SOCIAL-EMOTIONAL HEALTH AND RESILIENCE OF TEACHERS IN SLOVAKIA

Silvia Majercakova Albertova, Paneuropean University, Bratislava, Slovakia
Henrieta Rolkova, Paneuropean University, Bratislava, Slovakia
Veronika Bolekova, Paneuropean University, Bratislava, Slovakia
Eva Szobiova, Paneuropean University, Bratislava, Slovakia
Erik Radnoti, Paneuropean University, Bratislava, Slovakia
Katarina Henellova, Paneuropean University, Bratislava, Slovakia
Research Project

Research conducted as part of Erasmus+ Project 2020-1-LV01-KA226-SCH-094599-PA „Supporting teachers to face the challenge of distance teaching”

- Slovakia
- Latvia
- Lithuania
Profession of Teacher

• Teacher profession is very demanding in terms of workload since requirements placed upon teacher personality are very high (Paulík, 2017)

  • Requirements for a „good“ teacher which include professional and social competence, qualification, personal maturity and resilience (Black & Howard-Jones, 2000; Paulík, 2017)

• Teacher as an organizing agent in school is responsible for course and result of educational process (Urbánek, 2008)
Teachers and Mental Health

• Most common reasons associated with teacher stress are:
  • excessive administrative burden, excessive workload
  • lack of free time,
  • insufficient school facilities,
  • unhealthy interpersonal relationships with colleagues, school management and students,
  • Insufficient support from school management

• Impact of the pandemic?
• Challenges of distance learning?
Social-Emotional Health

• Cummulation of several positive social and emotional individual strengths that contribute to social-emotional wellbeing

• **covitality** = co-occurrence of several positive strengths

• "synergistic effect of positive mental health resulting from the interplay among multiple positive psychological building blocks" (Renshaw et al., 2014, p. 14)

• shown to be more effective in predicting wellbeing than the presence of a single positive trait alone (Furlong et al, 2014; Renshaw et al., 2014)
Social-Emotional Health System

Social-Emotional Health Survey – Primary
SEHS-P, Furlong et al., 2013

Social-Emotional Health Survey – Secondary
SEHS-S, Furlong et al., 2014

Social-Emotional Health Survey – Higher Education
SEHS-S, Furlong et al., 2016

Social-Emotional Health Survey – Teachers
SEHS-T, Furlong & Gajdošová, 2017
Social-Emotional Health - Teachers

COVITALITY

Emotional Competence
- Cognitive Reappraisal
- Self-Regulation
- Empathy

Engaged Living
- Optimism
- Gratitude
- Zest

Belief-in-Self
- Self-Awareness
- Self-Efficacy
- Persistence

Belief-in-Others
- Family Support
- Colleague Support
- Institutional Support

(Social-Emotional Health - Teachers. Furlong & Gajdošová, 2017)
Resilience

• “Personality characteristic that moderates negative effects of stress and promotes adaptation”
  (Wagnild, Young, 1993, s. 165)

• Promotes optimal development of individual in the context of past and present adversity

• Enables coping with difficult life situations and adverse circumstances over the lifespan

  Complex disposition that enables development of competences in adverse life circumstances
  (Szobiová et al., 2015)
Aim of the Study

- Examine social-emotional health and resilience of teachers in Slovakia
- Determine whether there are associations between covitality, its domains and indicators, and resilience
- Determine which social-emotional domains and indicators act as predictors of resilience
Participants

• 400 teachers from various regions of Slovakia
• 359 females (89.8%) and 41 males (10.3%)
Participants

- Type of school: **elementary** 278 teachers (69,5%), **high** school 122 (30,5%)
- Residency: 251 **urban** teachers (62,8%) 149 **rural** teachers (37,3)

### Teachers by length of employment

<table>
<thead>
<tr>
<th>Length of Employment</th>
<th>Number of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 5 years</td>
<td>39</td>
<td>9.80%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>40</td>
<td>10%</td>
</tr>
<tr>
<td>11-20 years</td>
<td>119</td>
<td>29.80%</td>
</tr>
<tr>
<td>21-30 years</td>
<td>110</td>
<td>27.50%</td>
</tr>
<tr>
<td>Over 31 years</td>
<td>92</td>
<td>23%</td>
</tr>
</tbody>
</table>
Measures

Social-Emotional Health Survey–Teachers
SEHS-T; Furlong & Gajdošová, 2017

• Multidimensional measure assessing covitality in four domains (Emotional Competence, Engaged Living, Belief-in-Self, Belief-in Others) and three indicators per each domain

• 48 items, 6-point Likert scale

• Total score = covitality index (48 – 288), low, medium and high covitality level

• Internal consistency $\alpha$ 0,837 Emotional Competence, $\alpha$ 0,907 Engaged Living, $\alpha$ 0,873 Belief-in-Self, $\alpha$ 0,859 Belief-in-Others, covitality $\alpha$ 0,946
Measures

Resilience Scale; RS
Wagniled & Young, 1993, Wagnild, 2016

• Assesses individual resilience in two dimensions: *Personal Competence* and *Acceptance of Self*

• 25 items, 7-point Likert scale, low resilience (less than 115), moderately low to moderate (116 to 144), moderately high to high resilience (more than 145)

(Wagnild, 2016, s. 82)

• Internal consistency $\alpha = 0.936$
Results: Level of Social-Emotional Health
# Results: Level of Social-Emotional Health Domains

<table>
<thead>
<tr>
<th>Levels of Covitality Domains</th>
<th>Belief-in-Self</th>
<th>Belief-in-Others</th>
<th>Emotional Competence</th>
<th>Engaged Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
<td>1 / 0.3%</td>
<td>3 / 0.8%</td>
<td>0 / 0%</td>
<td>2 / 0.5%</td>
</tr>
<tr>
<td>medium</td>
<td>46 / 11.5%</td>
<td>51 / 12.8%</td>
<td>34 / 8.5%</td>
<td>66 / 16.5%</td>
</tr>
<tr>
<td>high</td>
<td>353 / 88.3%</td>
<td>346 / 86.5%</td>
<td>366 / 91.5%</td>
<td>332 / 83%</td>
</tr>
</tbody>
</table>
Results: Indicators of Belief-in-Self

- 70 – 85% teachers scored high in Self-efficacy and Self-awareness
- 40 % of teacher reported problems with concentration in indicator Persistence

<table>
<thead>
<tr>
<th></th>
<th>Self-Efficacy</th>
<th>Persistence</th>
<th>Self-Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>6,00</td>
<td>5,00</td>
<td>6,00</td>
</tr>
<tr>
<td>Maximum</td>
<td>24,00</td>
<td>24,00</td>
<td>24,00</td>
</tr>
<tr>
<td>Mean</td>
<td>20,03</td>
<td>19,02</td>
<td>20,59</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2,84</td>
<td>3,09</td>
<td>2,62</td>
</tr>
<tr>
<td>Median</td>
<td>20,00</td>
<td>19,00</td>
<td>21,00</td>
</tr>
</tbody>
</table>
Results: Indicators of Belief-in-Others

- 86.3% teachers scored high in Family Support and 75% in Colleague Support
- Only 35.6% teachers reported a strong sense of belonging, 12.8% provided negative ratings for sense of belonging in indicator Institutional Support

<table>
<thead>
<tr>
<th></th>
<th>Family Support</th>
<th>Institutional Support</th>
<th>Colleague Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>4.00</td>
<td>5.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>24.00</td>
<td>24.00</td>
<td>24.00</td>
</tr>
<tr>
<td>Mean</td>
<td>20.97</td>
<td>18.11</td>
<td>20.42</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.54</td>
<td>3.58</td>
<td>3.86</td>
</tr>
<tr>
<td>Median</td>
<td>22.00</td>
<td>19.00</td>
<td>21.00</td>
</tr>
</tbody>
</table>
Results: Indicators of Emotional Competence

- 90% teachers reported high empathy to colleagues and others

<table>
<thead>
<tr>
<th></th>
<th>Cognitive Reappraisal</th>
<th>Empathy</th>
<th>Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>7,00</td>
<td>11,00</td>
<td>12,00</td>
</tr>
<tr>
<td>Maximum</td>
<td>24,00</td>
<td>24,00</td>
<td>24,00</td>
</tr>
<tr>
<td>Mean</td>
<td>18,53</td>
<td>21,56</td>
<td>20,58</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3,34</td>
<td>2,38</td>
<td>2,41</td>
</tr>
<tr>
<td>Median</td>
<td>19</td>
<td>22</td>
<td>21</td>
</tr>
</tbody>
</table>
Results: Indicators of Engaged Living

- 49.5% provided high ratings for indicator Zest
- Lowest rating were reported for indicator Optimism
- 53% teachers think positively
- 65% expect to have a good day
- 38% expect to have a joyful day

<table>
<thead>
<tr>
<th></th>
<th>Gratitude</th>
<th>Zest</th>
<th>Optimism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>7,00</td>
<td>5,00</td>
<td>4,00</td>
</tr>
<tr>
<td>Maximum</td>
<td>24,00</td>
<td>24,00</td>
<td>24,00</td>
</tr>
<tr>
<td>Mean</td>
<td>22,70</td>
<td>18,45</td>
<td>17,68</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2,09</td>
<td>3,67</td>
<td>3,55</td>
</tr>
<tr>
<td>Median</td>
<td>24</td>
<td>19</td>
<td>18</td>
</tr>
</tbody>
</table>
## Results: Level of Resilience

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>142.08</td>
</tr>
<tr>
<td>Median</td>
<td>145.00</td>
</tr>
<tr>
<td>Mode</td>
<td>147.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>18.71</td>
</tr>
<tr>
<td>Skewness</td>
<td>-1.27</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>1.22</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>4.60</td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>0.24</td>
</tr>
<tr>
<td>Minimum</td>
<td>28.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>175.00</td>
</tr>
<tr>
<td>Percentiles 25</td>
<td>131.00</td>
</tr>
<tr>
<td>Percentiles 50</td>
<td>145.00</td>
</tr>
<tr>
<td>Percentiles 75</td>
<td>155.00</td>
</tr>
</tbody>
</table>

### Level of Teacher Resilience

![Graph showing distribution of teacher resilience levels](image.png)
Results: Level of Resilience and Sociodemographic Variables

Age of teachers

- **Lowest** level of resilience – age up to 30 years \((Mn=131.5)\)
- **Highest** level of resilience – age above 60 years \((Mn=151)\)
- Statistically significant difference between youngest and oldest teachers \((p < 0.001)\)
Results: Level of Resilience and Sociodemographic Variables

Type of school

- Lower level of resilience in elementary school teachers ($Mn=143.28$) in comparison to high school teachers ($Mn=148.44$), ($p=0.002$)
Results: Correlations between Resilience and Social-Emotional Health

- Significant positive correlations between resilience and social-emotional health, $r_s = 0.75$, $p < 0.001$ and its domains

<table>
<thead>
<tr>
<th>Covitality Index</th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief-in-Self</td>
<td>0.75**</td>
<td>0.00</td>
</tr>
<tr>
<td>Belief-in-Others</td>
<td>0.68**</td>
<td>0.00</td>
</tr>
<tr>
<td>Emotional Competence</td>
<td>0.49**</td>
<td>0.00</td>
</tr>
<tr>
<td>Engaged Living</td>
<td>0.61**</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
## Results: Correlations between Resilience and Social-Emotional Health

<table>
<thead>
<tr>
<th></th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>0.657**</td>
<td>0.00</td>
</tr>
<tr>
<td>Persistance</td>
<td>0.540**</td>
<td>0.00</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>0.531**</td>
<td>0.00</td>
</tr>
<tr>
<td>Family Support</td>
<td>0.388**</td>
<td>0.00</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>0.437**</td>
<td>0.00</td>
</tr>
<tr>
<td>Colleague Support</td>
<td>0.312**</td>
<td>0.00</td>
</tr>
<tr>
<td>Cognitive Reappraisal</td>
<td>0.633**</td>
<td>0.00</td>
</tr>
<tr>
<td>Empathy</td>
<td>0.391**</td>
<td>0.00</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>0.404**</td>
<td>0.00</td>
</tr>
<tr>
<td>Gratitude</td>
<td>0.453**</td>
<td>0.00</td>
</tr>
<tr>
<td>Zest</td>
<td>0.662**</td>
<td>0.00</td>
</tr>
<tr>
<td>Optimism</td>
<td>0.653**</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Results: Predictors of Resilience

• Results of regression analysis indicate that **predictors of resilience are:**

• **3 covitality domains:**
  • Engaged Living, Belief-in-Self and Emotional Competence (R²=0.606; p=0.000)

• **7 covitality indicators:**
  • Self-Efficacy, Zest, Self-Regulation, Optimism, Cognitive Reappraisal, Gratitude and Colleague Support (R²=0.620; p=0.000)
Discussion

Level of Social-Emotional Health

• Overall **high level** of social-emotional health reported by teachers
• Over 90% teachers reported high level
• Over 80% of reported high level in individual domains

• Slovak teachers have **high emotional competences** (empathy, self-awareness, self-efficacy) and high belief in others (**support of family and colleagues**)
• **Limits** were found in **institutional support** and especially in **optimism** of teachers
Discussion

Level of Resilience

• Overall **high level** of resilience reported by teachers
• Below average for 25% of teachers
• Average level for 28% teachers
• Above average 47% of teachers
Discussion

Level of Resilience

Age

• Highest level of resilience – teachers + 60 years
• Lowest level of resilience – teachers below 30 years
  • Resilience increases with age (Wagnild, Young, 1993; Wagnild, 2016)

Type of School

• Elementary school teachers have lower resilience than high school teachers
• Support of resilience in elementary schools needed
Discussion

Resilience and Social-Emotional Health

• Positive correlations between social-emotional health, its domains, indicators and resilience

• Support previous findings between covitality and resilience (Furlong et al., 2014; Martazavi & Yarohali, 2015; Kapušová & Szobiová, 2018; Szobiová, Gajdošová & Hochsteigerová, 2020)
Discussion

Resilience and Social-Emotional Health

• 3 covitality domains (Engaged Living, Belief-in-Self and Emotional Competence)
• 7 covitality indicators (Self-Efficacy, Zest, Self-Regulation, Optimism, Cognitive Reappraisal, Gratitude and Colleague Support)
• identified as predictors of resilience
Limitations

• Specificity of the sample (elementary and high school teachers)
  • Small sample size

• Online questionnaire assessment
  • Report’s bias
  • Potential overlap of items addressing positive emotionality
  • Nonstandardized measures
Implications

• By supporting mental health and resilience of teachers, improvements in quality and effectiveness of education as well as school social climate may be achieved
  • Positive impact on mental health and wellbeing of students and other school employees
• Collaboration within multidisciplinary teams in schools
• Results as a basis for holistic teacher mental health program promoting teacher mental health and resilience
  • With the aim to help teachers react to new emerging requirements in education as their profession
  • Provide them with professional support that they deserve
Thanks for your attention!
Literature


