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# **Teachers' Resilience Against Stress: A Review on Ways and Its Impacts towards Teaching Profession**

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## **Authors' contributions**

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

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## **ABSTRACT**

The purpose of this study was to explore teachers' resilience against stress. To achieve this, the study has focused on two major areas which are to examine the effectiveness resilient ways which teachers use to combat against stress as well as the impacts of not applying them. A review of different journals articles and books were applied as a methodological approach for data collection, which enabled the reviewer to have more information about the study concern. This review study answered two basic questions which are: (1) what are the effective resilient ways applied by teachers to deal with stress within the teaching profession? And (2) what are the possible impacts for teachers and teaching profession if these effective resilient ways are not applied to deal with stress?. Results have justified that, most teachers have been applying different effective ways such as teachers' co-operation, social interaction, protective strategies and professional development which enable them to resilient against stress for the teaching profession. The study also shows poor performances, job dissatisfaction, lead to accidents and absenteeism of teachers not applying these effective resilient ways against stress.

*Keywords: Resilience; stress; teacher and teaching profession.*

## 1. INTRODUCTION

### 1.1 The Context and Rationale of Teachers' Resilience

It is not easy to understand the concept of resilience to human being, because it is not something once achieved will last forever. For teachers, resilience is an issue of international concern, yet a few cross-national studies exist [1], because of its complexity and multidimensionality which leads to significant differences regarding definition as well as difficulties regarding communication between groups of researchers [2].

Most scholars and researchers in the field of education have conceptualized teachers' resilience from social-ecological view point [3]. Nevertheless, there are some central aspects of resilience that most scientists agree on [4]. For that case, teachers' resilience should not be viewed as a fixed attribute that teachers either do or do not possess, but may be viewed in the perspectives that, teachers may be more or less resilient at different points in their teaching lives depending upon interaction with individuals and teaching environments.

For example, Gu [5] described teachers' resilience as a dynamic interaction between teachers' internal assets such as inner calling, efficacy and commitment and the external contexts in which they work and live, where a combination of cognitive and emotional capacities and contextual factors interact over time. This conceives the capacity of teachers to be resilient over a career in different contexts and times of change because it is a process that can be fostered amongst teachers to sustain their well-being and commitment to quality education [3]. This justify that in order for teacher to become resilient s/he must be able to rely on the process of, capacity for and outcome of positive adaptation for the ongoing professional commitment and growth in the face of challenging circumstances [6].

Peixoto et al. [7] believe that all resilient or non-resilient behaviour of individual is a result of an interaction between experiences, skills, knowledge and beliefs which developed from interaction with the environment. Therefore, every teacher enters in the profession with specific beliefs, capacities, skills and a set of strategies, that helps him/her to resilient (cope)

against stressful or challenging situations that may encounter as they adapt to a new context. In that case Beltman [8] views resilience as a multidimensional and dynamic process by which, individuals negotiate challenges by mobilizing personal and contextual resources and using the adaptive coping strategies, to enable the outcomes such as the professional engagement, commitment, growth, well-being and job satisfaction. This process involves managing risk factors and promoting protective factors over time [9]. These protective factors can be personal qualities from which a person may benefit such as self-efficacy, optimism, sense of purpose, hope, spirituality and contextual resources including positive relationships, social and emotional support, recognition and work culture [10].

### 1.2 The Study Objective and Questions

The study identified and discussed the effective resilient ways applied by schools' teachers against stress and their impacts to teaching profession. Also, it answered two basic questions as follows:

1. What are the effective resilient ways applied by teachers to deal with stress within the teaching profession?
2. What are the possible impacts for teachers and teaching profession if these effective resilient ways are not applied to deal with stress?

## 2. LITERATURE REVIEWS

### 2.1 Theory Guide of the Study

This study is guided by the Broaden-and-Build Theory of Positive Emotions developed in 2004 by Psychologist named Barbara L. Fredrickson.

#### 2.1.1 The foundation of the broaden-and-build theory of positive emotions

This theory describes the forms and functions of a subset of positive emotions of human beings including joy, interest, contentment and love [11], and it relies on two key propositions. The first proposition justify that, the positive emotions of human beings broaden an individual's momentary thought-action repertoire. For example, joy sparks the urge to play, interest sparks the urge to explore, contentment sparks the urge to savor and integrate and love sparks a

recurring cycle of each of these urges within safe and close relationships. So, the broadened mindsets arising from these positive emotions are contrasted to the narrowed mindsets sparked by many negative emotions. These negative emotions are like specific action tendencies, such as attack or flee

The second proposition justify that, the consequences of these broadened mindsets occur by broadening individual's momentary thought action repertoire whether through play, exploration, or similar positive emotional activities which promote discovery of novel and creative actions, ideas and social bonds, which in turn, build that individual's resources, ranging from physical and intellectual resources to social and psychological resources. Importantly, these resources function as reserves that can be drawn on later to improve the odds of successful coping and survival.

### **2.1.2 The broaden-and-build theory and its relationship to teachers' resilience**

The theory justifies that human being develops positive or negative emotions according to the nature of the environment lived in. The positive emotions are important to the science of well-being simply because positive emotions are markers of optimal well-being [11] since they can build cognitive and emotional resources.

From this perspective, the consensus is that, positive emotions contribute to "approach behavior" or "continued action", which means individuals experiencing positive emotions actively engage with their environment and participate in activities [12]. However, another consensus is that, either positive or negative emotions are multi-component response tendencies that are short-lived and have a definite cause [11].

These positive emotions are closely associated with higher levels of teachers' engagement and negative emotions with lower levels of engagement [12] because the moments in people's lives are characterized by experiences of positive emotions such as joy, interest, contentment, love and others, while negative emotions are plugged in by emotions such as anxiety, sadness, anger and the like [12] and the core component of emotions is appraisal or assessment as Solomon and Stone [13] believe that, the appraisal process is affected by a combination of factors including physical factors, environmental circumstances and experience

factors and so on. This shows that emotions implying appraisal and judgments are intentional.

Consistent with this theory intuition, the overall balance of peoples' positive to negative emotions has been shown to contribute to their subjective well-being. As the bottom-line message indicates that, people should cultivate positive emotions in themselves and those around them not just as an end-states in themselves but also as a means of achieving psychological growth and improved psychological and physical well-being overtime [11]. Therefore, positive emotions appear to broaden peoples' momentary thought action repertoires and build their enduring personal resources [14]. It offers a fruitful illumination of resilient behavior from a psychological perspective Rizqi [15].

The endurance of individuals can be built by using set of positive emotions such as joy, interest, contentment and love. As more focus is on one's personal capacity to use positive emotion and build up a block that protects him/her from negative effects. Most importantly, the theory suggests that positive emotions are beneficial as they are the primary fuel when it comes to generating a resilient individual.

These distinctive positive emotions as mentioned in the theory seldom occur in life threatening situations by "acting as a fuel to psychological resiliency in human life through the following thought action (joy, interest, contentment, and love) indicated" by Fredrickson and Branigan [16].

#### *2.1.2.1 Joy as a Positive Emotion*

This is a first distinct positive emotion which creates the urge to play, push the limits and be creative. It urges evident not only in social and physical behavior but also in intellectual and artistic behavior. The key idea of this positive emotion is that it calls forth the urge to play. People who experience joy like playing and creating interaction with others in their lifetime.

#### *2.1.2.2 Interest as a Positive Emotion*

This is the second distinct positive emotion, sometimes known as a phenomenological distinct of positive emotion which creates the urge to explore. It concerns taking in new information and experiences and expanding the self in the process. People who experience this kind of positive emotion like exploring many things within the society living in. This is due to

the fact that always interest in human beings is for exploration of new things.

#### 2.1.2.3 Contentment as a Positive Emotion

This is a third distinct positive emotion which creates the urge to sit back and savor the current life circumstances and integrate these circumstances into new views of self and the world. People who experience this kind of positive emotion like integrating and savoring things within their life cycle. As it is always well known that, contentment calls forth savor and integration.

#### 2.1.2.4 Love as a Positive Emotion

This is a fourth distinct positive emotion which is viewed as an amalgam of all distinct positive emotions (e.g. joy, interest and contentment) experienced within contexts of safe, close relationships and creates recurring cycles of urges to play with, explore and savor our loved ones. People experience love like to have a character of creating, exploring, integrating and savoring. This comes from the fact that, since this kind of positive emotion combines all other positive emotions, it is recurring as a cycle of each of these urges in the life of human beings.

### 2.1.3 The Impacts of the Broaden-and-Build Theory to Teachers' Resilience

In the light of this theory, Rahimi and Bigdeli [12] in their study "The Broaden-and-Build Theory of Positive Emotions in Second Lanage Learning" have showed that positive emotions can expand scope of the student and bring to them an attention, cognition and action, and furthermore, produce a tendency toward activity engagement within the class.

According to their results, not only students can receive attention, cognition and action as a result of this positive emotion, but also teachers since they cannot have effective work engagement and resilience without managing the attention, cognition and action resulted from their positive emotions. Fredrickson [11] believes that, always emotions start with situational appraisal of an individual of the original event thereby a force of response tendencies, are generated in form of expressive or display behaviors.

Indeed, when reducing negative emotions towards the focus on the improvement of positive emotions, teachers must go beyond the focus in order to become resilient within profession. By

doing so, the positive emotion can initiate and guide certain motivational behaviors from teachers and enabling them to engage effectively in teaching task and help them to solve teaching problems [17].

As the description of the theory suggests that mostly positive emotions expand cognition and behavioral tendencies to human being, since they can contribute to an approach behavior or continued action, in the sense that who experiencing positive emotions can prompt individuals' pleasurable engagement and involvement with their working environment as well as motivate social relationships [12].

Furthermore, the positive emotions are capable to widening thought-action repertoires to human being accordingly [14,18], something can have the effect of building resilience to the individual's resources such as physical, intellectual and social resources. They increase individual's level of happiness, confidence and enthusiasm since they are indicators of flourishing and cultivating need in order to foster psychological growth and human well-being over time [14,19]. As, the emphasis be on joy, interest, contentment and love which are positive emotions, rather than on anxiety, sadness, anger and despair which are negative emotions.

Adhering to that, Rahimi and Bigdeli [12] acknowledged that, individuals who are experiencing positive emotions are more creative and exhibit flexibility and integrity. They are open to inform and showing favorites for a wider range of behavioral decision or investigate. They predict the best effective functioning not only temporarily but also in the long-run [11]. Something important to consider is that, most people cultivate positive emotions not only as an end in itself but also as a means to achieve psychological growth of human being and improving psychological and physical well-being over time.

Therefore, Fredrickson's [11] theory identified five core categories which can be used to justify teachers' resilience effectiveness. These are positive emotions broaden thought-action repertoires, positive emotions undo lingering negative emotions, positive emotions fuel psychological resiliency, positive emotions build personal resources and fuel psychological and physical well-being.

These positive emotions importantly, serves as tools that can be drawn on later to improve the

odds of successful coping and survival, because they prompt individuals to resilient and engage with their environments and participate fully in activities, many of which were evolutionarily adaptive for the individual, its species, or both [11].

## 2.2 Stresses as Factors for Teachers' Resilience

According to Flores [20], over the last 15 years or so, resilience has emerged as a field of research not only in countries that experiencing high rates of attrition but also in the contexts in which the teaching profession has gone through changing policy and social circumstances affecting its social and economic status. The main reasons why there is an increase of teachers' attention to teachers' resilience is the considerable attention paid recently to the high proportion of teachers who are leaving the profession in the first years [21].

This happen as a result of the focus on teachers' stress and burnout to resilience, which provides a promising perspective towards understanding ways teachers can use to sustain and manage their commitment and motivation during change time, because resilience is not only an outcome but also a process involving interactions among teachers and their relationship with the social, cultural, and political context of their profession [22].

Most scholars approve that teaching is potentially stressful job. In that regards, [23] contends that, resiliency has continued to be the focus of study for the past several years because of the poor consideration of retention rates of teachers. As one of the major cause is a severe stresses facing teachers which results to poor performance, absenteeism, job dissatisfaction and sometimes cause accidents to teachers, as they suffer from less work life balance, less resilience, and higher perceived stress than employees in other professions.

For stance three studies as cited by Sappa et al. [24] justifies this. The first two studies are that of Schaarschmidt [25] and Schaarschmidt and Kieschke [26], which compared teachers with many other groups of employees like policemen, firefighters and caregivers and found teachers to be much more prone to excessive work and reduced buoyancy, much less satisfied with their lives, as well as less able to resist to stressors and to relax and distance themselves from job-related problems.

The second study is that of Boldrini et al. [27] which indicated six difficulty factors perceived by teachers and whose impact on their well-being is high. The difficulties are such as teaching and classroom management to teachers, teachers' and school leaders relationship together with colleagues, teachers' work-life balance, critical job conditions to teachers, low level of social recognition to teachers, and teachers' identity challenges.

Helker et al. [10] show that, challenges such as heavy workload, interpersonal relationships, time management and finding the right balance between teaching and other life activities are among of things which increase stress to teachers, and they need resilient strategies like social support, time management and consciously maintaining a healthy work-life balance to overcome problems. Peixoto et al. [7] also declared that, teaching profession has become more and more demanding, because teachers experience a high level of pressure to improve standards and performance, heavy workload, lack of support, inadequate professional preparation and challenging students and self-efficacy as these appear to be the most key factor related to stress among teachers. Thus, self-efficacy appears as an alternative approach to understand why some teachers remain in their profession, despite the everyday challenges they face and appears as the main predictor of teachers' sense of resilience globally.

Likewise, dealing with students' needs and curriculum and pedagogy innovations, led to increased stress and burnout within teaching which has been characterized as a profession that is emotionally taxing and potentially frustrating [28]. Due to that many teachers decide to leave teaching profession at a significantly higher rate compared to non-teaching professions. As [29] notify that, teachers' heavy burdens and respect to students' achievement are also among of things creating teachers' stress and emotional burnout, while stayers often use effective resilient strategies such as boundaries setting in their relationship with students.

## 3. METHODOLOGY

### 3.1 Data Collection

This is a review study about teachers' resilience and stroves to find the effective ways applied by teachers to deal with stress and the possible

impacts of not applying them. Furthermore, the study was linked to the current and the emerging situation to teaching profession. Therefore, the study has relied on different educational literatures such as published journals, articles and books. These materials were mostly obtained from two authentic research databases based on teachers' education which are Google Scholar and Web of Science. In order to obtain the relevant information from different literatures, searching words such as "impacts of teachers' resilience" and so on were applied.

### 3.2 Materials and Procedures

During data collection, the reviewer downloaded sixty five journal articles and five books from different websites to get information of the study. Before considering if the documents were valid for the study preliminary reading especially the abstract and the introduction were done while materials seemed to fit the study were effectively considered through a direct quotation or paraphrasing. All cited and referenced materials in this study generally, had positive impacts towards the topic concern and those none were read for the knowledge base only.

### 3.3 Data Analysis

Data were analyzed qualitatively by using content analysis model through Microsoft Word and Excel. The process involved categorization, coding, verbatim, description and synthesis and it was carried out under the guidance of data summary sheets. Hence, the obtained literatures were summarized into main points and all data which were sharing the same contents, were put in the same group.

This allowed the reviewer to extract and incorporate key information about factors and impacts of teachers' resilience into the study.

## 4. RESULTS

This section, presents results gathered from different reviewed literatures and were done according to the research questions as well as a clear justification which kept the study into a clear consistence.

*Question 1: What are the effective resilient ways applied by teachers to deal with stress within teaching profession?*

Regarding to this question, the reviewed journal articles and books have shown that cooperation among teachers and school administrators brings

effective resilience to teachers. As this provide more freedom to teachers when carrying out their teaching duties because is among of the most effective way in fighting against stress to teachers. Therefore, it is well known that teaching profession is among of stressful discipline. So, if there is poor cooperation between teachers and school administrators it can create low performance to teachers and lead to many teachers to burnout from profession.

Likewise, other reviewed literatures have shown that many teachers working in community schools have been facing a lot of challenges. Thus, to overcome these problems, teachers had applied social interaction. This is very important to teachers since it build the characteristics of being resilient, because always teaching students without social interaction is something very difficult. Hence, there have been needs for social interaction among teachers, together with the education stakeholders such as parents, students and education team leaders.

Indeed, the reviewed literatures indicated that teachers'-social interaction build resilience very fast and they become more effective in the teaching profession. By applying social interaction always the stress to teachers has been minimized. It was also, justified that, positive social interaction between teachers and education stakeholders led to teachers' confidence to remain active in the profession for the development of the education in the community.

Furthermore, it was quoted from various reviewed literatures that teachers whom worked in conducive teaching environments, and had a good relationship, life skills, upbringing and support, purpose and expectations, meaningful participation and clear and consistent boundaries had a good resilience. This has enabled them to work with a little or free stress, something helped them, to enjoy teaching than those who worked in un-conducive environments.

Reviewed literatures also, have justified that resilient teachers are those with shields that existed in the area of teaching boundaries, ethics, and coherence and settings expectations. With these shields a resilient teacher is counted as the one who holds three major conditions for stress reduction.

The first, is to be able to change the source of stress, something achieved by recognizing the challenges of teaching profession, while the

second is to be able to address realistically the meaning of stress, something achieved either by working with all the negative consequences of stress to make it more positive or negative, so that it does not disrupt the profession and finally is to be able to deal with the stress at the beginning as it is, something achieved by the technique of interaction with peers who have already experienced it.

Besides, reviewed literatures indicated that some teachers' were involved in various teaching programs, something build their resilience. They attended educational workshops, seminars and conferences, which increased teachers' academic skills and enable them on how to solve their problems. Thus, through these attended programs teachers are able to deal closely with stressors.

In addition, it was emphasized in the reviewed literatures that building resilience to teachers, require many of these programs and they must be done frequently because they empower them with teaching techniques and tactics. These programs also, are very helpful since teachers apply them as a means of professional development, which enable them to have resilience in their profession.

*Question 2: What are the possible impacts for teachers and teaching profession if these effective resilient ways are not applied to deal with stress?*

Reflecting to this question, many reviewed literatures have shown that teachers who have built up an effective resilience even though they were experiencing stress, tend to have a good performance in their teaching activities, because of the better ways of coping against stress. It was also, proved that all teachers who were severely affected by stress, have a poor self-efficacy with themselves and their students since the whole mind becomes depressed and troubled which loses the values of consistent teaching.

On the other hand, reviewed literatures indicated that some teachers had more resilience skills, something enabled them to face stress in their teaching profession. They are always at work station and work effectively. But those with no or have low resilience skills are mostly being absent at work, as it resulted to ineffective teaching and poor success in the teaching profession. Always resilient teachers are easily available at the work while the stressed are absent on a regular basis. This leads the failure to fulfill their responsibilities

correctly and sometimes not performing their duties at all. Thus, leads to non-achievement of educational goals, as set by the respective authority. However, resilient teachers always tend to work in accordance with the rules and regulations and complete their teaching schedules in accordance with the country's educational goals.

Reviewed literatures similarly have justified that, resilient teachers are content to continue in the teaching profession than those who are not. The reason is that despite facing stress that can either make a teacher to continue or quit the profession, the only way to persevere to work is to become resilient since there is no job which is stress free. Thus, resilient teachers are satisfied with profession although they face a lot of stress, while others are dissatisfied because they see that the profession is challenging and unpaid in life since it is stressful among all professions.

It is certainly indicated that, always resilient teachers have joy and stayed longer at the profession, because resilience build teachers with capacities to protect themselves' from both negative and positive environmental pressure. This increase confidence and add quality of teaching, something brings achievements to students and add efforts on the occupational engagement and commitment to the profession. With that thing, personal well-being, positive self-beliefs and job satisfaction, are build-up upon kind of resilience made by them in the profession.

In that case, reviewed literatures concluded with the affirmation that teachers' resilience is an important factor in this field of teaching which is based on the development and success of the students. Teachers who have poor resilience or nothing at all have had a serious problem in achieving educational goals and thus, leading to a declining achievement and development rate in in education to some countries.

## **5. DISCUSSION ON FINDINGS**

This part discusses the findings according to the order of the study objectives and questions.

### **5.1 Effective Resilient Ways Applied by Teachers to Deal with Stress within the Profession**

#### **5.1.1 The usage of teachers' cooperation**

"An overall sense of teamwork throughout the school fosters resilience in all teachers" [30].

When educators interact with each other in cooperative efforts they have higher chances of building resilience [31]. Being able to merely talk to colleagues about day to day issues and share experiences, helps teachers to minimize the stress that may come with teaching, as this is even more important to teachers because their colleagues are able to understand the true nature of teaching [32].

Teachers always, foster resilience if they are part of the daily institutional decision making [30]. If school administrators do not provide support to teachers, not only teachers can experience feelings of humiliation and self-doubt, but also it can cause very severe cases of fear, stress and anxiety [33]. So, cooperation has to be done not only to teachers working in high-income schools, but also in low-incomes having fewer resources, poorer working conditions and the added stress of serving large numbers of high need students.

For that case, schools' administrators must organize a strong and reliable whole-school behavior management strategies, that will support teachers both in everyday and emergency situations and team leadership should make support to all staff members in both personal and professional issues [31]. They must offer an essential support and ultimately improve teachers' cooperation, as a way of combating stress and bringing retention rates of the teachers, since poor administrative support is a common reason for teachers leaving classrooms and schools in general [34].

Indeed Muller et al. [35] justify that, teachers' retention is heavily dependent on teacher resilience. For example pre-service and novice teachers have more of a desire to be socially connected with their peers and administrators, as opposed to more experienced teachers [30,35]. So, development and implementation of new strategies, such as creating school-based social networking sites, might be the most cost-effective way to increase teachers' retention rates and the administrative efforts to support teachers ensuring that precious resources are most effectively applied [35].

### 5.1.2 The usage of social interaction

It is believed that, teachers working in traditional schools are faced with similar workplace challenges including the stress of balancing conflicting expectations from administrators, clients, and colleagues. Their work is further

complicated by ever-changing cultural influences, budgetary restrictions, and time constraints [23].

To solve this problem, teachers must have social interaction to create resilience. Always, resilience might manifest itself within an individual, a community or group of people to make those involved stronger and better able to withstand adversity [35]. Factors like personal, social, familial and institutional safety nets, help individuals resist stress and build resilience [31,36].

According to Gates [32], things like administrative, colleague and family and friends support teachers to receive and build resilience within the profession. Day and Gu [30] also described that, the presence of support in any relationship has the "glue" that holds everything together. Having positive interactions and being connected with colleagues may increase the resiliency of teachers [35].

Indeed teachers should take advantage of all available support and not be solely dependent upon a single source of support, as this will maximize their chance of staying in the profession [37]. For example, many beginning teachers do not feel the necessary care and support from their fellow teachers and administrators, while those who receive the social support are more resilient and positive within their careers [30,38].

Without a doubt, teachers' retention and attrition issues are of a paramount importance because "many beginning and veteran teachers, depart the profession citing low pay, student discipline, lack of administrative support, or burn-out, others successfully adapt and develop competence in similar environments with similar stressors" [35].

### 5.1.3 The usage of protective strategies

According to Benard [39], teachers working in environments that provide specific protective factors are more resilient and are therefore more likely to remain in the profession. As Muller et al. [23] identified several internal and external protective factors that found to be present in the majority of resilient people. These include: positive connections, life-guiding skills, nurture and support, purpose and expectations, meaningful participation and clear and consistent boundaries. These resiliency wheels, presents a model of the interdependence of these conditions and characteristics as the model suggests equality of importance or the presence of these



factors with each occupying an equal space within the wheel.

Some of the protective factors that teachers use are clear and consistent boundaries, increased bonding, caring and support, setting and communicating high expectations, and opportunity for meaningful participation [23,31,35]. The presence of these protective factors has been shown to promote resiliency among individuals of various ages [39] because they are clear with consistent boundaries and may be present within each of the other factors rather than emerging as a distinct entity [23].

Gates [32] notify that, resilience of a teacher and the protective factors that are present varies depending on the amount of time an individual has spent in the career and the presence of these protective factors increases job satisfaction and resilience among teachers. The information gained regarding protective factors among teachers can be used by school administrators to help foster resiliency and increase retention rates [35].

In the study of Doney [36] which indicated that within each protective factor there are some coping strategies that individuals use to successfully recover from a stressful situation, which fall into three distinct categories as follows: First, individuals can cope with a stressful situation by changing the source of the stress, but this method is least common. The second type of coping strategy is to control the meaning of stress, and this is the most common. Individuals can control the meaning of the stress by making positive comparisons, ignoring parts of the situation or reducing the relative importance of the risk factors. Lastly, individuals can cope by controlling the stress and not the situation through exercise, hobbies, or any other stress management activity.

#### **5.1.4 The usage of professional development**

In order to build resilience to teachers, there must be induction programs, which they seem to be working properly with teachers, whereby those who have participated in these programs reported higher satisfaction, commitment or retention within their jobs [40]. Educators who gain these experiences associated with their work seems to become more clearly defined as they gain additional life-guiding and work-related skills allowing their participation to become more meaningful [23].

Carroll and Foster [41] also documented the positive role that, experience plays on job performance and satisfaction in their study. It is suggested that a single teacher who works on his or her own without professional development, cannot know and do everything to meet the diverse needs of many learners. To solve this problem they proposed developing learning cultures that facilitate mastery of 21<sup>st</sup> century competencies (Cited in [23]). Furthermore, resilient behavior might appear in response to adversity as a means of maintaining everyday functioning or it might promote growth in preparation for the inevitable challenges one will eventually face [35]. School administrators are challenged to improve teachers' retention rates because in the classroom resilience is an essential component in promoting teachers' retention [42].

Therefore, the professional learning communities are designed to support teachers with resources, problem solving and basic classroom practices [43] and they help in building resilience to teachers. So, teachers who got more professional development programs have more resilience skills at work than these who received little.

The mentorship and peer collaboration programs as part of professional development have also been established in many educational settings, in order to encourage camaraderie among teachers [44]. This is due to the fact that the presence of emotional control, always should be followed by a need for a more professional dimension, that involves self-reflection and commitment to the job, thus, having the ability to cope with job demands and managing emotions, is one of the main ways pre-service and employed teachers build resilience [2].

## **5.2 Possible Impacts for Teachers if Effective Resilient Ways are not Applied to Deal with Stress**

### **5.2.1 Poor performance for teachers**

In recent years, teachers need to deal with a wider diversity of students' needs and keep abreast of innovations in curriculum, pedagogy, assessment and digital learning as a way of responding in a more effective manner, to higher social and economic expectations and to transform educational outcomes, often under difficult conditions [29].

Challenges such as heavy workload, interpersonal relationships, time management and finding the right balance between teaching and other life activities, are among things which increase stress to teachers, and they need resilient strategies like social support, time management and consciously maintaining a healthy work-life balance to overcome problems [10]. This is because, the effective and efficient resilience has often identified as keystone for enabling teachers to meet the everyday demands of the teaching profession, that endeavours to prepare students with the best educational outcomes for lifelong learning [2].

Stress faces teachers as a negative feeling or emotional state results to poor performance of their profession. These unpleasant feeling may involve anger, tension, frustration or depression and is generally perceived as constituting a threat to self-esteem or well-being [45]. It must well-known that resilience is not only an outcome but also a process involving interactions among teachers and their relationship with social, cultural and political context of their profession [22]. This is what affirmed that teachers' resilience has been positively associated with students' achievement and teaching quality [46,47].

By doing an interaction a teacher will work effectively and will have self-efficacy in their profession, since resilience is importance in teaching for three reasons. Firstly, it is unrealistic to expect pupils to be resilient if their teachers, who constitute a primary source of their role models, do not demonstrate resilient qualities [48]. Secondly, teaching is a demanding job in an emerging "age of diversity and sustainability" [49]. Thirdly, resilience is defined as the capacity to continue to "bounce back", to recover strengths or spirit quickly and efficiently in the face of adversity, as well is closely allied to a strong sense of vocation, self-efficacy and motivation to teach which are fundamental to a concern for promoting achievement in all aspects of students' lives [50].

### 5.2.2 Job dissatisfaction for teachers

Teaching profession has become more and more demanding job, because teachers experience high level pressure to improve standards and performance of the students. Heavy workload, lack of support, inadequate professional preparation and challenging students and self-efficacy appears to be the most key factors related to resilience towards mentioned factors

[7]. But, Self-efficacy always appears as an alternative approach to understand why some teachers remain in their profession, despite the everyday challenges they face and appears as the main predictor of teachers' sense of resilience globally.

While stress remains a classic problem in the teaching profession, the concept of resilience is central to help teachers to find the joy of their teaching and make them stay longer at the job [15]. Teachers' resilience can be enhanced when a teacher is capable of assessing adverse situations and recognizing options for coping and arriving at appropriate solutions [42].

This has been identified as a significant factor in teachers' ability to cope with challenges of the teaching profession. Hence, teachers who possess characteristics of resilience are more likely to persevere in adverse situations, find it easier to adapt to change and ultimately may be less inclined to consider leaving the profession since resilience is neither an individual trait nor a 'state' rather it refers to the capacity that arises through interactions occurring within educational contexts [29].

According to Sappa et al. [24], there are different way for teachers to cope with chronic stressors consists of reducing their effort and occupational engagement, something lead teachers do not consider to quit the profession, but the quality of their teaching is strongly compromised by their disengagement with the job. They determine how to keep teachers to be satisfied, engaged, committed and self-confident despite encountered difficulties throughout of their career which is a key issue for education and society in general [24].

### 5.2.3 Leading to accidents for teachers

The problem of teachers' stress has been reported to increase the occurrence of psychological distress, physiological illness and job dissatisfaction to teachers. These problems are among factors cause accidents to teachers because there is a growing acknowledgment, that the working environments within which teachers operate are fraught with increasingly challenging and often unreasonable expectations, especially in urban schools [51].

According to Day and Gu [52], many teachers report the demands of the job detrimentally affect their levels of commitment, wellbeing and health

and prevent them from having an acceptable work-life balance. Always teachers are particularly at risk and this is an international phenomenon as indicated by an extensive research literature comprising studies from a wide range of developed countries [31].

#### 5.2.4 Leading to absenteeism for teachers

Stress has been counted as a source of teachers' absenteeism in schools, which leads the teaching profession in a various countries to have huge decline in its success, mostly third world countries where technology in education is very limited. Teachers suffering from severe stress their teaching have been very poor and their attendance in schools has been very worrying. As the reason is, they do not see the need to fulfill their responsibilities while facing too much stress.

For stance a study by Lo [53] explains that, the incidence of stress and burnout among teachers in Hong Kong has also been increasing at an alarming rate in recent years. Studies on teacher stress and burnout have found that teachers of students with emotional behavioral challenges, report more stress than general education teachers and are more likely to want to leave their position. Thus, stress and burnout within teaching profession have resulted some of the teachers to leave the profession at a significantly higher rate compared to non-teaching professions.

## 6. STUDY CONCLUSION AND RECOMMENDATIONS

### 6.1 Study Summary

Data of this study were gathered from various reviewed literatures based on the concept of teachers' resilience against stress. The aim of this study was to identify and discuss the effective resilient ways and their impacts as applied by teachers in the teaching profession. The focus was to answer two basic questions which were looking on the effective resilient ways applied by teachers, to deal with stressors within the teaching profession and possible impacts for teachers if these effective resilient ways were not applied to deal with stress.

The study has found out many effective resilient ways that teachers use in in their teaching profession to deal with stressors. Those

mentioned within the study are the basic one and they reflect all others which are not mentioned. The study also, has shown potential pitfalls for the teaching profession if these ways will not be applied to deal with stressors.

Lastly but not least, findings of this study have aimed at increasing knowledge to all education stakeholders all over the world, on how to recognize stress which teachers are facing and how to deal with it for the better on academic performance.

### 6.2 Study Recommendation

This study recommends that, since teaching profession is one of the most stressful disciplines for its staff, hence all education stakeholders need to recognize in advance and strategize on how to deal with it before it the affects teaching profession, as well the need to understand that teachers were the key to students' success. This cannot be achieved if they are always facing stress.

To set aside, this problem, teachers need to have a better working environment. Indeed, in order for any country to develop, teachers must be given the highest priority. This will succeed if teaching profession will be stress free. Therefore, teachers must apply the effective resilient ways to face stress in order to make a better performance in teaching, including job satisfaction, elimination of teachers' absenteeism and avoidance of accidents for teachers.

### DECLARATION

I solemnly declare that, this is a review work that was guided by supervisors. The work has included research results which have been published or written by others. I have acknowledged and paraphrased academically, particularly work of individuals and collectives who had made an important contribution to my work.

### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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