher;
5. All costs associated with approved research are the sole responsibility of the researcher;
6. No RCSS equipment or resources are to be used to facilitate your research. These include (but are not limited to):
    a. Email;
    b. Fax Machines;
    c. Copiers;
    d. Phones/Long Distance;
    e. General Office Supplies;
    f. Postage;
    g. Stationary/Letterhead.
7. A copy of the approved research proposal and completed research is kept on file at the Department of Student Services for review;
8. Once research proposals are approved, any modifications to the approved methods, research instruments, populations, score, etc. are to be immediately brought to the attention of the Department of Student Services prior to continuing with said research;
9. Parents and staff members shall have the right to inspect such studies, and materials used in connection with such studies, on request;
10. Any data collection, reporting, and/or related research activity undertaken within, or by the Richmond County School System shall protect the privacy of students, parents, and employees;
11. Researchers are required to submit electronic copies of their competed research to the Department of Student Services upon successful completion of their defenses;
12. The RCSS reserves the right to revoke Research Approval at any time. For your information, the Student Services Office is maintaining a copy of your approved research application which is available for review by RCSS personnel.

I wish you much success with your research!

Yours most truly,

Matthew Johann, Ed.S
Assistant Director of Student Services
Richmond County School System

Appendix B:

VSU IRB Approval

Institutional Review Board (IRB)
for the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

Protocol Number: 04434-2023 **Responsible Researcher:** Amelia Barnes

Supervising Faculty: Dr. Michael Bochenko **Co-Investigator:** n/a

Project Title: *A Quantitative Investigation as to How Resilience Impacted Teacher Well-being in Conjunction with the COVID-19 Pandemic.*

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **exempt** from Institutional Review Board (IRB) oversight under 45 CFR 46.101(b) of the federal regulations, **category 2**. If the nature of the research changes such that exemption criteria no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research study.

ADDITIONAL COMMENTS:

- *Upon completion of the research study, collected data must be securely maintained and accessible only by the researcher(s) for a minimum of 3 years. At the end of the required time, collected data must be permanently destroyed.*
- *Participants selected to receive a gift card, must sign the participant payment log upon receipt the card. The payment log is to be kept current as it is subject to audit.*
- *In an effort to maintain confidentiality, email addresses, data file, etc. are to be kept in a separate file from the signed participant payment log sheets.*

☒ ***Please submit any documents you revise to the IRB Administrator at tmwright@valdosta.edu to ensure an updated record of your exemption.***

Elizabeth W. Olphie *09.12.2023*
Elizabeth W. Olphie, IRB Administrator Date

Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-259-5045.

Revised: 06.02.16

Appendix C:

Introductory E-mail

Introductory E-mail

Subject: Teacher Well-being and Resilience Characteristics

Greetings,
You are being asked to participate in a research project entitled "A Quantitative Investigation as to How Resilience Impacted Teacher Well-being in Conjunction with the COVID-19 Pandemic." This research project is being conducted by *Amelia Barnes,* a student in the curriculum, technology, and leadership department at Valdosta State University.

If you are interested in participating in the study, please review the informed consent and questionnaire hyperlinked HERE.

I appreciate your time and thank you in advance.

Kind regards,
Amelia C. Barnes
Amelia C. Barnes
Doctoral Candidate, Valdosta State University

Appendix D:

First Follow-Up E-mail

First Follow-Up E-mail

Subject: Teachers: There is still time to respond!

Greetings,
As a friendly reminder, you are being asked to participate in a research project entitled "A Quantitative Investigation as to How Resilience Impacted Teacher Well-being in Conjunction with the COVID-19 Pandemic." This research project is being conducted by *Amelia Barnes,* a student in the curriculum, technology, and leadership department at Valdosta State University. The University asks that you give your electronic agreement if you wish to participate in this research project. You can withdraw your consent and discontinue participation at any time and doing so will not have any effect on any rights you have or any services you are otherwise entitled to from Valdosta State University.

I am inviting you to participate in a brief questionnaire involving teacher well-being and resilience. The survey is a combination of Gail Wagnild's Resilience Scale and Tyler Renshaw's Teacher Subjective Wellbeing Questionnaire. Permission to use both surveys has been granted. The time required to complete the study is approximately 15 minutes. Participants will complete the questionnaire between September 25 – October 13, 2023. You have two weeks left to participate in this study. Your participation is entirely voluntary.

This study has been approved by the Richmond County School System and by the Institutional Review Board (IRB) of Valdosta State University. Furthermore, this research study is focused on resilience characteristics and teacher well-being of Pre-Kindergarten – 12th grade teachers in the Richmond County School System active during the 2022-2023 school year.

If you are interested in participating in the study, please review the informed consent and questionnaire hyperlinked HERE. If you have already completed the survey, THANK YOU for your participation.

I appreciate your time and thank you in advance.

Kind regards,

Amelia C. Barnes

Amelia C. Barnes
Doctoral Candidate, Valdosta State University

Appendix E:

Second Follow-Up E-mail

Second Follow-Up E-mail

Subject: Teachers: Last chance to participate!

Greetings,
This is the final week to participate in a study about teacher well-being and resilience characteristics. Your participation is valuable investigating the teacher well-being and resilience of Pre-Kindergarten through 12th grade teachers in the Richmond County School System.

As a friendly reminder, you are being asked to participate in a research project entitled "A Quantitative Investigation as to How Resilience Impacted Teacher Well-being in Conjunction with the COVID-19 Pandemic." This research project is being conducted by *Amelia Barnes,* a student in the curriculum, technology, and leadership department at Valdosta State University. The University asks that you give your electronic agreement if you wish to participate in this research project. You can withdraw your consent and discontinue participation at any time and doing so will not have any effect on any rights you have or any services you are otherwise entitled to from Valdosta State University.

I am inviting you to participate in a brief questionnaire involving teacher well-being and resilience. The survey is a combination of Gail Wagnild's Resilience Scale and Tyler Renshaw's Teacher Subjective Wellbeing Questionnaire. Permission to use both surveys has been granted. The time required to complete the study is approximately 15 minutes. Participants will complete the questionnaire between September 25 – October 13, 2023. You have one week left to participate in this study. Your participation is entirely voluntary.

This study has been approved by the Richmond County School System and by the Institutional Review Board (IRB) of Valdosta State University. Furthermore, this research study is focused on resilience characteristics and teacher well-being of Pre-Kindergarten – 12th grade teachers in the Richmond County School System active during the 2022-2023 school year.

If you are interested in participating in the study, please review the informed consent and questionnaire hyperlinked HERE. If you have already completed the survey, THANK YOU for your participation.

I appreciate your time and thank you in advance.

Kind regards,

Amelia C. Barnes

Amelia C. Barnes
Doctoral Candidate, Valdosta State University

Appendix F:

Consent Letter

Consent Letter

Section 1:

Thank you for your interest in participating in this research project.

Before proceeding, it must be ensured participants have a full understanding of the study's content and the rights of the participant. Please read the information below.

You are being asked to participate in a research project entitled "A Quantitative Investigation as to How Resilience Impacted Teacher Well-being in Conjunction with the COVID-19 Pandemic." This research project is being conducted by *Amelia Barnes,* a student in the curriculum, technology, and leadership department at Valdosta State University. The University asks that you give your electronic agreement if you wish to participate in this research project. You can withdraw your consent and discontinue participation at any time, and doing so will not have any effect on any rights you have or any services you are otherwise entitled to from Valdosta State University. The time required to complete the study is approximately 15 minutes. Participants will complete the questionnaire between September 25 – October 13, 2023. Your participation is entirely voluntary.

Purpose & Procedure: This study aims to identify if resilience characteristics (i. e. purpose, perseverance, self-reliance, equanimity, or existential aloneness) are predictors of teacher well-being in the aftermath of the COVID-19 pandemic. The study will evaluate teachers' resilience characteristics and identify which characteristics teachers may need support in strengthening. In order to examine this topic, you will complete an electronic questionnaire.

Possible Risks or Discomfort: There are no known risks or discomforts associated by participating in this study. Although you may not benefit directly from the research, your participation will help you gain additional understanding of the area.

Assurance of Confidentiality: Valdosta State University and the researcher will keep your information confidential to the extent allowed by law. The data collected from this experiment will not contain personally identifiable information. Only the researcher will have access to the raw data collected. No single identifiable cases will ever be reported.

Information Contacts: Questions regarding the purpose or procedures of the research should be directed to Amelia Barnes at acbarnes@valdosta.edu. This study has been approved by the Richmond County School System and Valdosta State University Institutional Review Board (IRB) for the Protection of Human Research Participants. The IRB is responsible for ensuring that the research is conducted ethically and that the rights and welfare of individuals participating in research are protected. Any questions concerning the conduct of this research or your rights as a research participant may be directed to the IRB Administrator by calling 229-333-7837 or sending an email to: irb@valdosta.edu

Agreement to Participate: The research project and my role in it have been explained to me, and any questions have been answered to my satisfaction. By clicking the "agree" button, I am indicating that I am 18 years of age or older and I agree to participate in this study.

Electronic Consent:

1. Do you agree to participate in this study?

   ☐ Agree
   ☐ Disagree

2. During the 2023-24 school year, are you currently serving as a Pre-Kindergarten – 12th grade teacher?

   ☐ Yes
   ☐ No

3. Were you a teacher at any time during the COVID-19 pandemic? The affected school years are as follows: 2019-2020, 2020-2021, 2021-2022, or 2022-2023 school year.

   ☐ Yes
   ☐ No

If the prospective participant answers "no" to the second question, they will receive the following message:
Thanks for your willingness to participate in this study. At this time, you did not qualify to proceed to the next section of this survey. Have a great week!

If the prospective participant answers "no" to the third question, they will receive the following message:
Thanks for your willingness to participate in this study. At this time, you did not qualify to proceed to the next section of this survey. Have a great week!

Survey Link:

Appendix G:

Instrument Permissions

Instrument Permissions

Teacher Wellbeing Subjective Questionnaire

LICENSE & USE

- The TSWQ is a "free cultural work," licensed under a Creative Commons–Attribution 4.0 International license (CC BY 4.0)
- There is no cost for using the TSWQ and no need to obtain permission prior to use
- You can learn more about the terms of the CC BY 4.0 licensing agreement here: https://creativecommons.org/licenses/by/4.0/
- The reference for this free version of the SSWQ with accompanying User Guide is:
    - Renshaw, T. L. (2020). *Teacher Subjective Wellbeing Questionnaire (TSWQ): Measure and user guide.* Open Science Framework. https://osf.io/6548v

Resilience Scale

The Resilience Center

GR gwagnild resiliencecenter.com <gwagnild@resiliencecenter.com>
To: Amelia C Barnes

Resilience Scale Users Guide ... | RESILIENCE SCALE.pdf | 2023 Narch Amelia Barnes.pdf

3 attachments (3 MB) Save all to OneDrive - Valdosta State University Download all

Delivered From External Sender

Dear Amelia,

Thank you for purchasing a licensing agreement to use the Resilience Scale in your research.

The digital User's Guide is attached and is password protected. Your password is: AS7RSUG

The authorized RS is attached.

The licensing agreement is attached.

Again thank you and I wish you the very best in your important research. I hope to hear more about your results!

Best,

Gail

Gail Wagnild, PhD, RN
The Resilience Center – Est. 1995
Home of the original Resilience Scale
w: https://resiliencecenter.com
e: gwagnild@resiliencecenter.com

Resilience Scale (25 items) - Original
Pricing Groups: Student
Your Name: Amelia Barnes
Are you a student:: Yes
Organization: Valdosta State University
City: Valdosta
Country: United States of America
Telephone: 7068332973
Email: acbarnes@valdosta.edu
NumberofParticipants: 3,000
DatesofSurvey: May 2023

Appendix H:

Demographic Questions

Demographic Questions

Section 2:

1. Gender:
   - ☐ Male
   - ☐ Female

2. Years of Teaching Experience:
   - ☐ 0-9 years
   - ☐ 10-19 years
   - ☐ 20+ years

3. In which grade level do you currently teach?
   - ☐ Pre-Kindergarten
   - ☐ Kindergarten
   - ☐ 1st Grade
   - ☐ 2nd Grade
   - ☐ 3rd Grade
   - ☐ 4th Grade
   - ☐ 5th Grade
   - ☐ 6th Grade
   - ☐ 7th Grade
   - ☐ 8th Grade
   - ☐ 9th Grade
   - ☐ 10th Grade
   - ☐ 11th Grade
   - ☐ 12th Grade

Appendix I:

Teacher Subjective Wellbeing Questionnaire

Section 4:

Teacher Subjective Wellbeing Questionnaire

This study aims to identify if resilience characteristics (i. e. purpose, perseverance, self-reliance, equanimity, or existential aloneness) are predictors of teacher well-being in the aftermath of the COVID-19 pandemic (January 2020 – May 2023).

Below are some questions about your experience as a teacher. Read each sentence and choose the one response that best describes how you felt.

	Almost Never 1	Some-times 2	Often 3	Almost Always 4
1. I feel like I belong at this school.				
2. I am a successful teacher.				
3. I can really be myself at this school.				
4. I am good at helping students learn new things.				
5. I feel like people at this school care about me.				
6. I have accomplished a lot as a teacher.				
7. I am treated with respect at this school.				
8. I feel like my teaching is effective and helpful.				

Scoring:

- ☐ No reverse-scoring necessary
- ☐ TSWQ scale scores are calculated by summing item responses as follows:
  - Teaching Efficacy subscale: items 2 + 4 + 6 + 8
  - School Connectedness subscale: items 1 + 3 + 5 + 7
  - Teacher Wellbeing composite scale: all items
- ☐ Interpretation of scale scores can be anchored to response options by dividing the total scores by the number of items in each scale.
- ☐ If total scale scores are interpreted instead of average-item scale scores, then higher and lower total scale scores should be understood as representing relatively greater or poorer levels of teacher wellbeing.
- ☐ No large-scale normative data are available for interpreting scale scores (neither total nor average-item) in comparison to nations, regional, or local populations.
- ☐ It is recommended that local-norming logic be used to aid the interpretation of scale scores; local norms might be established at state, regional, district, or school-building levels

Renshaw, T. L. (2022, April 27). Teacher Subjective Wellbeing Questionnaire (TSWQ): Measure and User Guide. Retrieved from https://osf.io/z8rg

Appendix J:

Resilience Scale

Resilience Scale

[From Gail Wagnild's website at https://www.resiliencecenter.com/forms/resilience-scale-25-paypal/]

If you are planning to use a resilience measure online (e.g., SurveyMonkey, Qualtrics, etc.) you must agree to the following:

1. The scale must be password protected and not open to the public. It must be available to your research participants only.
2. The copyright must appear at the bottom of the scale.
3. The scale must be removed as soon as the study is completed.
4. The scale cannot be used in additional research or in your organization for purposes other than the research study for which you have a licensing agreement.
5. The scale cannot be printed in its entirety in your publications.

Section 3:

Resilience Scale

This study aims to identify if resilience characteristics (i. e. purpose, perseverance, self-reliance, equanimity, or existential aloneness) are predictors of teacher well-being in the aftermath of the COVID-19 pandemic. Survey responses should reflect resilience levels during COVID-19 (January 2020 – May 2023).

Please read each statement and circle the number to the right of each statement that best indicates your feelings about the statement. Respond to all statements.

Circle the number in the appropriate column	Strongly Disagree						Strongly Agree
I can usually look at a situation in a number of ways.	1	2	3	4	5	6	7
I am determined.	1	2	3	4	5	6	7
My life has meaning.	1	2	3	4	5	6	7

Scoring:
Resilience scores are obtained through a simple summation of each item, for a total final score. The lowest score for any items is 1 and the highest score is 7, as shown in the table. Thus the lowest total score for the 25-item Resilience Scale is 25 and the highest possible score is 175.