

**INDICATORS OF SOCIAL  
EMOTIONAL HEALTH  
(SEHS-T) AND RESILIENCE  
IN THE LATVIAN  
TEACHERS' SAMPLES**

**DR.PSYCH. GUNA SVENCE  
UNIVERSITY OF LATVIA,  
DEPARTMENT OF PSYCHOLOGY**



**UNIVERSITY  
OF LATVIA**



**PAN-EUROPEAN  
UNIVERSITY**



M C M X X I I  
**VYTAUTO DIDŽIOJO  
UNIVERSITETAS**



**Erasmus+**

**Teacher resilience: problems and solutions**

*Supporting teachers to face the challenge of distance teaching*

Nr.2020-1-LV01-KA226-SCH-094599

# POINTS OF THE PRESENTATION PLAN



- 1. Introduction of research
- 2. Actuality of topic
- 3. Actuality of problem in Latvia in context of project
- 4. Definitions
- 5. Examples of studies in Latvia
- 6. Results

# INTRODUCTION OF RESEARCH

- In crisis situations, on the one hand, teachers must be resilient, know not only how the didactic of the subject works, but also technologies, the psychology of pupils, classroom management, self-regulation, time management, self-compassion etc.
- Research on teachers' social emotional health and resilience is important for quality learning and well-being at school, especially during the challenges of the COVID-19 pandemic. The following presentation provides a description of the study that was carried out in Latvia on the problems of teachers' social and emotional health distance learning during the COVID-19 pandemic (2019-2022), and in the context of an international study in the Erasmus + project research "Teacher resilience: problems and solutions. Supporting teachers to face the challenge of distance teaching".
- Therefore, the samples are denoted by  $N_1 = 23$ ,  $N_2 = 635$ ,  $N_3 = 380$ ,  $N_4 = 245$ . The main question of this presentation is: Which of the variables (burnout, work engagement strategies, resilience) most significantly predict teachers' social-emotional health indicators?

# ACTUALITY OF TOPIC

- Scientists have concluded in their research that the teacher's profession is one of the most stressful professions (Clipa, 2017; Kim & Buric, 2020).
- The teachers' daily life is always full of duties, challenges as well as contact with people from various groups (Sandoval-Hernández, Knoll, & Gonzalez, 2012), but starting with March 2020, COVID-19 pandemic introduced large changes in the education system in the entire world, which has caused more challenges than ever before (Carrillo & Flores, 2020; Cardullo, Wang, et al, Burton & Dong, 2021).
- In the virtual classroom the teacher is more like a moderator and consultant, and researchers consider that lessons cannot be organised the same way they are in the physical classroom.
- Especially, new approaches are required to keep the students' attention while they are looking in the screen. First, to plan a suitable pedagogical course for distance teaching, it is necessary to increase the technological skills of the involved participants (Mukhtar et al., 2020; Verawardina et al., 2020; Thomas & Rogers, 2020; Eyles, et al. Gibbons & Montebruno, 2020 as mentioned in Ferri, et al. Grifoni & Guzzo, 2020).

# CHALLENGES (2019-2022) FOR TEACHERS- *EMERGENCY REMOTE TEACHING*

- Like in other countries of the world, in Latvia due to the COVID-19 pandemic emergency, the work of schools was restricted from March 13, 2020; thus, teachers were forced to meet previously unexperienced teaching conditions, adjusting to online teaching.
- Such an unexpected and fast moving from face-to-face to distance teaching is referred to as “emergency remote teaching” in scientific literature (Carrillo & Flores, 2020; Hodges, et al., Moore, Lockee, Trust & Bond, 2020). Emergency remote teaching differs from correspondence education with its related difficulties because face-to-face educational institutions are mostly not ready to provide suitable infrastructure for online teaching, and teachers lack information and experience to teach by distance (Zhang, 2020, as mentioned in Carrillo & Flores, 2020).

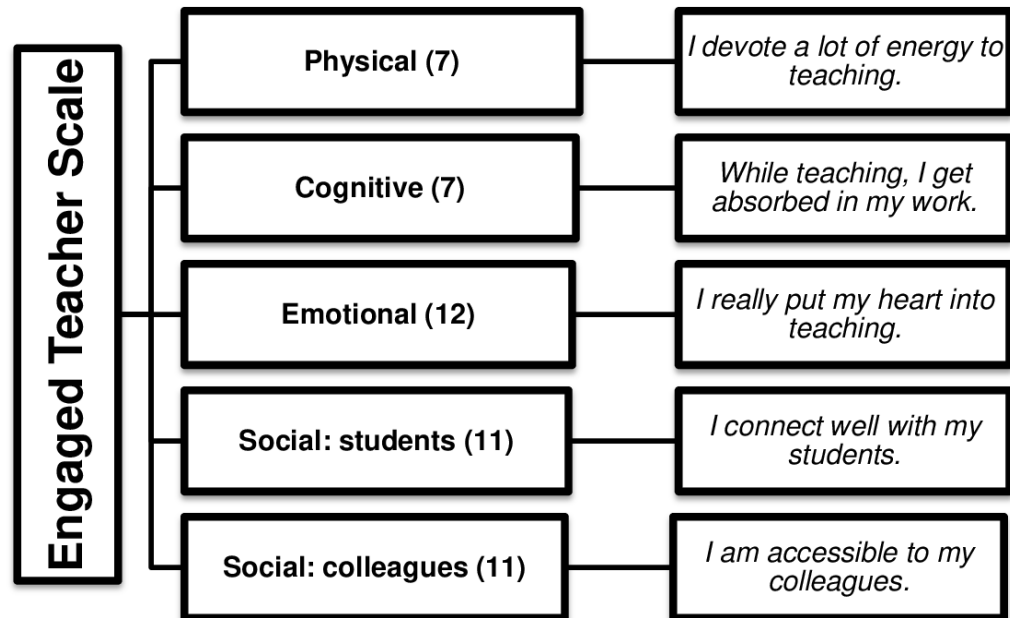
# ACTUALITY OF PROBLEM IN LATVIA IN CONTEXT OF PROJECT

- Results of an end of the school year survey conducted by the Ministry of Education and Science in cooperation with Edurio online platform from May 26 till June 12, 2020, indicate to a potential lack of the teaching infrastructure and experience to provide distance teaching for the teachers of Latvia.
- Surveying 4662 teachers in comprehensive secondary and vocational secondary educational institutions in Latvia, it was concluded that “when teaching by distance, 76% of the teachers spent more time than teaching face-to-face” while “74% of the teachers often or very often felt overworked during distance teaching” (IZM and Edurio survey, 2020).

# OVERWORKED DURING DISTANCE TEACHING - BURNOUT

- Scientists consider that although teachers may understand at the cognitive level that remote education is necessary, at the emotional level they may not accept changes and, thus, suffer from burnout (Kin & Kareem, 2018 as mentioned in Sokal, et al., Eblie Trudel, & Babb, 2020).
- There is a risk that teachers who are used to teach only face-to-face will feel that, when teaching remotely, they are less effective as teachers, therefore their results, and thus also their students' learning outcomes, will get worse (Eblie Trudel, & Babb, 2020; Cardullo, et al., Wang, Burton & Dong, 2021).
- A study in Latvia on the relationship between teachers' autonomy and burnout and self-efficacy indicators during remote teaching (Kalniņa, 2021) reveals that most teachers feel exhausted, experience difficulties to deal with challenges and cooperate with the children's parents.

# DEFINITIONS, I. TEACHERS AND ENGAGEMENT IN WORK



- Engagement in work is defined as “a motivating concept for the voluntary allocation of an individual’s personal resources in the performance of duties determined by the professional role of the teacher” (Klassen, Yerdelen & Durksen, 2013, p. 34, with reference to Christian, Garza & Slaughter, 2011).
- According to the researchers, involvement in work is characterized by two aspects - energy and involvement (Bakker et al., 2011), which manifests itself on four levels: **physical**, **emotional**, **cognitive** and **social** (Saks, 2006, as mentioned by Klassen et al., 2013).



## DEFINITIONS, II. FACTORS OF TEACHERS' BURNOUT

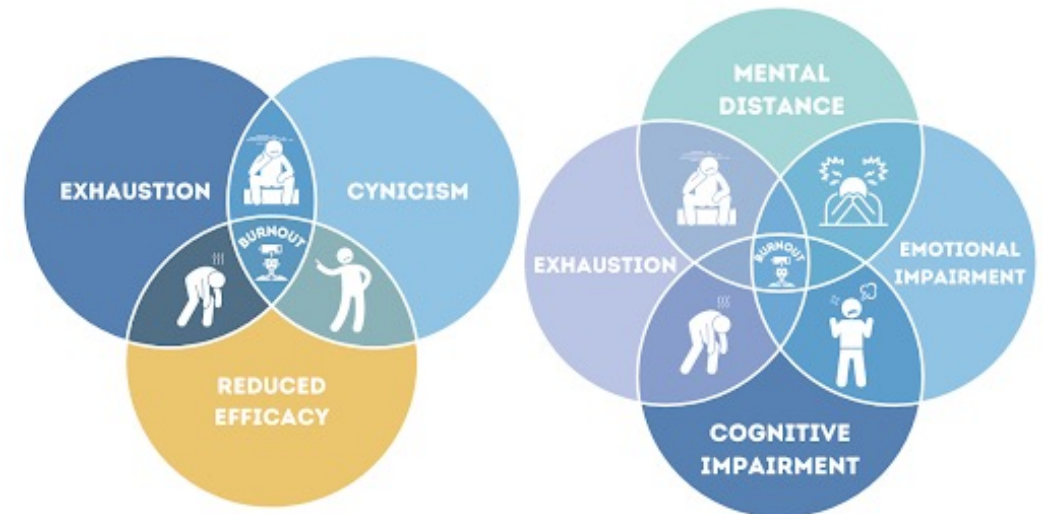
- According to a report by the European Trade Union Committee for Education, based on research in 30 European countries, including Latvia, there are four main work environment stressors in teachers' work:
  - high workload and intensity,
  - role overload,
  - too many learners in the classroom,
  - inappropriate learner behavior in the classroom.
- The report states that these factors can lead to the main problems associated with school stress: burnout, absenteeism, and various health problems (ETUCE, 2011). The results of the research showed that in Latvia there are excessive emotional requirements for work, as well as the need not to show emotions (64%) and almost half of the study participants - teachers are on the verge of burnout (49%).



Šis fotoattēls, autors: Nezināms autors, licencēts saskaņā ar lice

## BURNOUT (MASLACH ET AL., 1996;2001; MASLACH & LEITER, 2016)

- Emotional burnout is studied in the context of work-related stress.
- K. Maslach with her colleagues W. Schaufeli and M. Leiter define emotional burnout as a sustained response to chronic emotional and interpersonal stress factors at work and indicate that its expressions include the dimensions of exhaustion, cynicism, and professional inefficiency (Maslach et al., 1996;2001; Maslach & Leiter, 2016).



Maslach Burnout Inventory

Burnout Assessment Tool

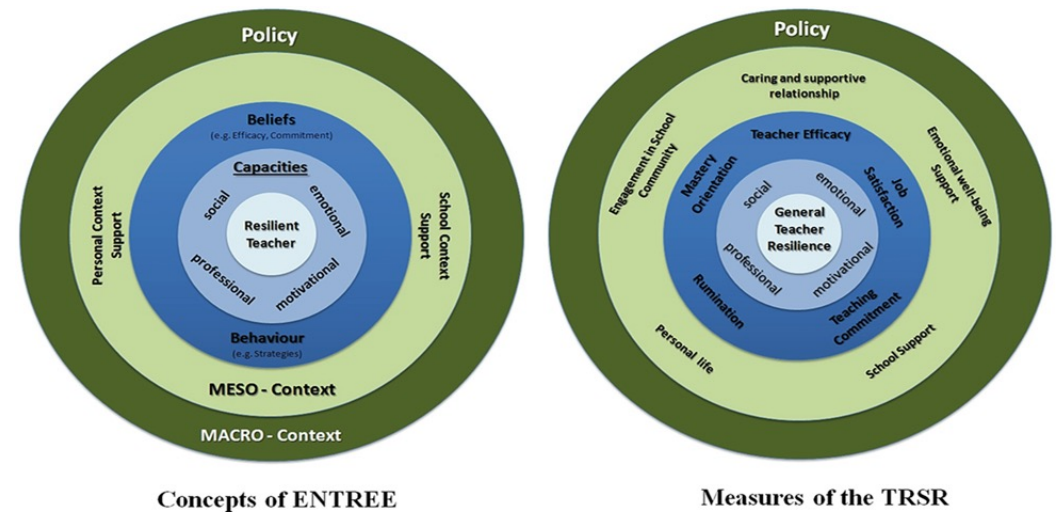
<https://www.scienceofpeople.com/burnout-statistics/>

## DEFINITIONS, III. RESILIENCE

- Researchers have discovered that teachers' resilience is the **ability and skill to adapt and recover after difficult situations** that is reinforced by individual factors, for example, high self-efficacy, high motivation, ethical goals, flexibility and sense of humour (Price, et al. Mansfield & McConney, 2012), mentor's support.
- It is also affected by a favourable **psychological climate** at school (Gibbs & Miller, 2014), good **relationships with colleagues** (White, Peters, 2011), **positive evaluation** of the teacher's professional performance, **material security** and **professional development** opportunities (Crosswell & Beutel, 2013).
- One of the most widely used models for defining resilience as a set of personality traits is the concept of resilience, developed by U.S. researchers Wagnild and Young in 1993 (Wagnild & Young, 1993).
- The authors explained the phenomenon of resilience as a **set of personality traits** that facilitates the adaptation of the individual.
- Individuals with high resilience are **able to adapt, rebalance, and avoid the potentially harmful effects of stress** in the face of depressing adversity (Wagnild & Young, 1993).

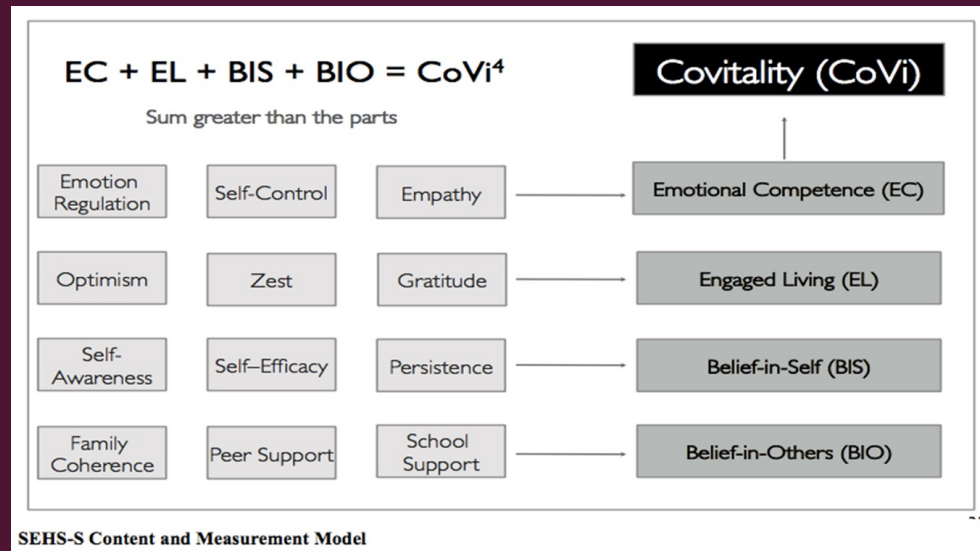
# RESILIENCE IN CONTEXT OF SCHOOL AND POLICY

- The authors have described the concept of teacher resilience from three perspectives:
  1. ...resilience mediates by **influences of macro-level policy** contexts and meso-level external contexts which influence the capacity for learning and development (*Day and Leithwood 2007; Gu et al. 2008; Gu and Johansson 2013; Leithwood et al. 2006, 2010; Robinson et al. 2009; Sammons et al. 2011*).
  - 2...**as a personality** the teacher has to display capacity for growth and fulfilment in pursuit of personally and professionally meaningful goals.
  - 3...teacher resilience is “**the capacity to maintain equilibrium** and a sense of commitment and agency in the everyday worlds in which teachers teach” (Gu,2018).



<https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=3205>

## DEFINITIONS IV. SOCIAL EMOTIONAL HEALTH (SEHS-T)



- SEHS-T (Social Emotional Health Survey – Teachers) was employed to study the social emotional health of the teachers of Latvia.
- The survey comprises several subscales which characterise teachers' social emotional health. SEHS-T consists of 48 statements, where each of them has to be evaluated on Likert scale from 1-6. The survey questions form 12 subscales, each containing 3 questions, and 4 scales – each containing 12 questions. The minimum number of points a respondent may receive on each scale is 12, but the maximum – 72, whereas on every subscale the minimum number of points is 4, the maximum – 24. As the survey is not standardised, the data obtained in it can be compared only with the potential arithmetic averages, which are 41 points on each scale and 14 points on each subscale accordingly. The initial measurement with the focus group (N=635) indicated that in the sample of Latvia the SEHS-T scores are moderately high.

## **A STUDY IN LATVIA I. CORRELATION BETWEEN TEACHERS' RESILIENCE, BURNOUT AND ENGAGEMENT IN WORK (BIRKANE&SVENCE,2019)**

- The aim of this study was to determine the factors that predict the engagement of teachers in the workplace, what factors allow to predict the resilience of teachers.
- Methods- Work Engaged Teachers Scale, ETS, Klassen, Yerdelen & Durksen, 2013, Maslach Burnout Inventory – General Survey, MBI – GS, Maslach, Jackson & Leiter, 1996, Resilience scale, RS, Wagnild & Young, 1993).
- As the results showed, teachers' engagement in work is positively predicted by resilience indicators, negatively – by emotional burnout rates.
- Resilience indicates the professional efficiency.
- A statistically significant negative correlation exists between teacher work engagement rates, resilience indices and cynicism.

## RESULTS FROM STUDY IN LATVIA, I (BIRKANE&SVENCE,2019)

As the obtained results showed, teachers' involvement in work is positively **predicted by resilience indicators** (self-organization, self-confidence, acceptance of life) and by professional efficiency indicators:

- self-organization explains 28.72% ( $p < 0.001$ ) of the total teacher involvement, and 27.24% ( $p < 0.001$ ) of emotional involvement,
- and 21.05% ( $p < 0.05$ ) of cognitive involvement,
- 14.38% ( $p < 0.05$ ) of social involvement of teachers in relations with students,
- 18.89% ( $p < 0.001$ ) of teachers' social involvement in relations with colleagues;
- self-confidence explains 21.05% ( $p < 0.05$ ) of the cognitive involvement indicator and
- life acceptance explains 28% ( $p < 0.01$ ) of the total teacher work involvement indicator and 27.24% ( $p < 0.001$ ) of the emotional involvement indicator ;
- the indicator of professional efficiency explains 29.45% ( $p < 0.001$ ) of the total indicator of teachers' involvement in work, and 20.12% ( $p < 0.001$ ) of emotional involvement, 27.96% ( $p < 0.001$ ) of cognitive involvement, 20, 34% ( $p < 0.001$ ) of teachers' social involvement in relations with students, 14.46% ( $p < 0.001$ ) of teachers' social involvement in relations with colleagues.

| Impact factor                | R <sup>2</sup> | F         | B     | β                |
|------------------------------|----------------|-----------|-------|------------------|
| <b>Resilience indicators</b> |                |           |       |                  |
| Constancy                    | 0.29           | 50.49 *** | 28.00 |                  |
| Self-organization            |                |           | 0.56  | 0.34 ***         |
| Self-reliance                |                |           | 0.05  | 0.03             |
| Life acceptance              |                |           | 0.42  | 0.22 **          |
| <b>Burnout indicators</b>    |                |           |       |                  |
| Constancy                    | 0.29           | 52.31 *** | 69.36 |                  |
| Exhaustion                   |                |           | -0.25 | -0.05            |
| Cynicism                     |                |           | -2.60 | <b>-0.36 ***</b> |
| Professional efficiency      |                |           | 3.17  | 0.32 ***         |



## RESULTS FROM STUDY IN LATVIA, II (LAGZDIŅA & SVENCE, 2021)

■ The results demonstrate that in the teacher **work engagement scale Cognitive Engagement** is significant, because it is the only one that statistically somewhat significantly predicted **SEHS-T**, namely the indicator “Trust in others”.

■ Daily work in a distance regime has increased the distance between teachers and their relationship with colleagues; therefore, irritation and difficulties to control one’s emotional expressions have arisen.

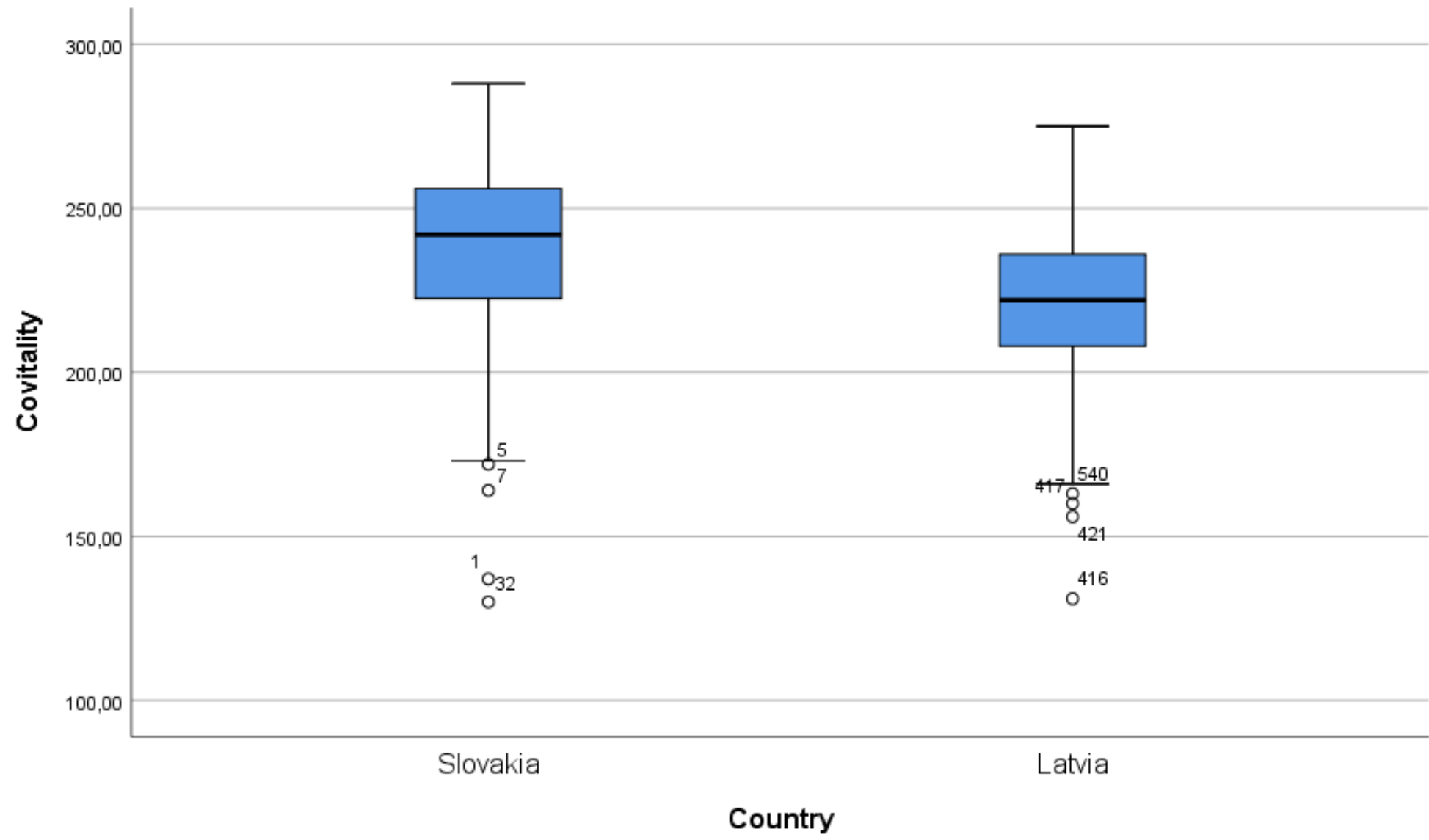
| <b>SEHS-T scales</b>          |                                      | Self-belief | Trust in others | Emotional competence | Passionate way of life |
|-------------------------------|--------------------------------------|-------------|-----------------|----------------------|------------------------|
|                               |                                      | 0.00        | <b>0.16</b>     | 0.05                 | 0.09                   |
| <b>Work Engagement scales</b> | <b>Cognitive engagement</b>          | -           | +               | -                    | -                      |
|                               | <b>Emotional engagement</b>          |             |                 |                      |                        |
|                               | <b>Social engagement: students</b>   | -           |                 |                      | -                      |
|                               | <b>Social engagement: colleagues</b> |             |                 |                      |                        |
| <b>R<sup>2</sup></b>          |                                      | 0.01        | 0.05            | <b>0.19</b>          | <b>0.40</b>            |
| <b>Burnout Scales</b>         | <b>Exhaustion</b>                    |             |                 | +                    | +                      |
|                               | Cynicism                             | -           | -               | -                    | -                      |
|                               | Professional efficiency              | -           |                 | -                    | -                      |

# INTERESTING ABOUT SEHS-T AND RESILIENCE IN LATVIA (LV) AND SLOVAKIA (SK)- ACCORDING DATA ANALYSIS (GAJDOSOVA& SVENCE, 2022)

## ■ Social-emotional health, covitality

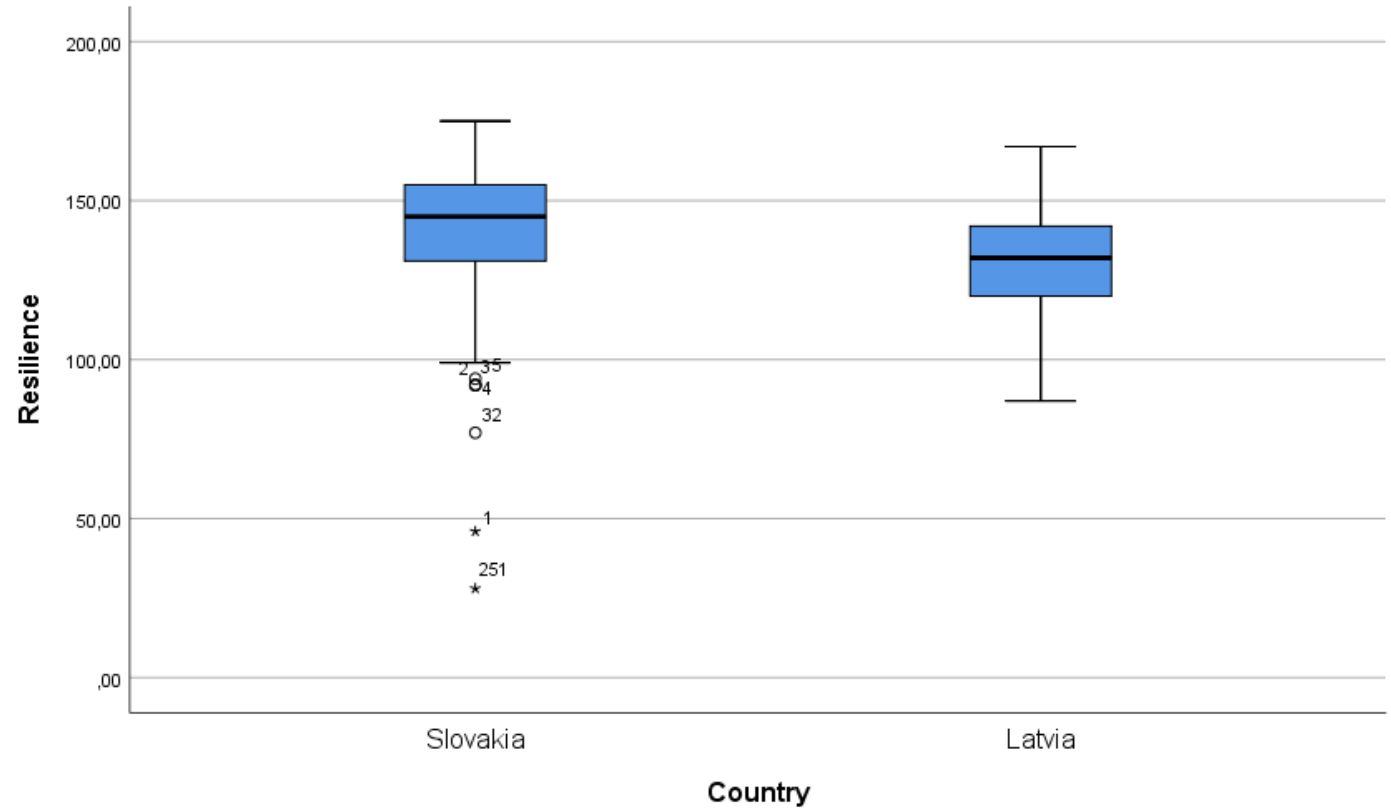
Based on results of frequency analyses, high level of covitality was found in 91,2% Slovak participants and moderate level in 8,8% Slovak teachers. The same situation is in the Latvian sample. 76,10% of Latvian teachers reported high level of covitality, and 23,9% teachers had moderate level. **None of the Slovak and Latvian participants reported low level of covitality.**

- Analysis of covitality indicators results in Latvian and Slovak sample found **big differences in level of gratitude, empathy, self-awareness, and family support** in favour of Slovak teachers.
- **Latvian teachers reached high scores in cognitive reappraisal and optimism** ( $p < .001$ ).



# RESILIENCE

- According to frequency analysis results, **very low and low level of resilience** was found in **6,8%** of Slovak teachers and **17,3% of Latvian teachers**.
- Moderate level was found in **36%** Latvian participants and **28%** Slovak participants and high average level, and **high level** was found in **15,8% of Latvian teachers**, with **47,6%** Slovak teachers



## CORRELATIONS BETWEEN RESILIENCE AND COVITALITY

- Significant positive strong correlation was found between **resilience and covitality**, in Slovak teachers ( $r_s = .76^{**}$  and in Latvian teachers  $r_s = .66^{**}$ ). Significant **high and moderate positive correlations** were found also between resilience and four domains and twelve covitality indicators: **strong correlations** were found between **resilience and Believe In Self** ( $r_s = .68^{**}$ ,  $r_s = .57^{**}$ ), **resilience and Engaged Living** ( $r_s = .72^{**}$ ,  $r_s = .58^{**}$ ).
- But there are **differences** in correlations between resilience and covitality in psychological indicators of Slovak and Latvian participants, e.g. **resilience and colleague support** ( $r_{s} = .31^{**}$ ,  $r_s = .56^{**}$ ), **resilience and institutional support** ( $r_s = .44^{**}$ ,  $r_s = .65^{**}$ ). In Latvian sample there were correlations higher.

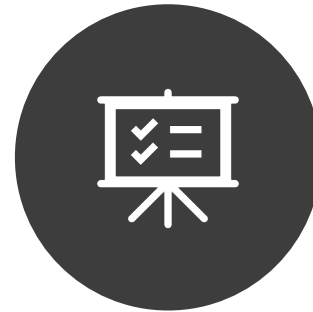
# HOW ABOUT EMPATHY AND TO STAY POSITIVE IN UNCERTAIN SITUATIONS?

- In **empathy indicator**, 90% of **Slovak** participants responded with **highest scores** to following items: **“I feel badly when my colleagues are put down” (93,8%)**, **“I’m aware of others hardships” (91,8%)** and **“I try to understand how other people feel and think” (85,6%)**.
- The **Latvian teachers** scored at **lower level**.
- 84,5% Latvian teachers scored very high in the item **“I am able to stay positive even when facing uncertain situations”**, but only 53% Slovak teachers. The same situation is in the item **“Each day I look forward to having a lot of fun”** (63,3% Latvian teachers and only 38,3% Slovak teachers).

# CONCLUSIONS



The results showed that there were statistically significant positive correlations between teachers' SEHS-T, teacher engagement, and emotional burnout rates.



The other results show low scores from SEHS-T which could indicate that teachers' self-confidence could be problematic, which could be explained by their uncertainty about their work during distance learning in a stressful COVID-19 crisis and that they need support for developing their strengths.



The other results show that Resilience are moderate medium, but about 18% of the sample demonstrates the lowest Resilience scores.



The subscale of teacher work engagement Cognitive engagement ( $p < 0.001$ ) is significant in predicting SEH-T indicators.

THANK YOU FOR ATTENTION!

Guna Svence



University of  
Latvia



guna.svence@lu.lv