THE RESILIENCE AND CONTRIBUTION IN THE LIVED EXPERIENCES OF POSITIVE VETERAN TEACHERS: A PHENOMENOLOGICAL STUDY

by

Eric Brent Gibson

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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Abstract

The purpose of this hermeneutical phenomenological study is to examine the resilience and contribution in the lived experiences of positive veteran teachers with more than five years of teaching experience. Using self-determination theory (SDT), this study links the resilience and contribution of teachers to the fulfillment of the psychological needs of autonomy, competence, and relatedness. The central research question for this study was: What are the contributions in the lived experiences of positive veteran teachers to their school communities due to their resilience? A triangulation of journal prompts, individual interviews, and focus groups provided data from the lived experiences of 15 teachers who have remained committed and effective in their teaching practice for more than five years. Teachers from four continents worldwide who met these qualifications participated in this study. Data were collected and coded. Groups of codes were gathered, patterns analyzed, and the themes of communication, community, growth mindset, healthy boundaries, intrinsic motivation, and support emerged. Positive veteran teachers seem to face the same stressors as all teachers while primarily relying on intrinsic motivation to overcome the difficulties of teaching. Students may benefit from positive veteran teachers in the form of a connected and challenging learning environment that foments learning for students' own reasons. Positive veteran teachers in the study supported students and teachers practically and emotionally and sought increased connectivity and growth in their school communities.

Keywords: resilience, contribution, positive, veteran, teacher, intrinsic motivation

Copyright

Dedication

I dedicate this dissertation to my wife, Kara, who has stood by me at every point in my adult life and without whom I would not have made it through. I love you!

Acknowledgments

Thank you to all the teachers who gave so generously of your time and willingly shared your experiences. I sincerely enjoyed our interactions and learned greatly from your wisdom and experience. Profound thanks to Dr. Strickland and Dr. Oster for your help and encouragement during this journey. Thank you for all the hours of reading and providing helpful feedback. Thank you to all positive veteran teachers everywhere. You are incredibly important to your school communities!

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List of Abbreviations

General Data Protection Regulation (GDPR)

Institutional Review Board (IRB)

Self-Determination Theory (SDT)

CHAPTER ONE: INTRODUCTION

Overview

Teaching is a vital but demanding profession. Teachers face inherent challenges and opposing pressures from politicians, society, school administration, parents, and students in making positive contributions to their school communities. Some teachers have overcome these difficulties while remaining engaged and committed to their profession. Their lived experiences in how they have managed this and the positive outcomes that come with it for the students, teachers, educational leadership, and school environment are vital to understanding how more teachers can do the same. An examination of the background and context of this problem and its situation in history, society, and theory occurs in Chapter One. This section also elaborates on the study's problem, purpose, and significance. Chapter One concludes with the study's research questions and definitions of key terms.

Background

Teaching is a challenging profession with inveterate difficulties and potential positive outcomes (Boogren, 2021; Goodwin et al., 2021). Societies recognize the need for education but struggle to retain teachers to enact it (Gore & Rickards, 2021; Gu, 2017; Jackson, 2022; Martens & Windzio, 2022; Mullen et al., 2021; Quinn & Buchanan, 2022; Wiggan et al., 2020). Societal issues and political interference provide a taxing environment for teachers to bring learning and growth into their educational communities (Carroll et al., 2022; Casely-Hayford et al., 2022). Teachers leaving due to the fractious conditions contribute to societal and learning costs that negatively affect students, other educators, and the entire school (Aguilar, 2018; Geiger & Pivovarova, 2018; Ingersoll et al., 2021). Self-determination theory predicts why teachers leave the profession and how they can develop resilience to positively contribute to their school community (Ryan & Deci, 2020; Vermote et al., 2022).

Historical Context

Teachers have long functioned in pivotal roles in societal development, being recognized as the most decisive factor in educational quality (Gutek, 2011; Nguyen et al., 2020). Education became more valued in the latter half of the nineteenth century when industrialization created space for innovation and children changed from laborers to hopeful future contributors (Becker et al., 2011; O'Rourke et al., 2013). Schools arose that sought to promote democracy and societal growth (Dewey, 1903; Li, 2020). As education became mandatory in many countries, teachers bridged the gap to provide this meaningful service (Gore & Rickards, 2021). Traditionally, teaching is known for its underappreciation and poor pay of teachers (Arviv Elyashiv & Navon, 2021; Beck et al., 2020; Carver-Thomas & Darling-Hammond, 2019; DeMatthews et al., 2022; Den Brok et al., 2017; Kelchtermans, 2017; Newberry & Allsop, 2017). In the past 50 years, educational standards for beginning teachers internationally have become more rigorous, indicating a desire for higher-quality education (Buchanan, 2020). Often placed between political agendas and the needs of students, teachers navigate a difficult path (Carroll et al., 2022; Casely-Hayford et al., 2022). These challenges cause many teachers to leave the profession (Ng et al., 2018; Saks et al., 2021; Toropova et al., 2021). Those teachers who stay may become jaded or disenfranchised (Hasselquist & Graves, 2020).

Teacher attrition, or leaving the field, has become a recognized issue hindering education at all levels in the past three decades, where up to half of all beginning teachers leave the profession in five years (Madigan & Kim, 2021; Marso & Pigge, 1997). Over the past 30 years, the teacher workforce has increased in average age, indicating that fewer younger teachers remain in the profession despite beginning teachers representing the largest percentage of teachers each year (Ingersoll et al., 2021). The rise in standards-based education, along with performative assessments, has added to the difficulties and desire of

teachers to remain in the profession (Day & Gu, 2009). Recognizing the issue, researchers are examining the causes of attrition and how to build resilience for beginning teachers (Mansfield, 2020). However, the development of teacher resilience and their positive contributions to the school community are relatively unexplored areas in education (Lowe et al., 2019a; Mullen et al., 2021).

Social Context

Teachers fulfill a vital and recognized societal need (Jackson, 2022; Martens & Windzio, 2022; Quinn & Buchanan, 2022). Around 3,500,000 teachers in the United States and approximately 84,000,000 teachers globally practice the profession (The World Bank, 2020). Historically, more teachers exist now than ever (Ingersoll et al., 2021). Nevertheless, there is a worldwide shortage of teachers (Den Brok et al., 2017). There are several reasons for this scarcity of teachers, but foremost among them is the high attrition rate of beginning teachers (Soulen & Wine, 2018).

Attempts to explain teacher resilience have come from personal, environmental, and societal perspectives (Mansfield, 2020). Still, it is unclear how the interplay of these factors and the emotional, motivational, professional, and communal aspects of resilience combine to foster resilience in teachers (Mullen et al., 2021). Many societal issues and political platforms find their practical fulfillment in the challenging world of the classroom (Carroll et al., 2022; Casely-Hayford et al., 2022). For instance, teachers of color traditionally have experienced more significant inherent obstacles to thriving in the teaching profession (Poku, 2022). Teachers are pulled in many directions trying to meet student needs while juggling the mandates of school administrators, society, and politicians (Bureau et al., 2022; Cuevas et al., 2018; Jiang et al., 2019a; Schutz et al., 2018; Smith & Firth, 2018). This multi-side tug-of-war has caused many teachers to leave the profession before they make it to their sixth year of teaching (Ingersoll et al., 2021; Matthews et al., 2022). The gap created by teacher attrition

negatively affects student learning, staff cohesiveness, and school administrator longevity (Aguilar, 2018; Geiger & Pivovarova, 2018; McTighe & Willis, 2019; Moè & Katz, 2020). How the remaining teachers handle these challenges while positively contributing to their school communities is an area of deficit in the literature (Bastian et al., 2022; Prout et al., 2019).

Despite all the difficulties inherent in the teaching profession, teachers endure who have developed resilience and made positive contributions to their school communities (Carmel & Badash, 2021; Gray et al., 2021; Mullen et al., 2021). These teachers entered the profession with a desire to serve that they maintained through the challenges to bring growth and salubrious input, whether in the classroom, among their fellow teachers, or the overall school environment (Drew & Sosnowski, 2019; Lowe et al., 2019a; Van den Borre et al., 2021; Van der Want et al., 2018). Students with excellent teachers are more likely to graduate and have higher future earning potential (Klassen & Kim, 2021). These teachers are crucial to their school's well-being (Beck et al., 2020). They provide mentoring, leadership, and innovative teaching practices (Sullivan et al., 2019). However, their specific contributions are poorly understood (Jefferson et al., 2022; Lowe et al., 2019b; Prout et al., 2019).

Theoretical Context

Resilience theory explains what allows individuals to maintain an even temperament in stressful circumstances (Garmezy & Masten, 1986). The study of resilience came from studying the lived experiences of those who recovered from challenging circumstances (Richardson, 2002). Education is one such environment where teachers regularly encounter the need for resilience, without which their careers are often short-lived (Beltman et al., 2011; Gu & Day, 2007). Teacher resilience aids teachers in facing heavy workloads in crowded classrooms with high expectations to provide quality teaching (Gu & Day, 2013). Resilience is a crucial prerequisite to teacher contribution (Fransson & Frelin, 2016). Teacher resilience

comes from a balance of personal, social, and contextual factors (Kangas-Dick & O'Shaughnessy, 2020). The swirling interchange of these elements in developing and maintaining teacher resilience is not well understood (Mansfield, 2020; Mullen et al., 2021). A consistent emphasis on developing teacher resilience from pre-service to retirement may aid in positive teacher contribution at the student, teacher, and school level (Pearce & Morrison, 2011; Wang, 2021).

Duckworth's (2016) theory of grit provides an explanation why teachers remain in their profession. This elucidation implies digging in and putting up with the worst to accomplish positive ends (Derakhshan et al., 2022). The difficulty comes in this theory when it places the development of resilience solely on the individual and ignores the role environment and ability play (Allen et al., 2021; Mansfield, 2020). It implies that some people will succeed in situations and others will not (Tewell, 2020). While the theory allows for the growth of grit, it simplifies who succeeds to a matter of the ability to grind it out by assigning them a grit score as the preeminent measure of achievement (Robertson-Kraft & Duckworth, 2014).

Grit theory contrasts with Deci and Ryan's (1985) self-determination theory (SDT) that explains teachers' internal motivation for their profession comes from meeting their psychological needs of autonomy, competence, and relatedness. The current study links with SDT to develop a more exhaustive explanation of the resilience and contribution of positive veteran teachers. By connecting the reception of autonomy, competence, and relatedness from the school community to positive veteran teachers, SDT will aid in identifying how teachers develop intrinsic motivation, providing a better understanding of how teachers develop resilience (Deci et al., 1991). Showing how such teachers provide these psychological needs to students, other teachers, and other members of their school communities will provide insights into their specific contributions. Teachers who have passed

the five-year mark that indicates a commitment to the profession will discuss their lived experiences with the difficulties of the teaching profession and how they continue despite them (Guthery & Bailes, 2022; Towers et al., 2022; Wiggan et al., 2020). Teachers who demonstrate a positive approach will share examples how they contribute to their students, fellow educators, and others in their school environment. Lowe et al. (2019b) developed and validated an instrument for identifying such teachers that will be used with permission to ensure the data gathered represents this population (see Appendices F and G). Analysis of these lived experiences will help narrow the gap in the literature that exists in these areas and aid educators, school leaders, and educational decision-makers in fostering resilience and positive contributions from teachers (Casely-Hayford et al., 2022; Chiong et al., 2017; Lowe et al., 2019a; Mullen et al., 2021; Shields & Mullen, 2020).

Underlying and connecting SDT with teachers overcoming adversity to bring positive gains and guidance to their schools is Bandura's (1977) social cognitive theory. Concerned with how people make meaning to develop understanding, self-efficacy shares with SDT the perception of individuals of their environment (Bayly et al., 2022; Raven & Pels, 2021; Zhao & Qin, 2021). Particularly regarding competence, the individual's perception of proficiency in a particular area or skill, self-efficacy connects this to their belief in their ability (Carr, 2020; Xie et al., 2022). When people believe they can do something, they are more willing to take risks and tackle experiences at the outer edge of their skill level (Brenner, 2022). This belief also alters their expectation of the possible result, often leading people to persevere to achieve that conclusion (Howard et al., 2021). While self-efficacy links with one aspect of SDT, it is insufficient to provide a broad explanatory framework for the problem in this study.

Understanding the nature of excellence and what allows contribution is foundational to the nature of this study. A minimum of five full years of teaching experience is required

for participation. This number represents the minimum amount of time it takes for someone to become an expert, according to the 10,000-hour theory (Ericsson et al., 1993; Levitin, 2007). This minimum amount of practice is necessary to appreciate and develop the complexities of the teaching profession (Bishop et al., 2020; Kodden, 2020). This duration coincides with the time up to one-half of those who enter teaching leave the profession (Coulter & Abney, 2009; Guthery & Bailes, 2022; Ingersoll et al., 2021; Sutcher et al., 2019; Towers et al., 2022; Wiggan et al., 2020). This juxtaposition ties resilience to excellence in teaching.

Problem Statement

The problem is that it is difficult for teachers to remain committed and contribute positively to their school community when faced with the challenges inherent to the profession. Between 33-50% of all teachers who enter the profession leave within five years (Den Brok et al., 2017; Gallant & Riley, 2017; Guthery & Bailes, 2022; Newberry & Allsop, 2017; Towers et al., 2022; Wiggan et al., 2020). For those who stay, the mechanisms of resilience development to remain in teaching require clarification (Mullen et al., 2021). It is not enough to endure in teaching; quality teachers contribute (Jefferson et al., 2022; Lowe et al., 2019b; Van der Want et al., 2018). Knowing how they do so has practical implications for teacher preparation programs, administrators, other teachers, students, and the larger educational community.

Purpose Statement

The purpose of this hermeneutical phenomenological study is to examine the resilience and contribution in the lived experiences of positive veteran teachers with more than five years of teaching experience. The resilience and contribution of positive veteran teachers will be generally defined as committed and engaged teachers who overcome the difficulties of teaching to contribute positively to their school community. Five complete

years of experience was the minimum requirement to be considered a veteran of the teaching profession for this study. Positive describes teachers' attitude and approach to the profession, while veteran designates their experience level in teaching. The purpose of this study connects to its significance for beginning teachers, school administrators, and those who make educational policy decisions.

Significance of the Study

This qualitative study collected and examined the lived experience of teachers with longer tenure in school systems to determine how they made it through their early years in teaching when up to half of all beginning teachers leave the profession within five years (Den Brok et al., 2017; Gallant & Riley, 2017; Guthery & Bailes, 2022; Newberry & Allsop, 2017; Towers et al., 2022; Wiggan et al., 2020). Any teachers with more than five years of teaching experience who have remained positive were eligible to contribute their experiences to the study. Their lived experiences were recorded and used to develop a picture of the development of resilience and contributions of positive veteran teachers. The findings have empirical, theoretical, and practical significance.

Empirical Significance

Little is known about the specific factors that lead to resilience in teachers and how this enables them to positively contribute to their school community (Bastian et al., 2022; Carillo & Flores, 2018; Casely-Hayford et al., 2022; Chiong et al., 2017; Gray et al., 2021; Jefferson et al., 2022; Liu et al., 2016; Lowe et al., 2019a, 2019b; Mullen et al., 2021; Prout et al., 2019; Shields & Mullen, 2020). This study will create an opportunity to lessen this deficiency in the literature. The data from teachers' lived experiences contributed to the knowledge in this area. The conclusions and questions generated from the study provided further opportunities for future contributions to this topic. This alone made this study a worthwhile effort.

Theoretical Significance

This study connected SDT to the resilience and contribution of positive veteran teachers. This theory has broad explanatory powers exploring how meeting the psychological needs of autonomy, competence, and relatedness leads to the development of intrinsic motivation (Deci & Ryan, 1985; Deci et al., 1991, 1996, 2017; Ryan & Deci, 2017, 2020). Joining this underlying clarification of motivational emergence to the metamorphosis of resilience in teachers provided a deeper understanding of the process. Discerning the contributions of positive veteran teachers that result from remaining engaged and steady despite the profession's difficulties elucidated the benefits to the school community (Gray et al., 2021; Lowe et al., 2019a, 2019b; Prout et al., 2019). Enlargement of the application of SDT to teachers and their benefit to their school environment expanded the applicability of this theory in education.

Practical Significance

The practical significance of this study is two-fold. Understanding the path that positive veteran teachers take to develop resilience will aid future and beginning teachers as they consider and enter the field to gain the ability to overcome the challenges inherent in the profession (Jiang et al., 2019b; Matthews et al., 2022). It will also benefit school leaders and those involved in teacher preparation to provide practical instruction and support to this population (Shim et al., 2022; Zhu et al., 2019). Those teachers who have reached veteran status but find themselves questioning their future in the profession will also benefit from the study's findings (Casely-Hayford et al., 2022; Smith & Ulvik, 2017; Wiggan et al., 2020). The second area of significance comes from determining how positive veteran teachers benefit their school communities. This group of teachers will benefit from this research by reflecting on their practice and using the study's findings to determine areas of professional growth (Fernandes et al., 2019; Gore & Rickards, 2021; Zhang et al., 2020). Beginning and

less experienced teachers will find resources for support and growth through the study's findings (Boogren, 2021; Holloweck, 2019). Administrators and school leaders will harness the resources positive veteran teachers bring to their school communities (Anthony et al., 2019; Chiu, 2022; Vanblaere & Devos, 2018; Verhoef et al., 2022). Students will benefit secondarily through the increase in teacher stability, motivation, and proficiency from the results of this study (Ebersold et al., 2019; Endedijk et al., 2022; Leite et al., 2022; Moè & Katz, 2020). Finally, other school community members, such as parents and others at the school or district, will find gains similar to those of students (Saks et al., 2021; Shields & Mullen, 2020). The entire educational community will grow and improve from the conclusions of this study.

Research Questions

The purpose of this hermeneutical phenomenological study is to examine the resilience and contribution in the lived experiences of positive veteran teachers with more than five years of teaching experience. Examining the lived experiences of positive veteran teachers narrowed the gap in the literature on how such teachers develop resilience and contribute to their school communities. The following central research question and sub-questions guided this study:

Central Research Question

What are the contributions in the lived experiences of positive veteran teachers to their school communities due to their resilience?

This broad question addresses the problem identified for the study. It goes further than the current approach in the literature that attempts to determine why teachers leave in their first five years in the profession (Lowe et al., 2019b; Shields & Mullen, 2020). This question attempts to discern what experiences teachers who stay have with overcoming difficulties that cause other teachers to leave and what difference their presence made to

their school communities. Contributions from teachers can be negative or positive (Chiong et al., 2017; Gore & Rickards, 2021; Hasselquist & Graves, 2020). This study focuses on the positive application of experience to enrich the lives of students, teachers, school leaders, and the greater educational community. The central research question attempts to discover the essence of this phenomenon.

Sub-Question One

What are the ways positive veteran teachers develop resilience by increasing their intrinsic motivation?

This first sub-research question provides more detail on how those teachers who remain in the profession incorporate mechanisms and responses to the challenges arising from the early years of teaching. It ties directly to self-determination theory (SDT), the underlying theoretical framework for this study. This theory contends that individuals acting out of their own reasoning and desire are intrinsically motivated (Deci & Ryan, 1985). The connection of internal motivation to resilience comes out of this theory. This question attempts to determine how positive veteran teachers have willingly continued in their profession counter to those factors that make it difficult to do so.

Sub-Question Two

What are the specific ways that positive veteran teachers increase the autonomy, competence, and connection of those in their school communities?

The second sub-research question looks more closely at how positive veteran teachers make a difference in their classroom, to their fellow teachers, within the school's leadership structure, and in the larger community. Also tied to SDT, this question addresses the three psychological needs that lead to increasing intrinsic motivation in others. The previous question uncovered positive veteran teachers' methods of increasing their internal motivation. Sub-question two attempts to uncover how they promote these three essential

determinants of autonomy, competence, and connection to intrinsic motivation in others in their school community (Deci & Ryan, 1985). The specific ways positive veteran teachers do this are labeled positive contributions in the study.

Definitions

1. *Attrition* – When teachers leave their profession before retirement due to psychological pressures brought on by difficult circumstances (Saks et al., 2021)
2. *Burnout* – A condition that interferes with work effectiveness due to continuous stress resulting in low energy, commitment, and efficacy (WHO, 2019).
3. *Positive* – committed and engaged (Gray et al., 2021; Lowe et al., 2019a, 2019b)
4. *Resilience* – The development of skills, support, knowledge, and practices that aid individuals in overcoming adverse circumstances (Harris, 2020; Ng et al., 2018; Smith & Firth, 2018).
5. *Self-determination theory* – A psychological theory developed by Deci and Ryan (1985) that contends individuals will act of their own volition when their psychological needs of autonomy, competence, and relatedness are met.
6. *Veteran* – Any long-serving individual in a profession or position. Veteran teacher is used extensively and interchangeably with experienced teacher in the literature (Admiraal et al., 2019; Anthony et al., 2019; Arviv Elyashiv & Navon, 2021; Beck et al., 2020; Ben-Peretz & McCulloch, 2009; Booker, 2018; Carillo & Flores, 2018; Carmel & Badash, 2021; Day & Gu, 2009; Day et al., 2009; Eshchar-Netz & Vedder-Weiss, 2020; Gu, 2017; Lowe et al., 2019a, 2019b; Prout et al., 2019; Sebald et al., 2022; Shields & Mullen, 2020; Zhang et al., 2020).

Summary

This chapter outlined the reasons and basis for this study and its contributions. The problem this study addressed was the challenges teachers face in remaining dedicated and

making positive contributions to their school community when confronted with the difficulties inherent in the profession. The purpose of this study was to examine the lived experiences of positive veteran teachers to provide insights into their development of resilience and their specific impact on their school environment. The study focused on understanding how positive veteran teachers develop resilience and the specific ways they contribute to their school communities. These findings have relevance for retaining teachers and reducing social and educational detractors in schools. Knowing the specific contributions of positive veteran teachers offers insights for school improvement and growth. There is empirical, theoretical, and practical significance to answering the research questions in this study.

This study contains five chapters, including an introduction, literature review, methods, findings, and conclusions. This study is grounded in the historical, social, and theoretical context found in Chapter One. Chapter One also included the study's background, problem, purpose, and significance. Likewise found are the central research questions, two sub-questions that directed the research, and valuable background information. The following chapter includes a comprehensive literature review surveying the problem and phenomenon.

CHAPTER TWO: LITERATURE REVIEW

Overview

A systematic literature review explored the resilience and contribution of positive veteran teachers. This chapter offers a review of the research on this topic. Self-determination theory (SDT) and its connection to this issue are discussed in the first section, followed by a review of recent literature on teacher attrition, the costs and causes involved, and how resilience may work to ameliorate these effects. Subsequently, the literature surrounding the role of positive veteran teachers in schools with a connection to their characteristics and usefulness is presented. Finally, a gap in the literature is identified, requiring further research on how positive veteran teachers develop and maintain resilience and how that leads them to support fellow teachers, contribute to school climates, and enrich student outcomes.

Theoretical Framework

According to self-determination theory developed by Deci and Ryan (1985), humans have three psychological needs necessary for self-fulfillment: autonomy, competence, and relatedness. As individuals perceive their needs being met in their surroundings, they will develop intrinsic motivation and act out of their desires and interests (Deci et al., 1991, 1996). SDT explains why people engage in activities by linking psychological needs to motivational profiles (Deci et al., 2017; Ryan & Deci, 2017). Individuals' perceptions of the environment supporting self-determination are crucial to their internalizing motivational factors (Ryan & Deci, 2020). Providing surroundings that raise people's autonomy, competence, and relatedness leads to higher intrinsic motivation and greater involvement, commitment, and production allows them to overcome difficulties (Chiu, 2022; Jiang et al., 2019b).

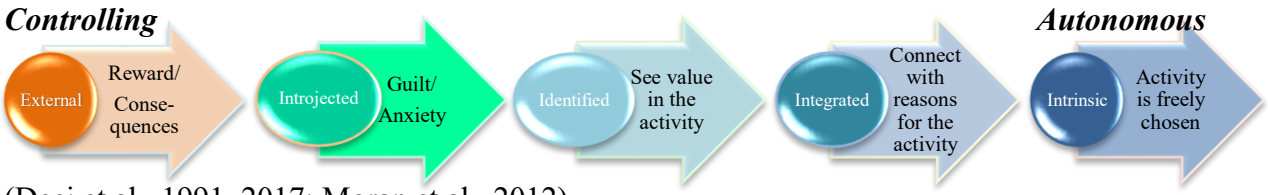
A psychological need is a requirement for mental health and personal development (Deci & Ryan, 1985). SDT posits that every person has three psychological needs: autonomy,

competence, and relatedness (Deci et al., 1991, 1996, 2017). There is a direct correlation between people's motivation, interpersonal development, and overall health with their discernment of how their fundamental needs for autonomy, competence, and relatedness are met (Ebersold et al., 2019). Autonomy is the self-direction of an individual's behaviors (Deci & Ryan, 1985). The psychological need for autonomy is satisfied when people primarily choose their actions and have the ability and volition to pursue what they value (Jiang et al., 2019a; Shim et al., 2022). Competence is perceived when individuals can demonstrate their abilities and meet external or internal targets (Allen & Sims, 2018). Competence is satisfied when people feel confident in their ability to perform well and use their talents fully in their environment (Lee et al., 2020). Relatedness is the psychological need for connection, acceptance, and belonging in valued contexts (Ryan & Deci, 2017, 2020). Connection, or relatedness, is satisfied when people feel supported and secure in their surroundings (Collie & Perry, 2019).

According to Deci and Ryan (1985), individuals must be internally motivated and believe their actions will bring about their desired outcomes to effectively influence their surroundings. People require their needs for autonomy, competence, and relatedness to be met to fully develop intrinsic motivation and experience well-being and growth in a school setting (Allen & Sims, 2018; Lee et al., 2020; Ryan & Deci, 2017, 2020). As people's actions reveal their beliefs, there is a spectrum of motivation ranging from no motivation to operating wholly out of independence (Deci et al., 1991, 1996, 2017; Moran et al., 2012). Why individuals choose to engage ultimately determines their placement on this continuum in the school environment (Bureau et al., 2022; Cuevas et al., 2018; Escriva-Boulley et al., 2021; Howard et al., 2016; Jiang et al., 2019b; Liu et al., 2016; Zhang et al., 2021; See Figure 1).

Figure 1

Motivation Continuum



(Deci et al., 1991, 2017; Moran et al., 2012)

SDT explains educational situations and outcomes related to resilience and positive contributions to the school community (Deci et al., 2017; Deci & Ryan, 1985; Ryan & Deci, 2017, 2020). The perception of psychological need fulfillment among school leaders, teachers, and students explains motivational engagement and ensuing results (Chiu, 2022). SDT predicts teacher and student engagement in the school setting based on the perceived meeting of autonomy, competence, and relatedness (Bureau et al., 2022; Smith & Firth, 2018). When these settings meet the needs of individuals to operate out of their initiative and interests, this leads to higher engagement and learning outcomes (Patall et al., 2018). Need satisfaction is noticeable in its impact on the school environment and retention of teachers (Jiang et al., 2019b; Matthews et al., 2022).

Related Literature

Teachers are integral to the social order as they aid in developing the ethical, creative, mental, and emotional aspects of personhood for students (Goodwin et al., 2021). Education in most countries worldwide is compulsory at some level, showing that it is a priority in those societies (Jackson, 2022; Martens & Windzio, 2022; Quinn & Buchanan, 2022). Teachers influence students' scholastic success and learning outcomes more than any other factor (Canales & Maldonado, 2018; Hattie & Anderman, 2020; Holloweck, 2019). They comprise over 1% of the United States and the world population (Schrader-King, 2023; Staake, 2023; Teacher Task Force, 2022; USDOC, 2022; Vlasova, 2022; The World Bank, 2020). There is a disconnect between the global priority of education and the lack of support for teachers who

are vital to it, pushing teachers out of education (Gore & Rickards, 2021; Gu, 2017; Mullen et al., 2021; Wiggan et al., 2020). This means the large volume of teachers worldwide is undervalued despite the recognized need for their services.

Teaching is a demanding profession with a broad scope that deals with complex ethical, creative, mental, and emotional aspects of personhood for students and teachers (Boogren, 2021; Goodwin et al., 2021). These exigencies often expose teachers to multiple stressors and can impact their emotional, physical, and psychological health, leading to an exit from the field (Ebersold et al., 2019; Poku, 2022). Teacher's attrition rate is high compared to other stressful public service professions (Carroll et al., 2022; Casely-Hayford et al., 2022). Between 30-50% of teachers leave the teaching field within their first five years of teaching (Den Brok et al., 2017; Gallant & Riley, 2017; Guthery & Bailes, 2022; Newberry & Allsop, 2017; Towers et al., 2022; Wiggan et al., 2020). Reducing teacher attrition by 50% would eliminate the shortage of teachers in the United States, creating a larger pool of qualified teachers that benefits school communities (Sutcher et al., 2019). Thus, the challenging educational environment has created a constant shortfall that is not being met by incoming teachers due to their early exit.

Attrition: Costs and Causes

Some attrition occurs in every profession, but teachers have comparably high attrition rates (Aguilar, 2018; Casely-Hayford et al., 2022). Annual teacher attrition rates in the United States are around 8% yearly (Carver-Thomas & Darling-Hammond, 2019). Another 8% change schools annually, accounting for a 16% turnover. Each year, over 1,000,000 teachers in the United States enter, leave the field, or change schools (Geiger & Pivovarova, 2018). Beyond the United States, teacher attrition is an international problem contributing to the worldwide shortage of teachers (Den Brok et al., 2017; Ng et al., 2018; Saks et al., 2021; Toropova et al., 2021). Teachers in international schools fall within the higher averages of

attrition rates among teachers globally (Everitt, 2020). This attrition creates a constant need for new teachers to enter the profession.

The most sizable numbers of teachers exiting the field are beginning teachers and those at the end of their careers, resulting in a U-shaped curve (Admiraal et al., 2019). However, retiring teachers currently account for only 14% of those leaving teaching (Ingersoll et al., 2021). Around 10% of teachers in the profession are in their first or second year of teaching (Newberry & Allsop, 2017). Beginning teachers' first years in the occupation significantly impact their future (Karlberg & Bezzina, 2022). Beginning teachers considered leaving because they resented long working hours, large class sizes, and the feeling of being taken advantage of by school leaders who had control over the renewal of their contract for the following year (Gallant & Riley, 2017). Consequently, the constant entering and exit of beginning teachers create difficulties for the educational system and for remaining teachers.

SDT provides insights into why attrition occurs (Ryan & Deci, 2017, 2020). Attrition results when teachers leave their profession before retirement (Saks et al., 2021). Teachers subject to low commitment and job satisfaction decide to leave a school or the teaching profession altogether when their needs are unmet (Matthews et al., 2022; Vermote et al., 2022). Teachers left their school or the field because they did not feel supported in their psychological needs of autonomy, connection, and competence (Newberry & Allsop, 2017). Teachers' perception affects their decisions to continue teaching based on their ability to influence the curriculum and make decisions that affect how they teach and manage their classroom (Casely-Hayford et al., 2022). Teachers left their current situation for schools where autonomy and the ability to demonstrate competence were encouraged (Glazer, 2021). Therefore, the absence of means to meet psychological needs creates an internal vacuum that challenges teachers' stability.

Financial, Social, and Educational Costs of Teacher Attrition

Student learning and achievement benefit from the absence of less effective teachers with poor pedagogical skills who leave the profession (Adnot et al., 2017; Rodriguez et al., 2020). Adnot et al. (2017) further clarified that it is helpful to the system for poor-quality teachers to depart. However, the frequency of teacher turnover creates financial, social, learning, and structural stresses for the remaining teachers and their students (Casely-Hayford et al., 2022; Geiger & Pivovarova, 2018; Van Eycken et al., 2022). When competent and committed teachers leave, this creates a negative effect (Kelchtermans, 2017). The financial, social, and educational expenses from teachers' loss hurt the people and societies that education exists to benefit.

There is a high financial cost to replacing up to one-fifth of all teachers who leave the profession yearly (Aguilar, 2018). Advertising and administrative time lost in interviews and training account for some of this cost (Geiger & Pivovarova, 2018; Sutcher et al., 2019). The economic costs for teacher attrition in the United States amount to, on average, $20,000 to hire a new teacher for urban schools, amounting to over two billion dollars per year (Beck et al., 2020; Newberry & Allsop, 2017; Wiggan et al., 2020). Guthery and Bailes (2022) say this number may be higher. They concluded that this amount was needed just for the state of Texas to replace teachers who left or transferred schools. Schools are not known to have excess funds, so this continual cost removes funds that might otherwise be spent on student education or teacher development. However, there are other costs beyond the financial.

The loss of diversity in teaching is one social cost of attrition (Poku, 2022; Sullivan et al., 2019). Teachers of color only make up between 18–20% of the teacher workforce in the United States, which has been the case for at least 40 years, despite students of color comprising 50% of learners (Ingersoll et al., 2021; Wiggan et al., 2020). While the number of minority teachers is rising, so is the attrition rate of these teachers (Kohli, 2019; Koppelman,

2020). In addition to facing the pressures that all teachers face, teachers of color also endure stressful situations, particularly related to operating in a system that does not take their needs into account and often produces hostile and isolating conditions (Billingsley et al., 2019; Pizarro & Kohli, 2020). Many such teachers enter the profession through non-traditional pathways where they transition from another career without formal education as an educator or teacher preparation and often cannot afford the additional education that will aid them in becoming better teachers and help them remain in teaching (Sutcher et al., 2019). The degree of challenges teachers of color face explains their underrepresentation in the profession while hurting the very students who would benefit from their presence.

Students in financially stressed areas often feel the cost of teacher attrition (Zhao & Qin, 2021). Fifty percent of all teacher movement and change occurs in 25% of schools: those of underserved urban or rural communities with a larger high-poverty population (Crouch & Nguyen, 2021; Ingersoll et al., 2021). There are twice as many inexperienced teachers in high-poverty schools in the United States than in low-poverty schools (Isenberg et al., 2022). These students are often not cited as the direct cause for teachers leaving their schools or the profession altogether (Van Eycken et al., 2022). When teachers leave a school, this alters its culture and disrupts the social support, trust, and structural elements that determine learning outcomes (DeMatthews et al., 2022). Urban schools are also more than twice as likely to have uncertified teachers in the classroom, indicating that students in those schools have inferior teaching and learning outcomes (Wiggan et al., 2020). Therefore, the cycle of poverty is reinforced through a lack of available means to overcome it.

Attrition leads to teacher shortages and a higher percentage of inexperienced teachers, resulting in educational costs (Sutcher et al., 2019). In 2017-18, the largest single group of teachers were beginning teachers in their first year of teaching, while 44% of teachers had less than 10 years of teaching experience (Ingersoll et al., 2021). Poor handling of teacher

shortfalls increases the burden on an already strained system, leading to inexperienced or ill-trained teachers in subjects for which they have no preparation, resulting in lower student learning outcomes (Wiggan et al., 2020). Schools with more significant numbers of teachers leaving each year face difficulties with consistency and effective student learning (Aguilar, 2018; DeMatthews et al., 2022). Teachers who taught in controlling environments were more likely to reflect this in their teaching styles, leading to lower learning outcomes, student motivation, and teacher burnout (Beymer et al., 2022; Moè & Katz, 2020; Vermote et al., 2022). Teachers carry their stress into the classroom, which students can sense (Philibert et al., 2020). Antagonistic reactions from teachers interrupt the learning process (McTighe & Willis, 2019). Many inexperienced teachers may not have the skills to handle these challenges which explains why learning suffers and young teachers become frustrated. Several causes contribute to this cascade.

Poor Administrative and Autonomy Support

Poor administrative support was a frequently given reason for teachers leaving the field (Beck et al., 2020; Kelchtermans, 2017; Li et al., 2021). Support from school leadership, or its lack thereof, was a more accurate indicator of teachers remaining in the profession than the student makeup of a school (DeMatthews et al., 2022; Van Eycken et al., 2022). According to Goldhaber and Theobald's (2022) 35-year examination of teacher attrition in Washington state, it is unlikely that attrition rates will rise excessively even following the COVID-19 pandemic. More enduring conditions, such as school leadership and professional support, have traditionally affected teachers' leaving or moving schools (Beymer et al., 2022; Pressley, 2021). This external factor arises when those who oversee teachers' development create a negative school environment.

Administrators jeopardize longevity with unrealistic expectations for teacher performance and poor treatment of teachers (Aguilar, 2018). In a survey of 13,000 teachers in

Australia, administrators alienated teachers and created resentment by manipulating teachers into doing extra duties by threatening not to renew their contracts, leading to a loss of autonomy (Gallant & Riley, 2017; Li et al., 2021). Similar situations occurred in international school contexts where principals usually have less oversight (Caffyn, 2018; Guthery & Bailes, 2022). This estrangement led to lower job satisfaction, jeopardizing teachers' desire to stay at their school or in the teaching profession (Madigan & Kim, 2021). It was difficult for teachers to enjoy teaching duties without perceived relevance and adequate training (Mérida-López et al., 2017). Therefore, when teachers feel they are a commodity rather than a valued school member, they will not invest in the school.

Teachers were also more likely to leave the profession if they were unsupported and received little or impractical professional development (Allen & Sims, 2018; Xia et al., 2023). Adolfsson and Håkansson (2019) found that administrations provided professional development with a higher emphasis on theoretical rather than practical instructional information. They concluded that teachers were unmotivated if they felt professional development was geared more toward enacting or meeting accountability measures, they were less likely to extend the effort to incorporate it. Experienced teachers struggle with professional development if it does not connect to their level of expertise and challenge them to continue to grow and learn (Gore & Rickards, 2021). The demands of the school year often make professional development rare. Teachers who see it as another duty to fulfill a political or administrative agenda will likely only participate grudgingly.

Autonomy support or frustration connects teachers' fulfillment, independent motivation, and frustration levels with whether they will exit the profession (Shim et al., 2022; Xia & Shen, 2020). Teachers' desire to leave teaching increased when they lacked autonomy (Arviv Elyashiv & Navon, 2021; Den Brok et al., 2017; Li et al., 2021). Lower morale and disenfranchisement resulted when teachers lacked autonomy and faced

difficulties at the school, district, and state levels (Dunn, 2020). Teachers left schools where they felt they lacked agency and support to display competence to schools where they could (Glazer, 2021). Teachers felt they had fewer options and support when they experienced lower autonomy and more restrictions carrying out their role while lacking the time required to care for students (Madigan & Kim, 2021; Moè & Katz, 2020). These constraints led to burnout and an exit from the field of teaching (Hascher et al., 2021; Lee et al., 2023). Autonomy, teachers' view of their achievements, and fulfillment in their work were positively correlated with one another and negatively associated with burnout (Skaalvik & Skaalvik, 2021; Xia et al., 2023). Teachers also left due to a lack of challenge and an inability to pursue their interests in the field (Smith & Ulvik, 2017). This outcome signals a lack of autonomy and an indictment of an education system where teachers cannot show competence, two fundamental psychological needs predicted by SDT (Ryan & Deci, 2017, 2020). Thus, when school administrators do not support teachers in their work and reduce their opportunities to creatively handle difficulties, this frustrates teachers and causes their motivation to decline, which could lead them to leave their school or the profession.

School Stressors and Teacher Preparation

A combination of external and internal factors usually pushes teachers away from their vocation. Teachers experience more stress than other professions (Carroll et al., 2022). Stress results when expectations exceed the resources provided. Some reasons teachers gave for exiting teaching include poor support and pay, lack of professional development and ability to influence outcomes at the school, struggle to meet the demands of the profession and make connections with other teachers, and an increased emphasis on accountability through standardizing testing (Arviv Elyashiv & Navon, 2021; Beck et al., 2020; DeMatthews et al., 2022; Den Brok et al., 2017; Kelchtermans, 2017). Sustained stress wears on the individual teacher and compounds into the teaching and school environment.

A school environment encourages attrition when it includes unsupportive relationships with administrative personnel, students, colleagues, parents, and other stakeholders (Kelchtermans, 2017). Teaching is often a solitary undertaking (Ortogero et al., 2022; Philibert et al., 2020; Sullivan et al., 2019). Teachers are less likely to stay at their school without receiving support from others (Arviv Elyashiv & Navon, 2021; Beck et al., 2020; Beymer et al., 2022; Den Brok et al., 2017). A school atmosphere lacking support correlates to attrition more than student body composition (DeMatthews et al., 2022; Van Eycken et al., 2022). When teachers' need for connectedness was unmet, teachers lost perspective on their worth and moved toward burnout (Moè & Katz, 2020). Commonplace struggles that interfere with relatedness for teachers include conflict with students and their parents, imposed accountability policies, more work that seems unassociated with classroom teaching, and negative perceptions from the media (Gu, 2017; Holloweck, 2019). There is also a connection between attrition and teachers feeling neglected, insulated, unsupported, and overfatigued (Turner et al., 2022). Teachers being unable to process their stresses with their colleagues leaves them with little choice but to internalize negative circumstances.

Accountability measures connected to teacher performance, evaluation, and income increase teacher frustration and attrition (Buchanan et al., 2019; Rodriguez et al., 2020; Towers et al., 2022). The past 20 years in education have seen the rise of accountability structures primarily based on standardized testing practices (Ravitch et al., 2022; Verger et al., 2020). This global accountability emphasis arises from comparing worldwide standardized test scores (Saks et al., 2021). Educational policy and accountability formulated from these comparisons without consulting personnel in schools remain a stressor affecting the autonomy of many educators (Dunn, 2020; Gu, 2017; Holloweck, 2019). Tying teacher evaluations and income to student performance hurt teacher morale and autonomy, which are precursors to attrition (Allen & Sims, 2018; Gore, 2021). Therefore, teachers may feel their

options are limited in how and why they teach by being forced to meet externally generated test targets, leading to lower independence and motivation.

Teaching is a demanding profession with multiple stressors increasing the risk of attrition (Li et al., 2021; Ng et al., 2018). Physical, mental, and emotional space are often challenging to find to process these difficulties. In a two-year study, Bieler (2018) found that high school teachers had five separate student interactions every minute in the classroom. Teachers, in general, face a decision regarding educational practice every 15 seconds during every school day (Boogren, 2021). The sheer volume of this is exhausting and leads to difficulty in making constructive choices (Lee et al., 2023). Despite the significant increase in teachers at the elementary level over the past 30 years, teacher workloads for secondary teachers have increased due to larger class sizes and more weekly instructional hours while teaching more classes (Gallant & Riley, 2017; Ingersoll et al., 2021; Newberry & Allsop, 2017; Zhang et al., 2020). Teachers entering the profession face heavy expectations as novices to understand the learning abilities by the age and history of their students, their subject matter, and how best to connect those two to promote student learning and development (Luke & Gourd, 2018). The heavy workload and significant, constant student queries and interactions could prove overwhelming and exhausting. More research is needed to determine the factors under which teachers who experience negative pressures can remain in teaching and overcome such detractors (Shields & Mullen, 2020).

School location is another possible stressor leading teachers to exit the profession. Rural schools are second behind urban schools in enticing and retaining capable teachers due to a finite labor pool and lack of community conveniences (Crouch & Nguyen, 2021; Cui et al., 2022). High-poverty schools (where 75% or more students qualify for free lunch from the federal government) are the most significant number of schools that have emerged in the last 30 years in the United States (Ingersoll et al., 2021). They now comprise one-third of all

public schools. Teachers in underserved communities found their dedication and resilience more regularly tested (Day et al., 2009; Poku, 2022; Shields & Mullen, 2020). They frequently leave schools in high-poverty areas with difficult working conditions and low administrative support to go to schools that appear to be the antithesis of the school they left (Ellison & Woods, 2020; Glazer, 2021). However, Van Eycken et al. (2022) argued that school composition was not a significant factor in teachers' decision to change schools or leave teaching. So, a lack of resources or poor administrative support, rather than the student population, likely contributes to attrition or turnover in these schools (Newberry & Allsop, 2017; Pressley, 2021).

The subject matter taught qualifies as a stressor and can be attributed to attrition (Derakhshan et al., 2022). Math, science, special education, foreign language, and English as a second language or bilingual teachers are in significant demand due to low standardized testing scores and legislation mandating their presence (Ingersoll et al., 2021). This led to an impetus to hire more teachers in these areas. However, these were the subject areas facing the highest attrition levels (Carver-Thomas & Darling-Hammond, 2019). This increased hiring and attrition rates could point to hiring less qualified teachers to meet the demand, which explains why more teachers are leaving the field (Holloweck, 2019).

Teachers without formal university-based education coursework are between twice and three times as likely to leave teaching after their first year than colleagues with the highest preparation (Sutcher et al., 2019; Vagi et al., 2019). Teacher preparation programs familiarize teachers with the profession's background, methods, and challenges (Van Overschelde et al., 2017). Teachers asked to teach in an area outside their expertise were also in danger of leaving the profession within their first five years of teaching (Newberry & Allsop, 2017). Teachers may receive formal education in a university setting but lack mentoring, which is also needed to successfully transition to classroom teaching (Holloweck,

2019; Lofthouse, 2018). In a study by Mansfield and Gu (2019), only half of incoming teachers were assigned a mentor despite this being a crucial component. The identified impediment in these cases was the lack of available mentors or systems that accommodated such an arrangement. So, without formal teaching education or support when entering the profession, teachers will struggle.

Salary

Low salary rates, especially compared to professionals with equal education levels, have long been pointed to as a cause for teacher attrition (Arviv Elyashiv & Navon, 2021; Beck et al., 2020; Carver-Thomas & Darling-Hammond, 2019; DeMatthews et al., 2022; Den Brok et al., 2017; Ingersoll et al., 2021; Kelchtermans, 2017; Newberry & Allsop, 2017). Average weekly pay for teachers in the United States from 1979 to 2015 only rose 16.5%, which fails to keep pace with inflation, meaning teachers today make far less than they did in 1979 in adjusted dollars (Webster, 2022; Wiggan et al., 2020). Referred to as the pay penalty, teachers make almost a quarter less than comparable college graduates in other fields and have not seen an appreciable pay increase during this time (Allegretto, 2022). Teachers' main objections to their salary revolved around working excessive hours on school tasks outside the school day and low pay not allowing them to meet their financial obligations (Abdulaziz et al., 2022; Beymer et al., 2022). Israeli teachers with the ability to leave due to higher demand or who could enter higher-paying positions were more likely to do so rather than remain in teaching (Arviv Elyashiv & Navon, 2021).

However, teacher salary is not the most crucial factor causing attrition (Beck et al., 2020; DeMatthews et al., 2022). It is more of a deterrent to people entering the profession than remaining in it (Allegretto, 2022). While pay increases effectively induced teachers to difficult-to-staff schools and schools in general, they did not retain teachers long-term (see et al., 2020). Student backgrounds and financial status had little effect on teachers' intention to

remain in teaching when they felt competent (Van Eycken et al., 2022). Teachers were willing to stay in schools despite lower pay when their psychological needs were met (Ryan & Deci, 2020). A low salary may keep people from pursuing teaching but does not seem to be a prime factor in causing them to leave it.

Burnout

Burnout is the primary intrinsic cause of teacher attrition, often fomented by other extrinsic and intrinsic factors (Li et al., 2021; Moè & Katz, 2020; Ng et al., 2018). Burnout occurs when teachers experience long-term stress (Carroll et al., 2022). The World Health Organization (WHO, 2019) classifies burnout as a condition that interferes with work effectiveness due to continuous stress, resulting in low energy, commitment, and efficacy. When experiencing burnout, teachers exhibit lower proficiency, an increased negative attitude, and emotional exhaustion, with the latter being the highest predictive factor of teachers' desire to leave the profession (Skaalvik & Skaalvik, 2021; Xia et al., 2023). Over the past 35 years, the connection between burnout and teacher attrition has strengthened (Madigan & Kim, 2021). Low motivation and unrealistic expectations for teacher performance led to teacher burnout and a premature exit from the profession (Aguilar, 2018). In their meta-analysis of burnout studies, García-Carmona et al. (2019) concluded that at least 28% of all secondary teachers in those studies showed at least one symptom of burnout. Thus, the accumulated stress eventually interferes with teachers' functioning and well-being if they do not process their emotions.

Teachers with a lesser view of their competence often experience burnout, which predicted attrition (Madigan & Kim, 2021; Skaalvik & Skaalvik, 2021). Teachers' perceived abilities in their professional skills influenced their responses to adverse situations and emotional adversity in their roles (Admiraal et al., 2019). They devalued their capacity as teachers when their need for competence was not satisfied, which led to burnout (Moè &

Katz, 2020). Teachers experiencing emotional exhaustion believed they were less competent, and students were more challenging to teach (Van Eycken et al., 2022). This depletion of emotional energy can lead teachers to believe they will not succeed in the profession.

There is an inverted connection between burnout and fulfillment in teaching. Teachers experiencing low job satisfaction and high feelings of burnout made up one-quarter of the reasons teachers gave for exiting teaching (Madigan & Kim, 2021). Low job satisfaction predicts whether teachers will continue in the profession and is born out of autonomy, competence, and relatedness not being met (Vermote et al., 2022). Teachers who develop a negative attitude toward the profession experience low job satisfaction. Job satisfaction and attrition have an inverse relationship (Toropova et al., 2021). Burnout brings low motivation; thus, it follows that teachers who experience it are not fulfilled by their work.

Emotional exhaustion is a principal predictor of teachers' intention to leave teaching (Van Eycken et al., 2022). The inability to handle negative emotions contributes to teacher dissatisfaction, poor health outcomes, and burnout (Beltman & Poulton, 2019; Carroll et al., 2022; Casely-Hayford et al., 2022; Ebersold et al., 2019; Madigan & Kim, 2021; Skaalvik & Skaalvik, 2021). Teaching has a wealth of emotional demands (Hascher et al., 2021; Lemon & McDonough, 2023). Over 60% of students in the United States have witnessed or experienced significant trauma (Boogren, 2021). Apart from the exhaustion of helping students process such experiences, students unable to healthily process their trauma often create taxing classroom situations, leading to further emotional stress for teachers (Beymer et al., 2022; Philibert et al., 2020). Teachers experiencing psychological need frustration were more likely to experience emotional exhaustion (Vermote et al., 2022). The most influential factors in teachers' decision to leave teaching were teachers' perceived health, exhaustion, and motivation levels, along with support levels from other teachers and the school (Casely-Hayford et al., 2022). Therefore, it appears that the negative emotional consequences

stemming from external difficulties in teaching have profound implications for continuing in the profession.

Burnout accounts for why many teachers leave the profession to protect themselves from its stressors (Hascher et al., 2021; Yinon & Orland-Barak, 2017). Teachers are people with emotions. When the difficulties of teaching overwhelm teachers' emotional resources to cope, this leads to depression and other mental health challenges (Chen & Chi-Kin Lee, 2022; Oldfield & Ainsworth, 2021; Ratanasiripong et al., 2021; Sun et al., 2022). The external stressors from a lack of administrative and school community support coupled with internal struggles coming from a perceived lack of competence can create a net negative emotional balance (Beymer et al., 2022; Carroll et al., 2022; Moè & Katz, 2020; Pressley, 2021). When negative emotions predominate, teachers experience burnout, leading to attrition (Beltman & Poulton, 2019; Li et al., 2021; Madigan & Kim, 2021; Skaalvik & Skaalvik, 2021). The inability to handle the negative emotions of stressful school environments seems to be a primary predictor of attrition. However, not all teachers leave, indicating that some have developed coping mechanisms to deal with these situations. This study aimed to discover the ways teachers have managed to do so and remain effective.

Retention

While many teachers leave early into their careers, retention happens when they remain (Ingersoll et al., 2021). Teachers' autonomy and competence were linked strongly to their intentions to continue teaching (Saks et al., 2021). Positive veteran teachers navigated their first crucial years of teaching by meeting the need for connection (Prout et al., 2019). Experiencing relatedness was a significant factor in their decision to remain in the profession (Karlberg & Bezzina, 2022). Internal motivation primarily influenced teachers' dedication to their work, which guided their decision to continue teaching (Admiraal et al., 2019; Alexander et al., 2020). Physical education teachers were twice as likely to remain in

teaching when their psychological needs of autonomy, relatedness, and competence were satisfied (Whipp & Salin, 2018). Thus, meeting psychological needs leads to greater internal motivation, which leads to remaining in the teaching profession.

Retention involves preventing qualified teachers from exiting the field due to deleterious conditions or pressures (Kelchtermans, 2017). Pre-service teachers who completed a traditional pedagogical university education with positive reviews on their student-teaching experience were more likely to stay at least two years in the profession (Vagi et al., 2019; Van Overschelde et al., 2017). Orientation and development of new teachers is another way to reduce beginning teacher attrition and increase the general quality of school instruction and learning (Anthony et al., 2019). Schools prefer qualified, experienced teachers to provide beginning teachers with a helpful introduction to schools (Beck et al., 2020; Dickhäuser et al., 2021; Holloweck, 2019). Why younger teachers leave the field received extensive attention, but experienced teachers' retention pathways remain poorly understood (Lowe et al., 2019b). Maintaining experienced teachers will be helpful for schools to overcome the multitude of issues facing education in the future (Shields & Mullen, 2020). Experienced teachers who remain in teaching seem to provide a steady presence that gives beginning teachers a gentler and more understanding introduction to the field.

The literature outlines school leadership and environment alongside professional development as the two external factors that have the maximum effect on teacher retention (Chiong et al., 2017; Everitt, 2020; Prout et al., 2019; Shim et al., 2022; Sims, 2021; Skaalvik & Skaalvik, 2021; Weissenfels et al., 2021). These two influential, extrinsic factors predicted teachers' decisions to exit or remain at a school (Geiger & Pivovarova, 2018). Additional support in the school environment of the school came from and connection with fellow teachers, encouraging teachers to stay in the profession (Beck et al., 2020; Xia et al., 2023) Teachers need personal and professional support from school administrators in addition to

programs to improve student achievement and the integration of standards (Shields & Mullen, 2020). In a study of 198 teachers, Day et al. (2009) noted that aiding teachers in maintaining and increasing their resolution and resilience is crucial to keeping teachers in their roles. If an unsupportive school environment leads to attrition, then the antithesis would allow for retention.

Resilience was the largest identified intrinsic factor in teacher retention (Ellison & Woods, 2020; Hascher et al., 2021; Ng et al., 2018; Oldfield & Ainsworth, 2021). Internal motivation and the perceived ability to have positive and respectful relationships with students were identified as part of this in teachers' continuation in the teaching vocation (Saks et al., 2021). Teachers who developed dedication and resilience in their effective practice increased their likelihood of remaining in teaching (Collie & Perry, 2019; Fernandes et al., 2019). The adeptness of teachers in navigating the difficulty of the profession had a great deal to do with the strength of their belief in their abilities and educational values, along with the support of their fellow teachers and school leaders (Gu, 2017). The importance of resiliency to remaining in teaching will find elaboration later in this section.

School Leadership and Environment

One significant extrinsic factor that influenced teachers to remain in the profession was supportive and quality school leadership (Chiong et al., 2017). Principals tremendously influence the welfare of teachers and schools (DeMatthews et al., 2022). Principals increase retention by creating an atmosphere that increases teachers' communication, belonging, and commitment using strategic influence (Xia & Shen, 2020). Positive and supportive school leaders, an uplifting culture, and a manageable amount of work increase teacher resilience (Ainsworth & Oldfield, 2019). Principals were negatively correlated to teacher attrition in supporting teachers' perspectives, developing a supportive school atmosphere, reducing

perceived school issues, and increasing teacher morale (García et al., 2022). The literature shows that principal support is a critical factor in teacher retention.

The characteristics that promote self-determination are not inherent to all school settings; they require a deliberate intention to bring about autonomy, competence, and connection (Ryan & Deci, 2020). School leaders are highly influential in creating a school environment that meets the needs for autonomy, connectedness, and competence, leading to higher intrinsic motivation for all involved (Chiu, 2022; Deci et al., 2017; Xia et al., 2023). Teachers who experienced autonomy-supportive school environments were more resilient and created similar classroom conditions that increased learning and student outcomes (Schutz et al., 2018; Xia & Shen, 2020). Therefore, the movement of autonomy support from principals to teachers down to students places a high value on school leadership's promotion of autonomous environments.

Teachers need support from school leaders in their autonomy, competence, and relatedness to be released to invest in their work (Adams, 2021; Deci et al., 2017). Autonomy-supporting leadership increases teachers' willingness and freedom to innovate (Zhu et al., 2019). When principals supported teachers, they freed them to take risks, learn from their mistakes, and continue to grow, which led them to mirror this in their classrooms (Shim et al., 2022; Xia & Shen, 2020). This administrative reinforcement resulted in positive student autonomy, competence, and relatedness (Xia & O'Shea, 2022). Administrators help teachers perceive that they are working in an autonomy-supportive environment by providing professional development and constructive feedback, leading to progressive growth for the individual and the school (Ebersold et al., 2019; Lee et al., 2020). Administrative support in autonomy, competence, and relatedness leads to positive outcomes that benefit the entire school (Chiu, 2022). Thus, principals who work to meet the psychological needs of teachers allow teachers to do the same for students and their fellow staff members.

Administrators offer support for teachers by listening and responding with valued interventions, providing stimulating but not overwhelming teaching duties, and promoting opportunities for staff interaction and encouragement (Shields & Mullen, 2020). Teachers reported feeling supported by school leaders when they received assistance and mechanisms of speaking into situations, experienced confidence and freedom to practice their craft, and had manageable responsibilities (Lowe et al., 2019a). Therefore, when school leaders invite teachers to contribute, it allows for teacher agency. In the unprecedented events of the COVID-19 crisis, those teachers who felt best supported had leadership who made reasonable decisions that included teachers in the process and provided emotional support throughout the duration (Matthews et al., 2022). The freedom for teachers to focus on their role due to trust in those making whole-school decisions reduces anxiety and increases retention (Mérida-López et al., 2017).

Evaluative procedures that provide both formative and formal feedback to teachers are necessary to encourage and provide accountability for professional growth, which is essential for retention (Derrington & Brandon, 2019). Teachers esteem beneficial feedback that enables growth (Gore & Rickards, 2021). Principals greatly influence what kinds of professional development and evaluation options are offered (Adolfsson & Håkansson, 2019). Administrative support aided teachers in implementing positive teaching practices, such as technology integration (Chiu, 2022). Increased reinforcement from principals can help teachers feel valued and desire to continue teaching.

The presence or lack of a supportive atmosphere in a school setting among teachers influences their perception of principal support (Ebersold et al., 2019; Hong & Matsko, 2019). Four elements make up a supportive workspace for teachers: a caring administration, supportive teacher relationships, a well-defined school disciplinary system, and a meaningful rationale for teaching tasks (Sims, 2021). Positive, affirming connections with all school

community members encourage resilience and retention (Admiraal et al., 2019; Drew & Sosnowski, 2019; Wang et al., 2020; Whipp & Salin, 2018). Eirín-Nemiña et al. (2022) affirmed that external factors such as relationships among staff and school culture were powerful predictors of teacher satisfaction along with appropriate facilities and supplies, manageable class sizes, teaching within their subject area, and income. There was a correlation between these extrinsic markers and teacher enthusiasm. They concluded that there was a correlation between these extrinsic markers and teacher enthusiasm. When teachers could connect with their school's mission and practices and exercise agency to bring about outcomes aligned with their beliefs, they were more likely to be content in their roles and remain in them (Everitt, 2020). Principals are essential to creating a supportive school environment, but teacher support to encourage growth is also necessary.

Professional Development

Professional development opportunities aid teachers in broadening their skills and knowledge as teachers, both of which can increase resilience and retention (Fernandes et al., 2019). Professional development designed to improve teacher resilience also increases teachers' well-being and sense of community, which are factors in teacher retention (Mansfield, 2020; Gore & Rickards, 2021). There is a connection between teachers' desire to remain in the field and their efficacy in their role (Van der Want et al., 2018). Professional development is more effective when it connects formal learning activities with teachers' everyday teaching practices (Gu, 2017). Resilient teachers appreciated valuable mentors and practical professional learning (Shields & Mullen, 2020). Therefore, growth in the skills and practices that enable quality teaching increases perceived competence for teachers.

Teachers must engage in professional development to stay current in the field, yet they require both the capability and the liberty to engage in professional development freely (Okay & Balçıkanlı, 2021). Positive growth and development occur for teachers whose needs

for autonomy, connectedness, and competence are met in their school environments (Vermote et al., 2022). Professional development is one area in which principals and school administrators support teachers' needs for autonomy, competence, and relatedness (Lee et al., 2020). School-wide professional development was undertaken more readily by teachers when presented with an autonomy-supportive approach (Zhang et al., 2021). Intrinsically motivated teachers will be more likely to participate in and seek professional development and learning opportunities that will aid them in contributing to positive school outcomes with colleagues and students (Deci et al., 2017; Ryan & Deci, 2020).

Differentiated professional development that allows teachers to address deficiencies and targets specific growth increases teachers' commitment levels and efficacy in their roles leading to retention (Gu, 2017). Beginning and experienced teachers require different approaches and platforms for professional learning as they vary in pedagogical knowledge and mastery (Zhang et al., 2020). In four cities in Sweden, Karlberg and Bezzina (2022) found that teachers with less than five years of experience appreciated professional development dealing with the fundamentals of teaching and classroom management. For teachers with five or more years in teaching, they uncovered that those educators benefitted from sessions involving teaching diverse populations and increasing their depth of knowledge in their subject area and teaching approaches. When seen as relevant, quality professional development rejuvenated experienced educators and helped them address their inadequacies to remain fully committed (Gore & Rickards, 2021). However, experienced teachers struggle with professional development if it does not connect to their level of expertise and challenge them to continue to grow and learn (Mansfield & Gu, 2019). Consequently, both beginning and experienced teachers need professional development that meets their current growth areas, as this continued improvement enables them to see the value in these endeavors.

Professional development that purposefully designed a series of formal and informal

activities that allowed teachers to connect with colleagues and targeted specific learning perceived as valuable to teachers was more effective and increased retention (Mansfield & Gu, 2019). Professional development's individual and collective aspects develop autonomy and relatedness (Ryan & Deci, 2020). Teachers thrive in healthy relationships inclusive of collaborative professional development (Holloweck, 2019). Providing experienced teachers with options for evaluating their growth gives them agency and input into the process, which encourages autonomy and competence that may also include connection depending on the option chosen (Derrington & Brandon, 2019). Hence, increased competence aids teachers in weathering difficult school situations.

Teachers perceived abilities in their professional skills influence their response to detrimental situations and emotional adversity in their roles, helping them overcome attrition (Admiraal et al., 2019). In addition, Admiraal et al. also noted there is a positive correlation between a high perception of teaching ability and attainment, dedication, and gratification in teachers' work. Seeing difficulties not as problems but as opportunities to grow helps teachers deal with the unknowns and build experience, increasing their ability to overcome such issues. (Drew & Sosnowski, 2019). Higher participation in continuing learning activities occurred among teachers with favorable views of their work satisfaction (Toropova et al., 2021). Increasing teachers' perceived competence through professional development can be an inoculant against burnout for teachers in diverse classrooms (Weissenfels et al., 2021). Through professional development, teachers can gain confidence in their ability to teach and handle the difficult situations that often occur in schools.

Resilience

Resilience is the development of skills, support, knowledge, and practices that aid individuals in overcoming adverse circumstances and lead to teacher retention (Harris, 2020; Ng et al., 2018; Smith & Firth, 2018). Internal (personality and motivational) and external

(professional and relational) factors reinforce resilience for veteran teachers (Shields & Mullen, 2020). Environmental considerations were at least as necessary to teacher resilience as personal ones (Ainsworth & Oldfield, 2019). Intrinsic qualities of resilience (general sense of wellness, positive purpose, and skills to deal with difficulty) are insufficient to retain teachers (Fernandes et al., 2019). Relational support from principals, fellow teachers, and significant relationships outside the school is necessary to maintain resilience (Jefferson et al., 2022). Substantial, personal relationships in and out of the school setting aided positive veteran teachers in navigating the profession's difficulties and allowed them to maintain lives outside of teaching (Prout et al., 2019). The interplay of external and internal resources needed to develop resilience is ill-defined and requires further study (Mullen et al., 2021). Accordingly, the ways teachers have developed resilience through both external and internal support need clarification and were a focus of this study.

Positive adaptation is an element of resilience that measures beneficial outcomes while encountering difficult situations, leading to teacher retention (Ainsworth & Oldfield, 2019; Beltman & Poulton, 2019). It occurs when teachers experience general welfare and enjoyment in their vocation and avoid prolonged emotional exhaustion (Derakhshan et al., 2022). There was a positive predictive correlation between emotional intelligence, self-care, and a teacher's overall health (Ainsworth & Oldfield, 2019). Teachers displaying resilience can direct their efforts toward change and positive action rather than merely reacting to stressors in the teaching environment (Drew & Sosnowski, 2019). Teachers' perceived abilities in their professional skills influence their response to difficult situations and emotional adversity in their roles (Admiraal et al., 2019). The ability to process and regulate their feelings allows resilient teachers to handle stress and recognize its effects on their students and colleagues (Carroll et al., 2022). Aiding teachers in increasing their general health and thriving combats adverse work outcomes throughout the school environment

(Holloweck, 2019). Teachers who focused on providing classroom practices that promoted student self-motivation generally had more positive emotional states and less emotional fatigue (Jiang et al., 2019b). So, teachers who develop resilience can navigate the challenges inherent to teaching and promote this ability among others in their school environment.

Teachers who had their psychological needs met could process undesirable events, outcomes, and thoughts apart from their worth (Moè & Katz, 2020). This certainty of identity helped them maintain perspective in challenging circumstances (Collie & Perry, 2019). Resilience may come easier for people with certain personality traits, but it can be cultivated in all people through meeting their psychological needs of autonomy, competence, and relatedness (Mansfield, 2020; Mullen et al., 2021; Ryan & Deci, 2020; Smith & Firth, 2018). Relatedness is vital to nurturing resilience (Ryan & Deci, 2017). Positive connections built on acceptance and autonomy nurture resilience and self-assurance (Turner et al., 2022).

Teachers' resilience increased when they saw teaching as a calling, which led to retention (Wiggan et al., 2020). Internal and altruistic motivation and a strong sense of competence were the primary reasons teachers remained in their roles (Chiong et al., 2017). A positive sense of competence and calling as a teacher contributed to maintaining their general welfare and efficacy in the classroom (Van der Want et al., 2018). This connection indicates a positive correlation between dedication and a high perception of teaching ability, attainment, and gratification in teachers' work (Admiraal et al., 2019). Teachers who redirect their energies toward developing teaching as a calling by focusing on their purposes, capabilities, and fervor for teaching can build resilience (Derakhshan et al., 2022; Mielke, 2019). Veteran teachers remained in teaching due to their purpose and passion for teaching students, their subject content, beneficial school relationships and environment, and an inviting schedule (Shields & Mullen, 2020). Teachers also found meaningful relationships with other teachers and people outside teaching helped them remember the importance of

teaching and the need to build up students and teachers entering the profession (Prout et al., 2019). Maintaining healthy relationships and strong intrinsic motivation is thus crucial to developing resilience.

Resilience links all other retention factors together through complex development and interaction (Chen & Chi-Kin Lee, 2022). The external factors, including the support of school leadership and the educational community along with professional development, find a connection to teacher's internal equilibrium and personal motivation in resilience (Fernandes et al., 2019; Oldfield & Ainsworth, 2021; Ratanasiripong et al., 2021). The connected thread of resilience to the other factors linked to teacher retention highlights its importance (Ainsworth & Oldfield, 2019; Lemon & McDonough, 2023). Resilience seeks to moderate emotions in teaching's challenging sphere, preventing the descent into burnout and eventual exit from the occupation (Beltman & Poulton, 2019; Moè & Katz, 2020). The complexity of the factors involved in building resilience creates uncertainty in how it is developed in teachers (Ellison & Woods, 2020; Vallés & Clarà, 2022). How each aspect of resilience development connects to its growth in teachers and their ability to overcome teaching stresses is unclear (Hascher et al., 2021; Sun et al., 2022). However, resilience is foundational in teacher retention and contribution (Mullen et al., 2021). Resilient teachers remain in teaching and positively influence their school environment (Carroll et al., 2022; Drew & Sosnowski, 2019; Shields & Mullen, 2020). Since resilience ties these retention factors together, knowing how teachers developed resilience would be helpful to struggling and beginning teachers.

Characteristics of Veteran Teachers

Teachers who survived attrition became veterans who display characteristics as a group (Shields & Mullen, 2020). The term veteran teacher was used extensively and interchangeably with experienced teacher in the literature (Admiraal et al., 2019; Anthony et al., 2019; Arviv Elyashiv & Navon, 2021; Beck et al., 2020; Carillo & Flores, 2018; Carmel

& Badash, 2021; Day et al., 2009; Eshchar-Netz & Vedder-Weiss, 2020; Gu, 2017; Hasselquist & Graves, 2020; Hong & Matsko, 2019; Jefferson et al., 2022; Mullen et al., 2021; Sebald et al., 2022; Zhang et al., 2020). This broad range in the literature differed in what length of teaching service qualifies a teacher as a veteran. Some applied the term to teachers with only two years of experience; others insisted that multiple decades must pass for the label to fit (Gray et al., 2021). However, the number of years in the teaching profession, not age, was the predominant predictor of teachers' attitudes toward the field (Holloweck, 2019; Zotova et al., 2019). Willingness and efficacy in contemplating their interactions with the intricacies of the profession rather than the amount of experience characterized veteran teachers (Lloyd, 2019). Granted, principally teachers with longer tenure successfully engaged in such reflection (Lieberman & Pointer Mace, 2009). However, there is limited research on veteran teachers and their identities (Lowe et al., 2019a, 2019b). What is known comes out of these teachers' experience (Prout et al., 2019). The differing circumstances under which teachers operate make setting a specific duration to attain veteran teacher status difficult. Inconsistent experiences and teaching loads cause variance for teachers from school to school and year to year.

Experienced teachers generally felt competent and found support in the individual, contextual, and professional areas of their lives (Carillo & Flores, 2018). Veteran teachers have been a valuable resource for schools and have contributed by raising the level of teaching expertise and insight in most cases (Ingersoll et al., 2021). Eshchar-Netz and Vedder-Weiss (2020) found that experienced teachers had a complete picture of the learning process when developing unit plans. They further concluded these educators engage in planning with more creativity and efficacy by seeing potential difficulties further in advance and preparing possible options for navigating them. Many experienced teachers describe themselves as learners drawn toward opportunities for growth and improvement (Gore &

Rickards, 2021). Consequently, the value of experienced teachers comes from their previous encounters in teaching. If they reflected, experienced teachers could relate their current situation to prior experiences and adjust their practice accordingly.

Veteran teachers' experience allowed for the growth and refinement of their teaching practice (Lofthouse, 2018). Teachers with more experience developed processes and thought patterns to make quicker and more effective classroom decisions, relied upon direct student feedback, and prioritized their own well-being, time usage, and inclinations (Lloyd, 2019). Teachers with several years in the profession can often pinpoint areas of strength and needed growth (Boogren, 2021). They display a more robust interpretation of student learning outcomes in complex instructional concepts, such as teaching fractions, than student teachers (Pouta et al., 2021). Experienced teachers also prioritized student well-being in their decision-making processes, showing greater flexibility and understanding of potential obstacles in their lesson planning (Koni & Krull, 2018; Mullen et al., 2021). When making decisions related to lessons, experienced teachers considered time, resources, student response, and the learning environment (Seidel et al., 2021; Wolff et al., 2021). Shoham Kugelmass and Kupferberg (2020) found that growth occurred over time through continued experience, so experienced teachers who taught students with special needs in an inclusive setting could handle difficulties, enact strategies, deal with complex feelings, and suggest needed changes. Veteran teachers' experience is therefore critical in employing quality teaching practices if learning occurred during those experiences.

Characteristics of Positive Teachers

The literature requires clarity to determine whether all veteran teachers display positive teaching characteristics. Teachers may receive the label veteran due to their professional experience, mastery of their subject matter, or teaching ability (Sebald et al., 2022; Shields & Mullen, 2020). However, simply being in the profession longer does not

make longer-serving teachers more competent or ensure insight or skill (Chiong et al., 2017). Not all veteran teachers maintain positive teaching attributes (Gore & Rickards, 2021; Hasselquist & Graves, 2020). There is a dichotomy among experienced teachers, with some staying positive and sustaining their dedication while others have lost their joy and commitment to the profession (Admiraal et al., 2019). Veteran teachers' tendencies and comfort levels might cause them to be entrenched in ineffective decision-making processes if poorly developed early in their teaching (Lloyd, 2019). Ergo, veteran and quality teachers are not synonymous. Surviving the difficulties of teaching does not necessarily equate to positive teaching practice.

Four characteristics generally described positive teachers: their willingness to continue to try new things, challenge themselves, display confidence and competence as a teacher, and act as leaders as well as gauge support from school leadership (Lowe et al., 2019b; Towers et al., 2022). Positive contrasts with disaffected and embittered teachers, those simply waiting to retire or for a better opportunity to emerge (Gray et al., 2021). However, many teachers can remain positive and effective through adversity and difficulty in the profession (Van der Want et al., 2018). Growth in teaching involved humility and inviting other teachers to comment on and critique practices to become more self-aware and move toward positive change (Boogren, 2021; Goodwin et al., 2021; Gore & Rickards, 2021). Positive teachers remained focused, encouraging, resilient, and composed despite the negative aspects of teaching (Jefferson et al., 2022). Positive teachers incorporated student responses from formative assessments and contemplated their teaching practice, outcomes, and unit direction (Dini et al., 2020). The ability to remain engaged, intrinsically motivated, and dedicated to positive teaching practices may be present in any teacher regardless of experience.

Impact of Positive Veteran Teachers

Positive veteran teachers combine the characteristics of both groups. Their primary motivation came from their dedication and how they saw themselves as teachers (Lowe et al., 2019a). Teachers' constructive attitudes led to secondary benefits, such as leadership, mentoring, and positive student outcomes (Gray et al., 2021). Veteran teachers' hard-won understanding is valuable to teachers entering the profession (Beck et al., 2020). Educator-identified characteristics of quality teachers were self-motivated excitement, positive relationships with students, encouraging student growth, and proficiency in maintaining relationships with fellow teachers and school leadership (Carmel & Badash, 2021). Quality teachers find ways to stay engaged and retain their resourceful and inventive composure as they model and demonstrate learning practices in classrooms and throughout the school under challenging circumstances (Sullivan et al., 2019). They remain dedicated to the excellence of practice and display consistent intrinsic motivation and resilience (Mullen et al., 2021). Teachers with more resilience can positively influence their teaching environment instead of allowing the difficulties and challenges to overwhelm them (Drew & Sosnowski, 2019; Van der Want et al., 2018). Students who become teachers often cite having at least one influential and excellent teacher as a reason (Cohen-Azaria & Zamir, 2021). So, the presence of positive practice with experience impacts the classroom and school environment.

Although very few studies exist on the attributes of positive veteran teachers, there are three specific ways that the literature identified positive veteran teachers contributing to their school environments: mentoring and coaching, leading, and positively affecting student outcomes (Gray et al., 2021; Jefferson et al., 2022; Lowe et al., 2019a, 2019b; Prout et al., 2019). Veteran teachers provide valuable service to the profession by bringing new teachers into the occupation and aiding in their professional development (Sebald et al., 2022). Beginning teachers' professional growth and development benefitted from effectual guidance

and oversight from experienced teachers (Holloweck, 2019; Hong & Matsko, 2019). Professional development allowed veteran teachers to observe others, be observed, pass on their learning, and be challenged, which brought positive outcomes for both veteran and beginning teachers (Gore & Rickards, 2021). Developing a welcoming, inclusive, and engaging classroom atmosphere came from teachers' understanding of the importance of these in the learning process (Leite et al., 2022). There are likely other benefits that positive veteran teachers bring, but mentoring, leadership, and student growth are those specifically found in the literature.

Mentoring

Competent mentors use their experience and expertise to balance the development of novice teachers' teaching practices and support their struggles while providing examples of excellent teaching and resources for professional growth and maturation (Lofthouse, 2018; Shields & Mullen, 2020). Effective mentoring occurs when practiced by an experienced teacher in the same subject area with time for the beginning teacher to connect with their mentor, other teachers in their department, and fellow teachers on campus (Sutcher et al., 2019). Coaches and mentors increase student teachers' readiness to enter their classroom when selected intentionally for their teaching efficacy, experience, and belief in the effectiveness of mentoring over those chosen for other reasons (Ronfeldt et al., 2020). This background becomes more helpful when the mentor receives appropriate preparation and a reduced class load to better connect with and support beginning teachers (Bäcklund et al., 2022; Ortogero et al., 2022). Mentors need training suited to working with mature students, connecting with and supporting the affective needs of pre-service teachers, easing the release of oversight and authority, and assisting student teachers in the reflective process (Parker et al., 2021). Pausing after difficult situations to review the incident and process successes and growth areas can aid beginning teachers in dealing with the adversity of teaching (Luke &

Gourd, 2018). Thus, mentoring brings opportunities for reflection and growth for both the mentee and the mentor who is equipped for the task.

Both beginning and experienced teachers can benefit from coaching or mentoring by positive veteran teachers (Boogren, 2021). The participation of accomplished coaches and mentors favorably influenced growth in needed change areas among the teachers in school communities (Wright & Waxman, 2022). Coaching had the most significant impact on beginning teachers and the least on veteran teachers (Walsh et al., 2020). Coaching and mentoring allowed incoming teachers to learn without fear, feel supported, and grow while targeting needed improvement (Mansfield & Gu, 2019). The most significant source upon which skilled and less experienced teachers relied for decision-making processes was insights from more experienced teachers (Lloyd, 2019). Beginning teachers paired with expert teachers learn the reasoning behind classroom practices and broaden their perspectives and practice (Parker et al., 2021). Beginning teachers look to their mentors for the principles and essential cultural foundations of their school context and seek to emulate them (Goodwin et al., 2021). Experienced teachers help provide formative evaluations of other teachers to cultivate instructional learning practices (Derrington & Brandon, 2019). Proficient, experienced teacher mentors give needed insight, encouragement, assistance, and community building that provide effective growth for new teachers even if it causes discomfort (Dickhäuser et al., 2021; Ingersoll et al., 2021; Karlberg & Bezzina, 2022; Parker et al., 2021). It is natural for all teachers to look to those with more experience to examine how they approach unfamiliar situations.

Effective mentoring combats attrition and encourages retention for all involved. Mentoring from experienced teachers contributed to new teacher retention (Beck et al., 2020). Although teachers in schools with fewer resources and a higher percentage of students below the poverty level were more likely to change schools or leave teaching altogether, new

teachers said they were more likely to stay if they received mentoring (Geiger & Pivovarova, 2018). First-time teacher mentors willing to confer over the planning and implementation of learning activities and treat incoming teachers as colleagues positively influenced these teachers' efficacy and willingness to remain in the field (Sullivan et al., 2019). Goodwin et al. (2021) found mentors engage in holistic mentoring through the social, emotional, ethical, and aesthetic aspects of teaching in addition to intellectual pedagogy when seeing their roles as encouraging the technical aspects of teaching and the moral and creative aspects of the profession. They concluded that helping beginning teachers develop as people and teachers has shown exceedingly high retention results when these new teachers develop relationships with mentors that build a bond of trust that encourages humility and growth. Providing oversight and mentoring to beginning teachers also caused experienced teachers' overall job satisfaction to increase (Holloweck, 2019). Successful mentoring of new teachers benefits beginning teachers and the school's atmosphere and increases the sense of competence for experienced teachers, leading to higher retention of both groups (Kelchtermans, 2017). Such mentoring seems to focus on meeting the psychological needs of teachers, thus encouraging autonomy, competence, and connectedness.

Having experienced colleagues to consult following challenging moments provides feedback and growth opportunities for novice teachers (Eshchar-Netz & Vedder-Weiss, 2020). In a study on holistic mentoring of new teachers by Goodwin et al. (2021), mentors saw themselves as whole people; thus, it was less complicated for them to see their mentees this way. Beginning teachers could see their students as people, not simply brains needing filling (Helskog, 2019). As a result, teachers could learn how to develop skills and structures that encourage the development of intrinsic motivation in students (Escriva-Boulley et al., 2021). This movement of growth and autonomy from experienced to less experienced educators indicates the value of having experienced mentor teachers. However, Anthony et

al. (2019) found that teacher leaders had a more extensive influence on beginning teacher orientation and development than mentor teachers.

Leadership

Positive veteran teachers figure prominently in the distributed leadership roles in schools (Anthony et al., 2019; Xia & O'Shea, 2022). Nearly 80% of more experienced teachers were involved in leadership or had extra responsibilities beside their teaching role (Sullivan et al., 2019). Teachers who operated as leaders among other teaching staff often saw themselves as leaders and functioned accordingly without formal recognition (Russo-Netzer & Shoshani, 2019). Department chairs and other teacher leaders are essential in the school setting (Vanblaere & Devos, 2018). At every level of experience, teachers indicated that relationships with school leadership and colleagues were the primary factors influencing their intention to remain and stay engaged in the profession (Carver-Thomas & Darling-Hammond, 2019; Chiong et al., 2017; García et al., 2022; Kelchtermans, 2017). Thus, quality, experienced teachers in a school influence the intentions of the teachers around them.

Teacher leaders play a role in developing and maintaining reflective intentionality to seek improvement purposefully (Verhoef et al., 2022). Department chairs and instructional coaches serving as teacher leaders assist school leadership by aiding beginning and experienced teachers in understanding instructional methods, implementing learning tools, providing helpful feedback and modeling, and influencing the school climate (Anthony et al., 2019). Teacher leaders who supported other teachers aid schools in implementing complex and challenging tasks, such as technology integration in the classroom (Chiu, 2022). Increased cognitive interactions and shared accountability arose from teacher leaders, especially department chairs (Vanblaere & Devos, 2018). These interactions led to positive benefits for students (Xia & O'Shea, 2022). The distribution of leadership at the teacher level provides a connection between the administration and the teaching staff that can also

indirectly benefit students.

Student Outcomes

Positive veteran teachers provide excellent teaching, enabling student learning and growth (Lowe et al., 2019b). Teacher efficacy shows substantive increases with the length of teaching experience that results in higher student achievement, lower rates of absence, and increased effectiveness of teachers with less experience who work alongside experienced teachers (Podolsky et al., 2019). The excellence of teachers buoys student comprehension and growth more than any other contributor in schools (Hattie & Anderman, 2020; Holloweck, 2019; Van Overschelde et al., 2017). Students who are cognizant that their teachers are also making efforts to learn are more likely to increase their effort levels (Luke & Gourd, 2018). Students experience higher achievement gains from committed and resilient teachers (Day et al., 2009; Mielke, 2019). Consequently, the combination of positive, experienced teachers benefits the school community through constructive student outcomes.

Students respond positively to teachers meeting their psychological needs (Archambault et al., 2020; Ryan & Deci, 2020). When high school students discerned that their teachers encouraged autonomy, they displayed greater focus, tenacity, and time on task while experiencing reduced exam apprehension (Zee & Koomen, 2020). Meeting students' psychological needs resulted in higher intrinsic motivation and greater emotional connection to learning activities (Bureau et al., 2022; Jiang et al., 2019a; Mielke, 2019). Students achieve higher learning outcomes when appropriately nourished through challenge, opportunity, and engaging circumstances if driven by their desire to learn (Ryan & Deci, 2017). Students learn more creatively, at a deeper level, and encompass broader outcomes if they learn for their own reasons (Patall et al., 2018). Factors that lead to greater student engagement and intrinsic motivation include offering options, considering students' ideas, opinions, interests, questions, and viewpoints, and providing reasons for learning activities (Smith & Firth,

2018). Autonomy-supportive teachers increased student perceptions of relatedness in a three-year longitudinal study by Zhang et al. (2022), which coincided with lowered symptoms of depression in secondary students. Connecting meeting students' psychological needs to practices of positive, veteran teachers further grounded this study in its theoretical framework.

Student perceptions of excellent teachers include those who go beyond expectations, provide innovative instruction, and offer guidance and support (Cohen-Azaria & Zamir, 2021; Seidel et al., 2021). Teachers experiencing emotional and psychological health will positively influence students' views of learning, motivation, and movement toward increasing learning outcomes (Ebersold et al., 2019). Internally motivated teachers support students' need for involvement and acknowledge their interests while providing choices and guiding students to helpful learning strategies that move students toward intrinsic motivation (Archambault et al., 2020; Moè & Katz, 2020). Quality, experienced teachers emphasized the importance of providing a classroom environment where students felt heard, supported, and that they belonged (Leite et al., 2022). Teachers affect student relationships through their interactions with students and how they deal with student behaviors (Endedijk et al., 2022). So, positive teacher interactions with students increase positive student interactions. Students' perceptions of their teachers' capabilities and motivation can then be mirrored in student behavior.

Positive veteran teachers benefit their school communities (Jefferson et al., 2022; Lowe et al., 2019a; Prout et al., 2019). They aid their fellow teachers' growth in the profession (Gray et al., 2021; Sebald et al., 2022). They support school administrators through their leadership capabilities (Carver-Thomas & Darling-Hammond, 2019; García et al., 2022). These teachers promote student learning and growth (Lowe et al., 2019b; Mielke, 2019). However, the methods they use to do so need further exploration.

Summary

Teachers are essential for schools to operate and for students to progress, yet teaching itself is a strenuous, complex profession fraught with stressors (Bieler, 2018; Casely-Hayford et al., 2022; Goodwin et al., 2021; Ingersoll et al., 2021). The high toll that this myriad of difficulties takes causes many who enter the teaching profession to leave it before retirement or blunts their efficacy (Admiraal et al., 2019; DeMatthews et al., 2022). SDT accounts for attrition in showing teachers' unmet psychological needs of autonomy, competence, and relatedness prevent them from developing or maintaining internal motivation and overcoming adversity to build resilience in the profession (Eirín-Nemiña et al., 2022; Smith & Firth, 2018). The early exit of teachers from the field carries financial, societal, and educational costs (Aguilar, 2018; Beck et al., 2020). When teachers experience supportive school leaders who create a need-supportive environment, provide helpful, professional development, and foster conditions that develop resilience, they are more likely to overcome the obstacles leading to attrition (Drew & Sosnowski, 2019; Ebersold et al., 2019; Everitt, 2020; Toropova et al., 2021). Veteran teachers who develop excellence and commitment influence their school community positively through mentoring, teacher leadership, and positive student outcomes (Boogren, 2021; Carmel & Badash, 2021; Gray et al., 2021; Lowe et al., 2019a, 2019b).

As this review indicates, abundant literature exists on the factors related to beginning teachers leaving the profession but very little on the dynamics encouraging the resilience of experienced teachers (Casely-Hayford et al., 2022; Chiong et al., 2017; Lowe et al., 2019a, 2019b; Mullen et al., 2021; Shields & Mullen, 2020). Also missing is teachers' impact on their school communities when they develop resilience and positive teaching practices through their experience (Bastian et al., 2022; Carillo & Flores, 2018; Gray et al., 2021; Jefferson et al., 2022; Prout et al., 2019). This represents a gap in the literature to

understanding how positive veteran teachers develop and maintain resilience and how that benefits their school communities. The dearth of literature in this area identified a gap that would benefit schools, their leadership, teachers, and students if narrowed. Therefore, there was a need for more research on the experiences of positive veteran teachers in developing resilience and their specific positive effects on schools and the people in them.

CHAPTER THREE: METHODS

Overview

The purpose of this hermeneutical phenomenological study is to examine the resilience and contribution in the lived experiences of positive veteran teachers with more than five years of teaching experience. This chapter details the research design, research questions, the setting, participants, the researcher's positionality, procedures, the three methods of data collection, the data analysis and synthesis process, and the study's trustworthiness. Data collection employed journal prompts, individual interviews, and focus groups as the vehicle to encounter teachers' lived experiences with the phenomenon. Analysis and synthesis of the data occurred using coding, the grouping of codes to form patterns, and theme development from the data. The study discusses its credibility, transferability, dependability, confirmability, and ethical considerations.

Research Design

Phenomenology is a qualitative human science that seeks to describe the core elements of people's view of their reality rather than attempting to decipher or anatomize them (Creswell & Poth, 2018; Van Manen, 2016b). Van Manen (2016a) clarifies that the philosophical basis of this approach seeks discernment without preconceived notions couched in the conscious contemplation of people's lived experiences. He further expounds that all phenomenology seeks to define a common occurrence, such as post-traumatic stress disorder, through people's description of their experience of the event or concept to determine similarities across a spectrum of individuals through communication and distillation of crucial elements to determine the essence of the described phenomenon. Phenomenological researchers strive to describe others' experiences with the concept accurately.

Edmund Husserl is principally considered the father of modern phenomenology (Van Manen, 2016a). His extensive original writings from the early 20th century outline a process

of human science that sought to capture the true nature of people's experiences from an outsider's or transcendental viewpoint (Denzin & Lincoln, 2018). White and Cooper (2022) noted that following World War II, the role of the qualitative phenomenological researcher has grown so that it is possible to see the phenomenon from the inside. Hans-Georg Gadamer (1977) found inspiration from the hermeneutic theological method and greatly influenced the emergence of hermeneutical phenomenology. While he distanced his method from finding truths, Gadamer sought to find the shared essence of phenomena from those with personal experience, including the researcher.

This hermeneutical phenomenological study attempted to ascertain the collective essence in many people's lived experiences of a specific occurrence or defined circumstance that is germane to researchers' backgrounds and interests (Van Manen, 2016b). Van Manen defines hermeneutical as exploring meaning in people's lives as a qualitative research approach where the researcher has personal experience with the topic. This study followed a hermeneutical phenomenological approach. I consider myself a positive veteran teacher and intended to explore the phenomenon of how such teachers gain resilience and contribute to their school communities. My experience and understanding of the phenomenon allowed me to clearly define it, interact with others, and process their encounters with it. This movement toward clarity involved the challenging process of isolating the aspects of the concept or event while still being conscious of its entirety (Creswell & Poth, 2018). My role as a researcher was to distill others' descriptions of the phenomenon into a coherent explanation of its fundamental nature.

Van Manen (2016b) described several essential tasks that comprise hermeneutical phenomenological research, stating that the accomplishment of these tasks need not occur in a particular order, they often work in tandem to define a specific phenomenon. From his approach, I selected a specific occurrence or defined circumstance about which I remain

passionate. Then, he explains, investigation of the phenomenon occurred as it exists in people's lives. Next, out of these descriptions came elemental themes that define it. Subsequently, I developed a depiction of these themes, balancing them to create a common whole in written form per his description. Finally, Van Manen admonished that rewrites of the text continue until it captures the phenomenon.

The research topic in question is the resilience and contribution in the lived experiences of positive veteran teachers. This research study examined a particular phenomenon about which I am intimately familiar and passionate regarding teachers' experiences with it. These are the hallmarks of hermeneutical phenomenological research (Van Manen, 2016b). I sought to understand what it means to remain in the teaching profession despite difficulties and positively contribute to school communities. This understanding could only be generated by connecting with teachers with these experiences. Their accounts were pieces that were sorted and connected into themes. Description of these themes occurred as a collective whole.

Hermeneutical phenomenology describes what it means to be human through essential experiences in people's lives (Van Manen, 2016b). I have lived experiences with the phenomenon and interpreted the meaning of others' descriptions to find its essence. These data came from various sources but arose from human experience and expression. Then, I drew meaning from the data to construct themes leading to essential descriptions of the phenomenon. This process is ongoing and can be repeated indefinitely due to the variation and contemporization of the human species.

Research Questions

The purpose of this hermeneutical phenomenological study is to examine the resilience and contribution in the lived experiences of veteran teachers with more than five years of teaching experience. This study includes the following research questions:

Central Research Question

What are the contributions in the lived experiences of positive veteran teachers to their school communities due to their resilience?

Sub-Question One

What are the ways positive veteran teachers develop resilience by increasing their intrinsic motivation?

Sub-Question Two

What are the specific ways that positive veteran teachers increase the autonomy, competence, and connection of those in their school communities?

Setting and Participants

Defining the parameters of this study was essential in determining where and with whom the research took place. According to Creswell and Poth (2018), a research approach that considers all the elements of a setting as a unified whole provides more consistent results. They explain that elaborating on the setting and participants is necessary for the replicability and transference of the study to other contexts. Continuing, they clarify that the environment and contributors inform other study aspects, such as how data collection occurred, and the specific interview questions involved. The context of the study was vital to its mechanics.

Setting

The setting for this study was anywhere positive veteran teachers exist. Logically, experienced teachers contributing positively to their school setting may be present at any school site. Due to the convenience of digital video communication, this study's journal prompts, interviews, and focus groups were conducted virtually from various locations. Teachers did not need to be present at a school location to answer the interview questions or participate in the focus group discussions. To gather an accurate picture of the resilience and

contribution of positive veteran teachers, the settings in which they taught were widely varied. The recruitment methods for this study restricted teachers' locations to the United States or international schools worldwide.

Participants

Phenomenological research seeks to develop a deeper understanding of the lived experience of participants with extensive familiarity with a specific phenomenon (Creswell & Poth, 2018). This study's phenomenon required insights from those who contribute positively to their school site from their years of teaching experience. Qualitative phenomenological studies feature in-depth interviews, from which a complete experience description emerges (Creswell & Poth, 2018). The number of participants needed to develop a coherent and integrated depiction varies based on the data collected from each participant. Generally, between 10 and 15 participants suffice to describe the phenomenon accurately and reach data saturation (Moustakas, 1994). This number is consistent with studies surveyed in the literature (Chiong et al., 2017; Sebald et al., 2022; Verhoef et al., 2022). Wisdom dictated seeking 15 participants who meet the criteria to account for possible attrition and provide diversity. The division of the focus groups in this study came from the participants' current location, with one group comprising teachers in a North American school setting. Teachers in international schools around the world populated the other focus groups. The participants of this study were current primary or secondary teachers with at least five years of teaching experience who met the requirements of a positive teacher (Lowe et al., 2019b). The literature indicates that up to half of all teachers who enter the profession leave within five years (Den Brok et al., 2017; Gallant & Riley, 2017; Guthery & Bailes, 2022; Newberry & Allsop, 2017; Towers et al., 2022; Wiggan et al., 2020). Those who remained teaching for this minimum time were considered veteran teachers for this study.

Researcher Positionality

The motivation for this study comes from a quarter century spent teaching in multiple environments. As I interacted with, mentored, and observed teachers throughout my career, I have seen the difference teachers make in students and school communities for good or ill. The desire to develop an understanding of the phenomenon for teachers who remain positive despite the difficulties that come with education and apply their experience to benefit students, teachers, and their entire school community is something about which I am passionate. The opportunity to document how experienced teachers remain in the profession and articulate their contributions to their educational communities also narrows a gap in the literature.

Interpretive Framework

The constructivist paradigm frames this study. The idea that personal experiences connect with learning to build knowledge and skills best describes the learning process from my perspective (Schunk, 2019). This framework naturally carries over to a research model from a qualitative perspective. Subscription to the view that the personal interaction of respondents with the research questions will produce the highest quality and most effusive replies fits within this framework (Creswell & Poth, 2018). When people speak out of their personal experiences, they are most likely to respond completely, including the physical, social, emotional, and mental perspectives that deliver a holistic response and give more data (Van Manen, 2016b). If those answering the questions find personal meaning in the questions asked, they will give more thoughtful and complete responses, furthering their understanding of this phenomenon.

Philosophical Assumptions

The nature of the world and people's interpretation of it define their philosophical assumptions (Creswell & Poth, 2018). Defining how they see reality, knowledge, and their

relationship to those is essential for researchers to clarify those assumptions (Richards & Bergin, 2005). Beyond acknowledging their fundamental viewpoints, their awareness of them allows researchers to attempt to limit the effect of their biases on the research itself (White & Cooper, 2022). Ontological, epistemological, and axiological assumptions that inform my personal biases and their implications for this study follow.

Ontological Assumption

The ontological view for this study is firmly rooted in a Creator God who created reality and defines its truth (*The New International Version Bible*, 2013, John 1:1-4 and 14). Ontology relates to the fabric of the universe and its makeup (Creswell & Poth, 2018). Thus, I subscribe to the correspondence theory that truth is whatever corresponds to reality (Brüssow, 2022; Edwards, 2021; Howat, 2021; Knight, 2020). It describes how people, God, and the world are (*The New International Version Bible*, 2013, Luke 20:21). Truth brings clarity and is impartial in describing reality. The laws of logic bind truth, including the principle of non-contradiction, which says that something cannot be both true and false simultaneously (Darley, 2022; Izgin, 2020). God and his words in the Bible are the basis for truth because they correspond with reality. God, himself, is immutable, and his unchanging nature brings stability to the nature of reality and truth (*The New International Version Bible*, 2013, Malachi 3:6). God has given us the Bible as the measure of truth (*The New International Version Bible*, 2013, 2 Timothy 3:14-17, Hebrews 4:12). Other truths exist outside of the Bible and can be discerned (*The New International Version Bible*, 2013, Romans 1:18-20). Humanity is made in the image of God and can determine truth (*The New International Version Bible*, 2013, Genesis 1:26). However, unlike God, people are finite and do not have a complete picture of reality and the truth. A finite person subject to error cannot be the source of truth, but they can recognize it. People can respond to or ignore the truth but cannot alter it.

Epistemological Assumption

The epistemological assumption for this study flows out of its ontology. Knowledge is information that shapes reality (Richards & Bergin, 2005). Knowledge helps sculpt reality by defining it. People can contribute unique knowledge to the world because they hold information about themselves that no one knows unless they share it (Creswell & Poth, 2018). Knowledge must match reality to be reliable. This verification separates people's opinions and views from the knowledge out of which they come. That is why knowledge claims are subject to scrutiny in research and must receive verification from multiple sources. Research allows people to scrutinize what they believe to be valid knowledge claims to test those claims and establish them as reliable views of reality. The researcher is not the source of truth but can seek knowledge outside themselves to develop a fuller understanding of the world.

Axiological Assumption

All researchers have biases arising from their values (Creswell & Poth, 2018). The axiological assumption for this study is that my values originate in my worldview as a Christian theist and the educational paradigm of constructivism to the extent that it matches my worldview. I am a teacher who has taught in public school systems in the United States and private international schools in Africa and Europe for over 25 years. I have taught middle and high school in various subject areas, including math, science, physical education, and Bible. My experiences as a teacher have profoundly affected the subject of this research as I consider myself a positive veteran teacher. I believe that positive veteran teachers are foundational to quality education. My research will reflect these biases. I strive to acknowledge them in my research yet do my best to ensure that they do not compromise the outcome of the research and so skew it and compromise its veracity. My beliefs and values will determine the direction and subject of my research as it is personally meaningful.

However, by acknowledging and remaining consciously aware of them throughout the research and analysis process, I endeavored to limit their effect on the outcome of that research.

Researcher's Role

The research in this study occurred through journal prompts, interviews, and focus groups. I developed the journal prompts in addition to the interview and focus group questions and analyzed and synthesized these data into themes. As a high school teacher, I approached other teachers over whom I have no professional authority and asked them to participate in the journal prompts, an interview, and, subsequently, the focus groups. While I may have had a personal or professional relationship with some teachers in the study, I exercised no undue influence to obtain their participation. There was a positive bias that teachers who meet these requirements produce valuable contributions to their school community that will benefit students, other teachers, and school communities. The study's design, data collection, and analysis procedures followed those for hermeneutic phenomenological studies as outlined by Creswell and Poth (2018) and Van Manen (2016b).

Procedures

This study followed a set of steps that guide its order and procedure. First, I sought permission from Liberty University's Institutional Review Board (IRB) to conduct the study (see Appendix A for IRB approval). This process involved submitting a study plan including the participants' backgrounds and any possible risks. This study does not occur at any site requiring permission; thus, none was sought. Once permission was received from the IRB, a list of potential participants who may have met the qualifications of having at least five years of teaching experience, being currently in the teaching profession, having diverse teaching backgrounds and experience, and satisfying the criteria of a positive teacher was identified from my contacts (Lowe et al., 2019b). I identified a list of over 30 teachers. These teachers

were contacted via email and social media and asked to participate in the study (see Appendices B and C for recruitment scripts for these platforms). Those who agreed received a Google form that identified their rights and the conditions for the study, including the European Union's General Data Protection Regulation (GDPR). See Appendix D for Participant Consent Form and Appendix E for GDPR Personal Data Transfer Agreement.

Those participants who agreed to said conditions provided basic biographic information and prior teaching experience (see Appendix H for the biographic questions asked) and completed the positive veteran teacher inventory (see Appendix F). Those teachers who agreed to participate and met all the study criteria completed three journal prompts. The text from these prompts was uploaded to Atlas.ti qualitative analysis software and analysis occurred. Participants were then individually interviewed over Microsoft Teams until data saturation occurred. I recorded thoughts and observations from the interview in my journal for the study. Data analysis from the journal prompts and individual interviews ensued, and patterns emerged. This process was repeated with the focus groups. Three focus groups were assembled from participants of the individual interviews based on their current teaching location (the United States and those teaching at international schools) to satisfy triangulation. I recorded these sessions using Microsoft Teams and analyzed the transcripts. I compared the themes generated from the journal prompts, individual interviews, and focus groups. A presentation of findings from the study will follow.

Permissions

Liberty University's IRB approved the study's procedures before data collection could begin. No specific site was required as this study sampled positive veteran teachers in various locations that met the criteria. No site permissions were required as teachers engaged in the study on their own time out of their free will, and no specific location was under study. Participants in the study were informed of the terms and conditions before data collection

commenced (see Appendix D for the Participant Information Form and Appendix E for the GDPR Personal Data Transfer Agreement).

Recruitment Plan

Participants were recruited for the study using email and social media platforms (see Appendix B for the Email Recruitment Script and Appendix C for the Social Media Recruitment Script). Participant selection in this study occurred by criterion and purposeful sampling. These sampling procedures are appropriate for a hermeneutical phenomenological study when describing a specific phenomenon is the goal (Creswell & Poth, 2018). The sample pool for this study is vast, consisting of approximately 3,600,000–4,000,000 teachers in the United States and 85,000,000–94,000,000 globally (Schrader-King, 2023; Staake, 2023; Teacher Task Force, 2022; Vlasova, 2022). Participants in the study met the qualifications of at least five years of teaching experience, were currently in the teaching profession, and satisfied the criteria for a positive teacher (Lowe et al., 2019b). I employed criterion and purposeful sampling by contacting potential participants via social media or email and asking them to fill out a Google form to see if they qualified for the study (see Appendices B, C, and F). While technically any positive veteran teacher was eligible for the study, all interested teachers completed an inventory to determine whether they met the requirement of being a positive veteran teacher. Developed by Lowe et al. (2019a), the inventory measures participants' responses on a seven-point Likert scale in innovation, growth focus, expertise, and leadership (see Appendix F for the Positive Veteran Teacher Inventory). This instrument was used with permission from its creators (see Appendix G for Permission). Those currently teaching at the primary or secondary level with at least five complete years of teaching experience who met all four criteria of a positive veteran teacher were eligible to participate in the study.

Selective recruitment of participants sought to include a variety of teaching

disciplines, school types, locations, and genders. However, I collected a wide range of data by recruiting candidates who met the qualifications for the study from diverse teaching backgrounds and experience. I sought more than 15 candidates to combat attrition to collect data from 15 individual interviews and between four and 12 participants for each of the three focus groups. Candidates for the study were informed of their rights, including the right to withdraw at any time and have their data destroyed. Those who agreed to participate received a copy of these rights (see Appendix D for thParticipant Information Form and Appendix E for the GDPR Personal Data Transfer Agreement).

Data Collection Plan

The three data collection approaches for this study examining the resilience and contribution of positive veteran teachers were journal prompts, interviews, and focus groups. Miles et al. (2020) recommended that the novice researcher develop defined data collection and analysis procedures to enable precise and valuable research outcomes. The journal prompts directly addressed the research questions and provided context and framing to the data collected through the individual interviews and focus groups. They provided data from which patterns emerged. Two triangulating data collection techniques substantiated the findings from the journal prompts (Creswell & Poth, 2018). Individual interviews allowed me to address each research question in-depth without outside disruptions (Van Manen, 2016b). Focus groups were the other secondary data support that allowed for collective responses to questions that addressed the research questions.

Journal Prompts

The first data collection method each participant completed was journal prompts. Van Manen (2016a) expressed that when participants can express their voice about a phenomenon, they share their lived experiences with it. Journal prompts were one way I heard their voice in this study. This is a valid data collection approach to help uncover the

meaning of the phenomenon (Creswell & Poth, 2018; Van Manen, 2016b). The journal prompts provided a direct topic from the research questions for participants to address. Each prompt took between five and 10 minutes. This initial level of data collection allowed me to provide context and reference for the data provided by the interviews and focus groups. This collection process was also helpful in the data analysis process to find commonalities, differences, and themes in the responses.

Journal Prompt Questions

1. Please define the word "resilience" in your own words and explain the ways it relates to your experiences and practices as a teacher. SQ1
2. From your experience, describe the five most effective things you do as a teacher to promote learning and growth in your students. SQ2
3. Describe the positive contributions you make to your school community outside of your classroom, being certain to include the context and nature of those practices. SQ2

These journal prompts limited the length of the response by directly addressing particular aspects of the phenomenon under study. This limited response did not overwhelm participants and encouraged complete thoughts on the prompt (Creswell & Poth, 2018). Maintaining this balance between encouraging a rich response and causing participants to feel such a response was possible ensured their responses added valuable data to the study. Prompt 1 answers the first sub-question by highlighting what participants believe makes up resilience and bringing out their lived experiences with it in their profession. Prompt 2 addressed sub-question two by focusing participants on their classroom contributions in asking them to relate what they believe to be their most effective practices. Prompt 3 handled the other half of sub-question two by asking teachers to provide examples of their contributions to their larger school community.

Journal Prompt Analysis Plan

According to Van Manen (2016b), one phase cannot encapsulate the meaning of the richness of the data. Journal prompts were the most abbreviated form of data collected in this study. Their brevity was advantageous in analysis because every statement received a deeper inspection (Creswell & Poth, 2018). Along with individual interviews and focus groups, each statement received a code, and the text from the journal prompts was uploaded to Atlas.ti data analysis software program. I assigned each statement a code or multiple codes if the statement has more than one meaning (Saldaña, 2021). Then, I grouped these codes by similarity into a larger section of codes. These sections were analyzed for similarities to draw out patterns (Creswell & Poth, 2018). This analysis provided triangulation to the codes and groups of codes to develop the themes from the data. I compared the patterns to those produced by the individual interviews and focus groups to develop those reported in the next section.

Individual Interviews

Interviews are the foundational data collection method for most qualitative studies (Creswell & Poth, 2018; Moustakas, 1994). They involve an intentional attempt by the researcher to gather data on specific topics from another individual. According to Patterson and Macqueen (2021), interviews create a shared experience that allows researchers to understand and create meaning in the lifeworld of others. In this case of phenomenological research, the questions asked in the interview related to the central research questions or the sub-research questions. Semi-structured interviews in hermeneutical phenomenology are conversational interactions that gather details about a specific phenomenon in the lived experiences of those familiar with it (Van Manen, 2016b). These interviews had planned questions but also allowed freedom for me to ask follow-up or clarifying questions to elicit a complete response. Interviews were an appropriate form of data collection for this study as

they allowed individual teachers to communicate their lived experiences with resilience and their contribution to their school communities without interruption. Each interview took approximately one hour. Follow-up questions explored responses further or elicited clarification. This study consisted of 15 interviews. Most of the interviews occurred via the digital communication platform Microsoft Teams due to the distance between the interviewees and me. Microsoft Teams included the added benefit of transcribing the interview while it occurred. An additional audio recording backed up each recording.

Individual Interview Questions

1. Please tell me why you decided to become a teacher. SQ1
2. Teaching is a challenging profession that has the possibility of profoundly affecting students and other members of the school community. What sticks out to you as the low points in your teaching career and of what are you most proud? CRQ
3. What difficult challenges have you encountered that threatened your commitment to teaching? SQ1
4. What allowed you to stand up to these difficulties and respond in life-giving ways? SQ1
5. What foundational elements in your life aid you in bouncing back from adverse circumstances in the teaching profession? SQ1
6. What motivates you to continue in the teaching profession? SQ1
7. What would cause you to leave the teaching profession other than retirement? SQ1
8. Based on your experiences, what advice would you give beginning teachers on navigating the first five years of teaching? SQ1
9. What have you done in the classroom that in your experience makes the largest difference in students' desire to learn for their own reasons and growth? SQ2

10. What have you done in the classroom that in your experience makes the largest difference in students' ability to express their capabilities in learning and growth? SQ2
11. What have you done in the classroom that in your experience makes the largest difference in students' ability to learn how to connect with other students and the world around them? SQ2
12. What kinds of people seek you out for your experience and what are the ways you respond to them? SQ2
13. Describe the ways you benefit your school community outside of the classroom. SQ2
14. What is your approach when you encounter teachers with less experience than you or who seem to struggle in some aspect of teaching? SQ2
15. Please explain the connection between your resilience as a teacher and the ways you use your experience and positive approach to teaching to make a difference in your school community. CRQ

Question 1 was an ice-breaking question that developed trust and introduced the interview topic. This question addressed sub-question one. Question 2 introduced participants to the study and provided an opportunity to address its overarching purpose. This question derived from the central research question. Questions 3–8 addressed resilience in experienced teachers to gather their lived experiences with this phenomenon. These questions came from sub-question one. Questions 9–11 involved participants' specific positive contributions to promoting student autonomy, competence, and connection in the classroom. Questions 12–14 addressed experienced teachers' positive contributions to their school community outside the classroom. Finally, question 15 allowed participants to recount any other experiences of resilience and positive contributions to their school community that they may not have

mentioned. Questions 9–14 found their basis in sub-question two. Question 15 allowed participants to connect their teaching experiences with the central research question.

Before the interviews, the dissertation committee members read the questions and provided substantive feedback. Changes were made based on their review. These questions served as the framework for the interview. Interview questions were clarified based on feedback from early interviews to ensure data collection based on the research questions. Interviews were semi-structured, so follow-up or clarifying questions resulted as needed to ensure understanding and complete responses.

Individual Interview Data Analysis Plan

Interviews generate a large amount of data. According to Van Manen (2016a), the most valuable data for developing meaning for a phenomenon comes from the lived experiences of people with intimate knowledge of it. Analysis was needed to generate meaning from these experiences as themes (Van Manen, 2016b). The attempt to build meaning resulting in a shared description of the resilience and contribution of positive veteran teachers in their school communities required organizing gross amounts of data using coding, grouping codes, and reducing those groups into themes (Creswell & Poth, 2018; Saldaña, 2021). This process required a return to the original data several times to discern recognizable meaning (Schoeller, 2023). Interview transcription occurred using Microsoft Teams. After the interview, I checked the transcript for accuracy. After this, entries were made in my research journal to add context to the transcript. The transcript was uploaded to Atlas.ti coding software program and each sentence was assigned a code that related to the overall meaning of the participants' statements (Creswell & Poth, 2018). According to Saldaña (2021), a code encapsulates the meaning of data in a word or concise phrase. Using Atlas.ti data analysis software, a second level of coding occurred to organize the diverse codes into similar, connected words or phrases that best represented the data across all the

interviews. As patterns of codes emerged across participant responses, then groups of codes were placed together. Out of these groups of codes, patterns developed as constructions of meaning. From these patterns, changes to the questions asked in the focus groups to support the data from the individual interviews were considered and implemented.

Focus Groups

Focus groups were the final data collection approach for this study. Focus groups, usually consisting of small groups of between four and 12 participants, involve interactions with the researcher and the participants where the exploration of questions related to the central research question and research sub-questions occurs (Creswell & Poth, 2018; Krueger & Casey, 2015). The focus groups came after the interviews to allow participants to interact and produce data based on collective responses that could be tangential to the original interview questions. The interview data guided if changes were indicated to the focus group questions. Gathering a group of participants saved time and allowed me to ask follow-up questions informed by the interview process. Each focus group took approximately one hour and 30 minutes. There were three focus groups in this study. One consisted of educators who teach in a North American context, while the other two were comprised of those who taught in international schools. Microsoft Teams also recorded these focus groups and created a transcript. An additional audio recording backed up each recording. Comparing the responses from these three groups added to the diversity of responses.

Focus Group Questions

1. What are the ways you, as teachers, continue to make positive contributions to your school environment even when there are challenging circumstances? CRQ
2. What specifically do you, as teachers, do to recover from adverse situations? SQ1
3. What enables you as teachers to remain positive in the profession rather than develop a cynical, dispassionate approach? SQ1

4. What has been most effective from your experiences in increasing students' desire to learn for their own reasons and growth? SQ2
5. What have you found in your experience particularly helpful in increasing students' ability to show their proficiency in learning and maturity? SQ2
6. What has made the largest difference in your experience in your students' ability to learn to connect with other students and the world around them? SQ2
7. What are ways your experience and positive approach to teaching made a difference in your school community? SQ2
8. What advice from your experiences would you give to teachers entering the profession about overcoming the difficulties of teaching and making positive contributions? CRQ
9. This study examines experienced teachers' positive contributions due to their resilience. Is there anything else we should discuss or ask about? CRQ

According to Krueger and Casey (2015), focus group questions should follow a structure. The first was an opening question, helping the participants to respond and feel more comfortable with the group and introducing the topic. Questions 2 and 3 transitioned into the heart of the discussion. Questions 4–7 were the crucial questions for the study. Questions 8 and 9 aimed to provide additional data not included in the previous seven questions.

As with the individual interview questions, the focus group questions received critique, and suggestions for improvement came from the dissertation committee members. Changes occurred as necessary. Although the focus groups took place after the individual interviews, the data from those interviews did not suggest the need for questions different from the ones proposed. Reflections from my research journal did not suggest changes were required.

Focus Group Data Analysis Plan

At the core of phenomenological analysis is an attempt to comprehend the primary

meaning of fundamental aspects of human experience (Van Manen, 2016b). According to Krueger and Casey (2015), focus group analysis should be methodical and verifiable. The analysis procedure followed that of the individual interviews. The intent was to refine and develop the patterns generated from that data. I also conducted focus groups using Microsoft Teams to generate transcripts for each. These transcripts were checked immediately for accuracy, and I recorded the context for the transcripts in my research journal. These transcripts were uploaded to Atlas.ti qualitative analysis software. A coding process occurred using this qualitative analysis software, assigning a code to each topic and noting the similarities or differences in participant responses to the same question (Creswell & Poth, 2018). Secondary coding organized the primary codes using common verbiage (Saldaña, 2021). Organizing these codes into groups aided in developing themes.

Data Synthesis

The coherent analysis of the triangulated data collected during the research was distilled into collective themes representing the impact of resilience and contributions of positive veteran teachers in their school communities (Creswell & Poth, 2018). Out of similar codes grouped together, I developed an organized structure from the individual interview data. These groupings were processed to discern patterns representative of this phenomenon (Saldaña, 2021). From these, question evaluation occurred for the focus groups to ensure clarification and proper overlap. After the focus group data collection, I grouped the codes by similarity and compared them to those developed after the individual interviews (Krueger & Casey, 2015). This comparison aided in finalizing the significant themes of this phenomenon for their presentation. Sectioning the codes allowed comparison to the other grouped codes from the journal prompts and interviews. Comparison of their similarities and differences brought essential themes (White & Cooper, 2022). I compared the themes developed from each data type to each other. The final synthesis representing the data's sum

came from these themes. These themes will be reported in the following section and used to reveal the phenomenon's essence (Creswell & Poth, 2018; Van Manen, 2016b).

Trustworthiness

The fundamental aspects of credibility, transferability, dependability, and confirmability for the trustworthiness of a qualitative study come from Lincoln and Guba (1985). Van Manen (2016a) used the words reliability, evidence, and generalizability to convey that a study carries applicability to the broader world beyond the study through recognized scholarship approaches that grant security and confidence in the findings. The satisfaction of these criteria is essential to the validity of the study's results. Qualitative studies necessitate this demonstration to carry equal importance to quantitative studies (Creswell & Poth, 2018). The subjection of the study to these criteria accomplished this purpose.

Credibility

Credibility relies on the authentic presentation of the findings based on the participants' meaning (Creswell & Poth, 2018). This study relied upon triangulation, member checking, and reflexivity to ensure credibility. Triangulation allowed me to confirm data and analysis through multiple means to ensure its reliability. The three methods used for triangulation in this study were journal prompts, individual interviews, and focus groups. Obtaining comprehensive participant explanations of the phenomenon transpired by asking overlapping questions in the journal prompts, interviews, and focus groups. Employing a research journal ensured that the meaning of the data matched the participants' tone, emotions, and non-verbal expressions from interviews and focus groups. These three data collection techniques complemented one another, so the data were representative of the participants' meaning (Miles et al., 2020).

Member checking allowed me to repeat influential statements back to participants in

individual interviews and focus groups to confirm the meaning of their replies (Schoeller, 2023). Participants received transcripts of their interviews and focus groups and had the opportunity to verify that their statements in the transcript matched their recollection of what they said during those events. In addition, I used focus groups as member checking, asking questions overlapping with the individual interviews to corroborate if similar responses arose. Finally, I asked participants to comment on my interpretation of their primary emphases from the individual interviews and focus groups (Miles et al., 2020).

Referential adequacy was the third method of ensuring credibility used in this study. The data from the individual interviews was analyzed separately from that of the focus groups to compare the findings for agreement (Scharp & Sanders, 2019). Similarly, the journal prompts received separate analyses from the focus groups and individual interviews. According to White and Cooper (2022), this process aids in ensures overlap between data sources, allowing for scrutiny of possible conflicting results and comparing those differences to present a rich pool and examination of data. Along with my research journal, this intersection of data collected produced credibility in the data from the journal prompts, individual interviews, and focus groups using a separate analysis process (Creswell & Poth, 2018). Referential adequacy, member checking, and triangulation yield confidence that the data represents the phenomenon and those with lived experiences.

Transferability

Transferability describes the degree to which the research findings in this study are valid in describing the phenomenon in other corresponding populations outside the participants (Lincoln & Guba, 1985). This study examined the contributions of positive veteran teachers to their school communities due to their resilience and experience. The sampling population was any teacher with more than five years of teaching experience who met the qualifications of a positive veteran teacher. Teachers who taught in multiple contexts,

various subject areas, different school types and areas, and different geographic regions were interviewed and placed in focus groups for the study. The intent of the population and sampling was to produce the diversity needed for transferability (Van Manen, 2016a). The data descriptions aimed at an in-depth portrayal of the phenomenon by limiting the number of individual interviews and focus groups and giving the themes a vivid fullness (Creswell & Poth, 2018; Miles et al., 2020). The reader is the ultimate judge of the degree of transferability (Carminati, 2018; Elo et al., 2014; Hays & McKibben, 2021; Munthe-Kaas et al., 2019).

Dependability

Dependability refers to the enduring nature of the results of a study (Creswell & Poth, 2018). I sufficiently explained the sampling, data collection, analysis, and synthesis procedures to allow study replication. The central research question and sub-questions guided the methods chosen for each research stage. This study's criteria should express similar themes from different participants meeting the criteria. An inquiry audit determined if the criteria for dependability were met. The dissertation committee members and the director of qualitative research at Liberty University assessed and approved the first three chapters of this study and the final manuscript.

Confirmability

Confirmability measures the comparative objectivity of the study's results (Miles et al., 2020). Triangulation of data collection, an audit trail, and reflexivity were three techniques chosen to produce confirmability in this study. Journal prompts, individual interviews, and focus groups were the data collection methods to ensure the data collected determined the derived themes rather than my views (Creswell & Poth, 2018; Van Manen, 2016a). A digital audit trail exists to verify the collection of documents and appropriate procedures for review in an external inquiry audit.

Reflexivity is the examination and disclosure of my "biases, values, and experiences" (Creswell & Poth, 2018, p. 229) that relate to my position in the study. A reflexive journal was kept electronically as part of the research journal to express my opinions, self-observations, and personal conclusions. This procedure allowed a comparison of the coding and themes developed in the study to ensure my biases did not influence the findings (Miles et al., 2020; Van Manen, 2016a). This digital document has separate sections to divide observations, my research thoughts, and conclusions during data collection.

Ethical Considerations

According to Miles et al. (2020), ethical considerations extend to the moral treatment of participants in a study and the implications of the study's findings on the world. This study intends to benefit teachers and school communities. There was no ill intention or conceived plan to use the information gathered in this study to harm individuals, school communities, or the world at large. Liberty University's IRB approved this study's procedures before data collection. While site permission was unnecessary due to the nature of the study's participants, those involved were informed of their rights and consented to participate in the interviews, focus groups, and journal prompts voluntarily, with the right to withdraw at any time from the study (see Appendix D for the Participant Information Form and Appendix E for the GDPR Personal Data Transfer Agreement). Data aggregation and separation of names from collected data ensured the participants' confidentiality. The data collected was stored on a device requiring a password or biometric identification. Data stored on the Microsoft Cloud was likewise password protected. I did not ask participants to name the specific schools they have taught, only the type of school. I used no quotes that could identify specific individuals or threaten their job status. If participants mentioned specific names of schools in the interviews or focus groups, those names were changed or omitted in the presentation of the data. I asked participants in focus groups to keep the information provided in those groups

private, but I warned participants that I could not promise confidentiality.

Data collected in Europe is subject to the GDPR (Van de Waerdt, 2020). As this study occurred in Europe, all data collected fall under this regulation. According to Calder (2020), this act requires the collection of the least amount of personal information necessary, the destruction of personal data when it is no longer needed, the identity and purpose of the data collector, and notification of who will have access to the data collected. Personal information will be deleted within a year or when it is no longer needed. Aggregated data destruction will occur within three years of the end of the study unless the study remains ongoing. The researcher and each participant in the study residing in Europe signed the GDPR data agreement form (see Appendix E for the GDPR Personal Data Transfer Agreement).

Summary

This chapter outlined the hermeneutical phenomenological study of the resilience and contributions in the lived experiences of positive veteran teachers with more than five years of teaching experience. It included a discussion of my position and assumptions in the study. A statement of the triangulation of data collection procedures for journal prompts, individual interviews, and focus groups appears with procedures for data analysis and synthesis using coding, the grouping of codes, and theme development followed. This section concluded with the study's credibility, transferability, dependability, confirmability, and ethical considerations. The subsequent chapter contains the findings of this study.

CHAPTER FOUR: FINDINGS

Overview

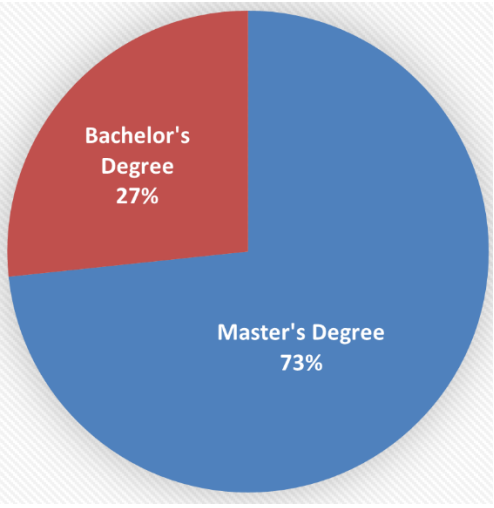
This study examines the resilience and contribution of positive veteran teachers in their school community. A clear picture of the study participants is given in aggregate and descriptive form. Six themes emerge from data provided by participants in the study: communication, community, growth mindset, healthy boundaries, intrinsic motivation, and support. Each theme and inclusive sub-themes receive a thorough examination connecting study data and teachers' own words. Two outlier findings follow. The chapter concludes by presenting responses to the study's research questions.

Participants

This study comprised 15 participants from diverse educational backgrounds, locations, genders, schools, and experience levels. All participants received their post-secondary education in the United States, and 11 out of 15 have experience teaching in a North American context. Four out of 15 participants' highest post-secondary education was a bachelor's degree, while 11 out of 15 earned at least one master's degree (see Figure 2).

Figure 2

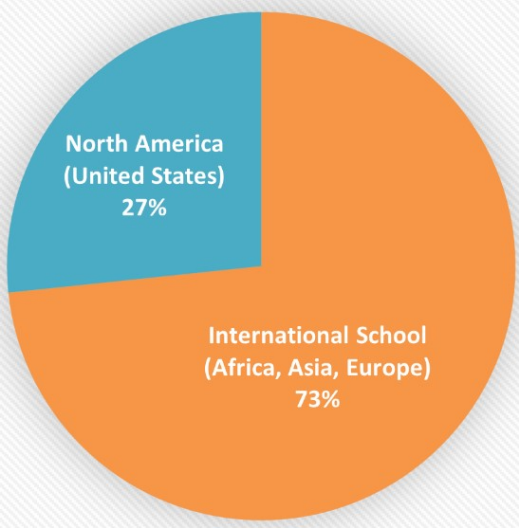
Participants' Education



The same proportions applied to participants' current teaching locations: four of the 15 participants taught in four different regions in the United States. The remainder of the participants taught in international schools located in Africa, Asia, and Europe (see Figure 3).

Figure 3

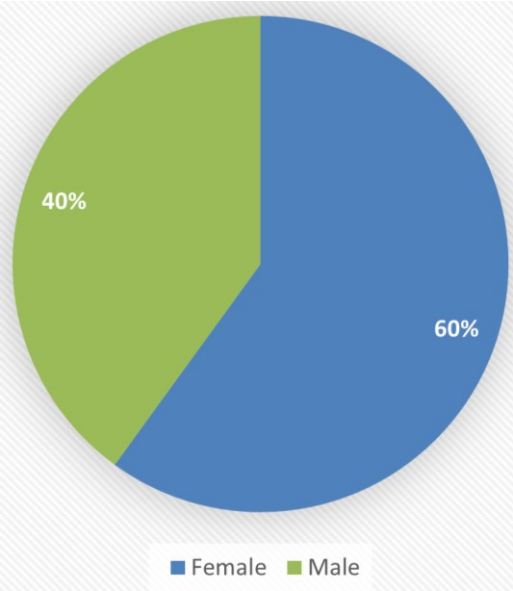
Participants' School Location



Nine out of 15 participants were female and six out of 15 were male (see Figure 4).

Figure 4

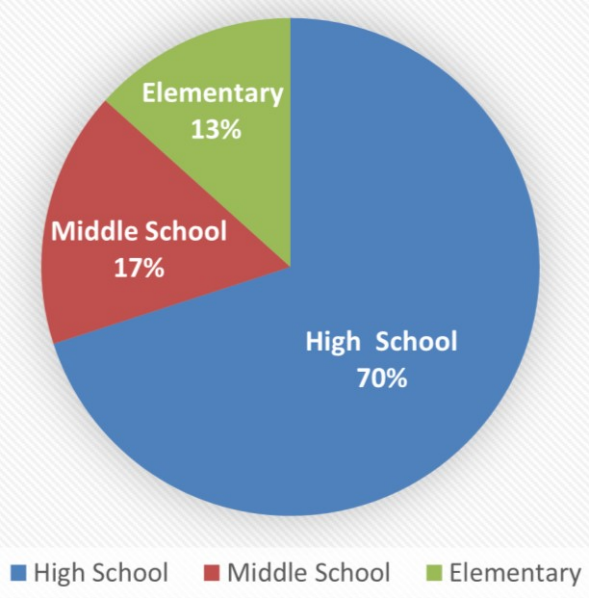
Participants' Gender



Two of the 15 participants taught in elementary schools while there were two full-time and one half-time in a middle school setting (one participant split time between the middle and high school). The remainder of the participants taught at the high school level (see Figure 5).

Figure 5

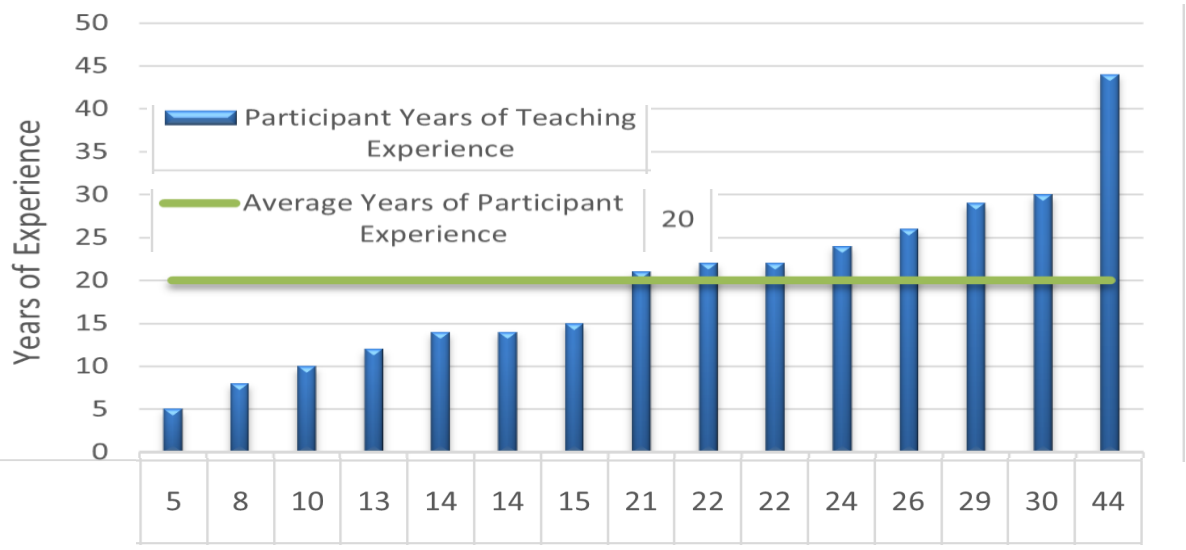
Participants' School Level



An average number of 20 years of teaching experience for participants came from a varied spectrum of five to 44 years in the profession per participant (see Figure 6).

Figure 6

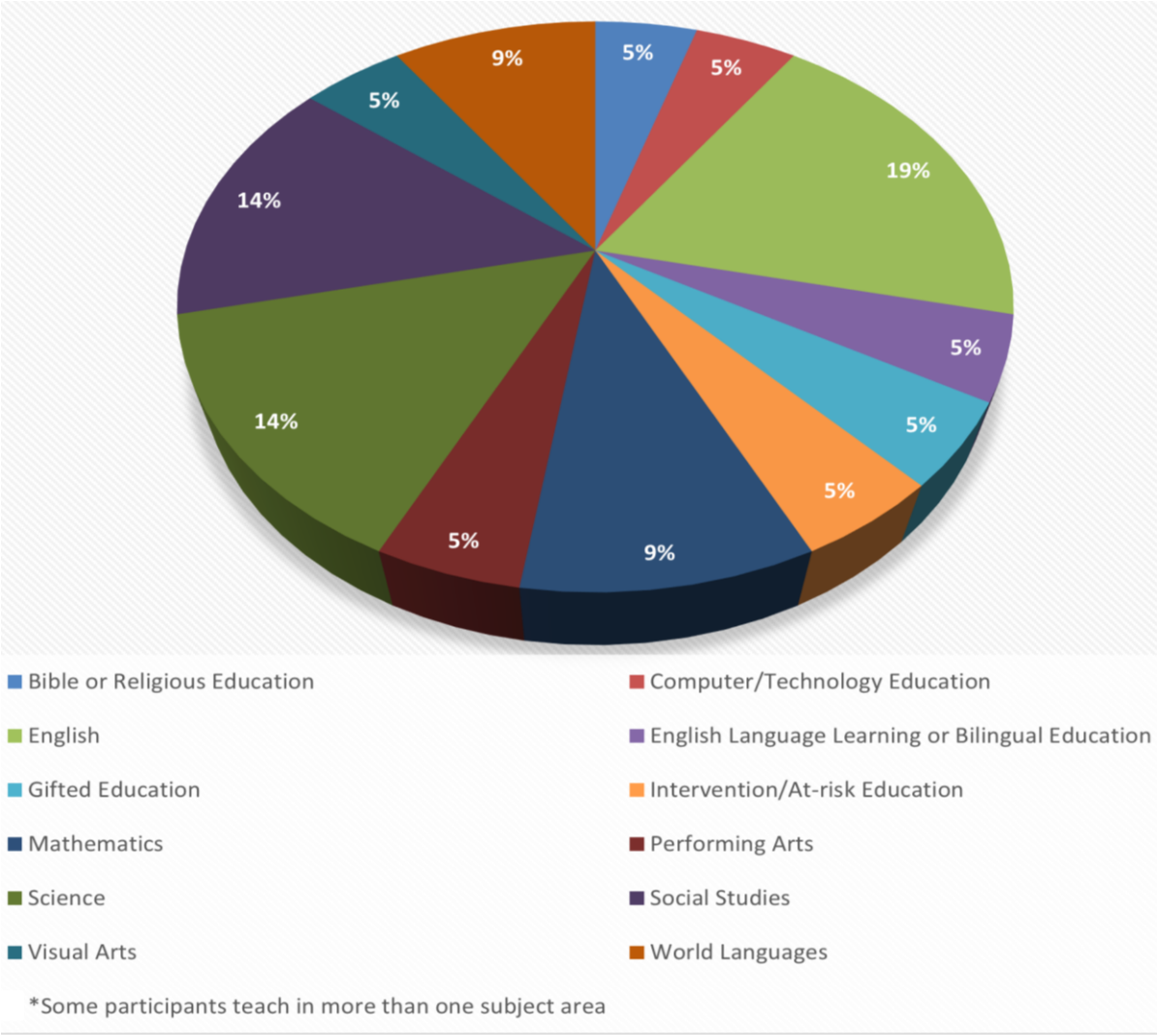
Participants' Years of Teaching Experience



The participants taught a variety of disciplines and student populations. While some participants taught in more than one area, 12 different areas were represented through their experience (see Figure 7). One participant each taught Bible or religious education, computer or technology education, English language learning or bilingual education, intervention or at-risk education, performing arts, and visual arts. Two participants apiece taught math and world languages. Three participants respectively taught science and social studies, while four taught English. This diversity represents a spectrum of subjects and students.

Figure 7

Participants' Representative Subject Areas



Alice

Alice has taught all elementary grades for more than 44 years in both the United States and international schools. She has a bachelor's degree in elementary education, serving as teacher , teacher mentor, and principal. She spoke passionately about her profession. After 44 years in the profession, she declared, "I would do it all again with no regrets."

Alina

Alina has taught for 15 years at every level, from university to elementary. Obtaining a master's degree in mathematics, she most recently taught mathematics to gifted students at the elementary level in the United States. She also helped lead the gifted program for her district, mentoring all the teachers with gifted students in their math classrooms. Her role involved providing resources, encouragement, and professional development.

Bryan

Bryan taught science in an international school setting for 13 years. He has a master's degree and teaching experience in the United States. He served as a content area leader, helping new teachers and facilitating communication between his department and the school. He also led class excursions and, through his technical expertise, aids other teachers, the school, and his church.

David

David had 22 years of teaching experience in mathematics, science, and computer science at the high school and university levels. He served as a content area leader, helping the teachers of his area and speaking into important discussions related to the larger international school community where he teaches. He led class excursions and served in logistical roles in his school with his institutional knowledge and general willingness to help.

Grace

With her 14 years of teaching experience, Grace has taught in several international

settings, with most of her experience teaching middle school social studies and world languages. Her master's degree helped her serve as a lead teacher for her school area. She also mentored students outside of class to provide spiritual direction for middle school students and helped with theatrical productions. In addition, Grace assisted leaders in international schools to provide training and support to their teaching staff.

Hannah

Hannah's 30 years of educational experience in high school English, along with a master's degree, aided her in leading her content area and providing quality instruction for her students. Her teaching practice occurred in an international school setting. With her friendly demeanor and comprehensive knowledge, she desired to help students feel secure while challenging them in her classroom.

Isabella

Isabella has taught English on two continents and three schools through 26 years in the profession in the United States and at two international schools. Her master's degree helped her understand the diverse populations of students she teaches. She served as a class advisor, mentoring student leaders and helping plan and coordinate class activities outside of the classroom.

Jerome

Jerome garnered experience teaching music in the United States and at an international school. Throughout his 22 years of teaching in the performing arts, he served as a content area leader, regularly helping with school musicals and leading community music events. His master's degree in education allowed him to attempt multiple strategies that helped students work together and grow in his high school and middle school classrooms. He mentored students after school hours.

Karl

Karl has 12 years of experience teaching English from the middle school to university. His multiple master's degrees give him a breadth of knowledge and expertise that aided him in leading teachers in his department and applying strategies that assisted all the learners in his classroom. He regularly led students in community service and worship, and conducted small group Bible studies and one-on-one student mentoring. His profound creativity aided him in providing inspiration and imaginative activities in his classroom and giving ideas to other teachers in his international school.

Kristin

Kristin has 29 years of experience teaching social studies and leading an intervention program for at-risk students in her school in the United States. Her master's degree allowed her to apply multiple strategies to aid students in understanding how to learn and take ownership of their development as a learner and a human being. She serves on a school wellness committee that assesses and provides support and activities to encourage all members of her school community.

Luke

Luke has taught visual arts for 10 years in a public school setting in the United States and an international school. His master's degree was valuable in leading his content area and developing creative challenges and adjustments for students in his classroom. He used his technical expertise and artistic skills to encourage and serve his school community and create enjoyable interaction opportunities.

Mila

Mila used her to teach English, with experience spanning from adult English language learners to high school students. With a master's degree and 22 years of experience, she expressed delight in helping students discover the relevance of her subject to their lives.

Serving as lead teacher for her department, she guided and encouraged other teachers at her U.S. school in their growth.

Phoebe

Phoebe spent 21 years of teaching on three continents. From teaching in the United States to two international schools, her varied experiences brought social studies to life for students. Using her master's degree, she delivered sound educational practices that reached all students. She volunteered her time to lead extracurricular activities related to her subject area and helping new teachers adjust and integrate into the school community.

Sophia

Sophia has eight years of experience teaching world languages at the middle and high school levels at international schools on two continents. She led her content area and assisted teachers outside her area as well. Sophia demonstrated eagerness to see growth in her students, the teachers around her, and her school. She mentored students, volunteered outside school hours, and assisted other school departments.

Stephen

Throughout his five years of teaching experience, Stephen taught science and Bible in two international schools, working to lead his students through a range of learning activities. He served outside the classroom as a class advisor, mentor, and volunteer at school and church events. He also aided his school community in understanding the larger context of the country where his school is located.

Results

Exploration of thematic findings for this study occurs in this section. The data provided by the positive veteran teachers in the study through journal prompts, individual interviews, and focus groups are analyzed and categorized into themes. The themes of communication, community, growth mindset, healthy boundaries, intrinsic motivation, and

support are separated into sub-themes (see Table 1). Quotes from each participant accompany an overall picture of each theme. A specific analysis detailing how the sub-themes for each theme emerged follows. Clarification of two outlier findings details how teachers in the study continue to struggle with resilience and conditions under which some teachers would leave teaching. However, the ways positive veteran teachers remain resilient and make contributions to their school community are the focus of the presented results.

Table 1

Themes & Sub-themes

Theme	Sub-themes			
Communication	Learning Expectations	Meaningful Feedback	Greater School Unity	
Community	Classroom Community	Resilience Through Community	Whole School Community	
Growth Mindset	Personal Reflection	Challenging Learning Environment	Student Reflection	Entire School
Healthy Boundaries	Identity	Outside Life	Appropriate Responsibility	
Intrinsic Motivation	Basis of Resilience	Keep Your Why Clear	Connecting Students	
Support	Student Support	Practical Teacher Support	Empathic Teacher Support	

Communication

Communication between participants and students, teachers, and the greater school community emerged as a prominent theme across all collected data forms in this study. Participants emphasized the need to communicate learning expectations and provide meaningful feedback to students. They also indicated that teachers and the rest of the school community experienced greater unity through healthy communication. Karl highlighted "timely and transparent communication with students, parents, and faculty" in his journal prompt as one of the five most important things he did to help students grow. David

mentioned in his interview that he invites teachers in his department, “Please come talk to me because I want to frame an approach. I want to help give you language for interacting with families or students so that we hear a consistent message and a theme.” All the participants indicated that communication with students and within the school community was vital. The sub-themes of learning expectations, meaningful feedback, and greater school unity all fall under the theme of communication.

Learning Expectations

The sub-theme of communicating learning expectations came forth as one aspect of communication. Teachers in the study relied on this practice using multiple forms of communication to present anticipated learning results. The codes contributing to this sub-theme’s development included: effective communication of learning objectives, answer content questions, clear rubrics and instructions, clearly communicate appropriate learning expectations, and demonstration of learning objectives (see Appendix L for a complete list of codes for all sub-themes and themes). These codes were mentioned in 42 instances throughout the journal prompts, interviews, and focus groups.

Participants in this study highlighted the importance of teachers communicating clearly with students what is to be learned. They linked content to assessments so that students distinctly comprehended what was required of them. In speaking of this, Phoebe commented, “I find that students who follow through on noting what the daily objectives are, which I communicate with them on Google Classroom, have on my board, and then remind of those daily objectives, perform better.” Bryan also noted, “I have every single one of the objectives listed for students. I tell them multiple times ‘This quiz will be over these objectives.’ I write them as ‘I can’ statements.” Repetition of the learning outcomes and connecting them to specific content or assessments exemplifies this sub-theme.

Meaningful Feedback

Following communication of learning expectations, the sub-theme of meaningful feedback emerged. Participants mentioned this in the context of teachers' responses to completed student work. Helpful, balanced, positive, tangible, and quick were all attached to codes mentioning feedback along with open communication. There were 51 instances of these codes throughout all forms of data collected.

The idea that learning continues after students complete assessments was communicated by study participants through the sub-theme of meaningful feedback. A portion of important teacher communication comes from comments that genuinely direct students in their growth. Hannah included this in her journal prompt when she said one of the five most important things she does as a teacher is "providing thorough and timely feedback that includes praise as well as constructive criticism." Physically giving students this meaningful feedback came from Stephen in a focus group when he commented:

> I've always given Google comments, but I've just started printing out their assignments and writing on it with my green and red pens. I give it back to them in class. They look through it more, I think, because it's a physical thing that they're being handed. They see my handwriting. They see red and green colors as something that [indicates] "I really need to grow in that."

The tangible nature of color-coded meaningful feedback frames one method teachers in this study provided meaningful feedback.

Greater School Unity

Greater school unity rounds out the sub-themes for communication. Teachers in the study indicated that clear communication across all school levels was necessary for people to understand and participate in the school's direction. Participants stated the need to involve themselves in critical but challenging matters that were coded as: being the voice of reason, a

bridge between school and students and teachers, healthy conflict management, helping parents understand learning approaches, speaking into potential difficulties, tackling difficult student situations, and voluntarily moderate challenging conversations. Codes in this sub-theme were mentioned in 40 quotes by participants in their journal prompts, individual interviews, and focus groups.

Teachers in the study saw communication in important but possibly difficult situations to all stakeholders as necessary to promote greater school unity. The development of school unity involved connecting two parties from different parts of the school community or being willing to step into challenging circumstances to bring clarity and understanding. Kristin promotes this between herself and her students. In her interview, she said she told her students, “You know if we have a difficult interaction or conflict, we have to work out our communication issues. I’m committed to working through that with you in a calm way and want to go through it.” Alina spoke in her interview about being a bridge between teachers and parents, “I also will come in the evenings to parent nights when they have questions about advanced learning. So, I connect with the with the community talking about that.” Being open to mitigating communication among various stakeholders crystallizes this sub-theme.

Community

Closely tied to communication, community materialized as the most referenced theme among participants in the study. Developing appropriate and helpful relationships to promote common ideals and growth captures how each participant described this theme in journal prompts, interviews, and focus groups. In her interview, Isabella highlighted this, “In my classroom, we practice connectedness. We talk about how to listen to each other and how to respectfully talk about subjects that are difficult. I teach them, but we practice interaction.” Community also impacts teachers’ resilience and interactions at all levels of the school

environment. Sophia discussed the role of community in teacher resilience during her focus group, "I think it would be really difficult to truly thrive in teaching if you were isolated and having to just engage with all the ups and downs of it." The theme of community emerged from the three sub-themes of classroom community, resilience through community, and whole school community.

Classroom Community

Classroom community comes in creating a safe environment where students feel valued and able to connect and learn. Several codes contributed to this sub-theme, including: building or creating community, building empathy, caring for students as people, fostering a safe environment, incorporating humor and fun, and teaching positive communication and interaction. These codes connected to 299 participant quotes. This number of codes exceeded all other sub-themes in the study except connecting students' internal motivation.

Classroom community involves intentional teacher efforts to teach students how to communicate and treat others well while building a positive setting. Mila mentioned in her journal prompt that she tries to "build community. Each period is a separate 'family'. I'm always trying to build a safe community so that learning can happen, and growth is modeled and encouraged." Grace agreed in her interview that building community requires effort when she said, "At the start of the year, there's a lot of setting up, 'How do we listen to one another? How do we pay attention? How do we ask good questions?'" Participants noted they devoted class time and instruction to creating classroom community.

Resilience Through Community

The second sub-theme in community is resilience through community. Participants identified the role that school community members play in helping teachers handle adversity and continue teaching with excellence. Codes such as administrative support, helpful teachers, parent support, student encouragement, and support of others make up this sub-

theme. There were 270 references to this sub-theme by teachers in the study. School community members influence teacher resilience.

The community, including administrators, teachers, students, and parents, affect teacher resilience through their interactions with teachers. Isabella talked about her resilience and how to remain resilient as a teacher, “Working with other people who are as dedicated and really want excellence has been a highlight. I would say find other life-giving teachers who want to encourage you and have the same educational philosophy as you.” Alice has found resilience support in parents, “I’ve always been in a school where the parents are so invested in their children and so thankful that they’ll do anything to support their child and to help you and to support you.” Study participants concurred that the school community influences teacher resilience.

Whole School Community

The final sub-theme in the category of community is whole school community. Developing connections and opportunities for community outside of the classroom defines this sub-theme. Consisting of codes including: building colleague relations and goodwill, collaborating with other teachers and departments, connecting students to the outside community, developing parent relationships, facilitating community involvement, and extracurricular volunteering, this sub-theme occurred in 145 participant quotes. As demonstrated by these codes from participant responses, teacher involvement outside the classroom encourages whole school community.

Teachers contribute to the whole school community when they make efforts outside the classroom to connect to students or help students connect to the larger school populace. In his interview, Luke spoke about connecting students to the larger school community, “It’s about what the students are doing and what they can add to the community of the school. If the students can see that what they’re doing is not just inside the classroom, it helps build the

school community." Jerome highlighted his extracurricular involvement in his journal prompt. "I am a small group leader. This involves leading a group of 6-10 students in developing in their Christian faith. I also help with school musicals. I am a mentor to one or two students a year." Teacher involvement outside their classroom role encourages the whole school community, as shown by teachers in the study.

Growth Mindset

Reflection on past practice, challenges to improve, and developing strategies to do so make up the growth mindset theme. Developing and maintaining a growth mindset as a teacher, within the classroom, and for the school was mentioned by every participant throughout their journal prompts, interviews, and focus groups. In her journal prompt, Sophia emphasized, "Make it clear that struggle is okay. I need my students to understand that it is okay to make mistakes, it is okay to struggle, it is okay to fail (if you are truly giving your best effort)." Bryan echoed in his focus group that a similar growth approach for teachers is necessary, "I love students that will come up, 'You didn't do it that way when I was your student last year or two years ago.' I'm like, 'I've been upgraded over the summer. I'm now [Bryan] 3.0.'" The growth mindset theme developed from the sub-themes of personal reflection, challenging learning environment, student reflection, and the entire school developing a growth mindset.

Personal Reflection

Participants accentuated that personal reflection is a necessary part of practice for teachers to develop a growth mindset. The codes of reflection on previous experiences, intentional reflection, learning from failure, planning to keep revising, seeing challenges as learning experiences, and seeking continual improvement were crucial to developing these sub-themes. With 245 references in all three data collection forms, teachers in the study named personal reflection a valuable practice.

Developing habits of evaluation that allow for improvement and intention to grow summarizes the sub-theme of personal reflection. In her focus group, Isabella iterated the need to examine personal growth conditions in teaching, "I have to reframe the situation in a positive light. What can I learn from this and what can I do better next time? I have to reframe it as a learning experience." Hannah explained in her interview that she uses similar practices to refine her curriculum, "Journaling after every unit, I'll go through, 'Okay, these are the things that worked well. Here's the changes I'm going to make next year.' It's a professional journal of 'What do I need to put in my curriculum documents?'" Participants viewed taking time from the daily pressures of teaching to engage in personal reflection as necessary to develop a growth mindset.

Challenging Learning Environment

Developing a challenging learning environment encompasses presenting reachable expectations for student growth and giving them strategies and opportunities to reach that level of difficulty. Representative codes for the challenging learning environment sub-theme materialized as: challenge students to deeper understanding; encourage growth through struggle and challenge; expect higher-order thinking; gradually increase the challenge; growth focus; presenting and practicing learning strategies; and fully using class time. In total, 136 quotations encapsulated this sub-theme. Participants indicated that an appropriate level of challenge brought a focused learning environment.

Creating attainable learning situations that cause students to progress in their academic growth defines the challenging learning environment sub-theme. Stephen commented, "Teaching is not giving students treasure, it is giving them shovels. The joy of learning comes not when you bring students what you've found, but when you help them find it themselves." Alina agreed:

I've changed the way I teach over the years. I switched to, "You try it and then you

> figure out what you're supposed to do, and then let's talk about it and see what you came up with, and let's refine your practice." You let them wrestle with it first. That's really been a big difference in their being engaged in the learning and not just sitting there listening, getting bored.

Providing students opportunities to develop their learning practices defined for teachers in the study what constituted challenging learning environments.

Student Reflection

After student challenge comes reflection on their learning bearing fruit in future goals and improvement. Found in the codes encourage student reflection, explain how to use feedback, goal setting and monitoring, record of growth, and regular self-assessment, this sub-theme recorded 45 related quotes. Teachers in the study encouraged students to continue learning after assessments.

Continuing to help students be aware of growth opportunities and develop plans for growth and improvement are essential aspects of student reflection. In his journal prompt, David said he prioritizes growth through reflection in his classroom, "I try to encourage a growth mentality in my students - helping them to think about how they might grow in their problem solving or communication of ideas." Kristin indicated in her focus group that she uses goals that are strategic, measurable, achievable, relevant, and time-bound (SMART), "I do a lot of graphing and reflecting upon their SMART goals or on their grades. They're comparing these every five weeks. They're comparing their progress reports, 'Did your grades go up, down, or stay the same, and why?'" Teachers in the study indicated that creating space for students to think about their growth is key to a mindset that allows deeper learning.

Entire School

The final sub-theme for the growth mindset theme focused on growth for the entire

school. Teachers who assist other school areas, are an example for other teachers, engage in distributed leadership, partner with administration, and are a positive school representative, are codes comprising the entire school growth mindset sub-theme. Participants related statements 72 times to contribute to an entire school-growth mindset. Teachers desiring school growth beyond the classroom make this possible.

Teachers benefit the entire school through partnership and leadership, bringing a growth mindset. Karl discussed in his interview having to challenge the status quo sometimes, "There have been awkward moments where you have to approach someone and say, "You know this isn't working. You know what I think would be great is if we went this direction or what if we went this direction?" Luke discussed how his role as head of his department led to a growth mindset for the school, "I'm the go-to-person for anybody in the department. Then being able to give perspective in meetings where there's decisions being made about the school, but also promote the department and what they can do within the larger school community." Study participants pointed to teachers willing to challenge the entire school to a growth mindset as a force for improvement.

Healthy Boundaries

Teachers in the study all named the importance of separating their identity from the role of teaching, maintaining a life outside the school, and taking appropriate responsibility at the school and in the classroom. Teaching can be all-consuming, so these teachers identified the importance of doing their role well—in their journal prompts, interviews, and focus groups—but not allowing it to expand to become who they are or all they do. Sophia proclaimed in her interview:

> My identity, my work, and my value, or even my ultimate objectives as I step into education, my value and worth aren't on how my students experience the classroom or what I feel like I'm accomplishing within the lesson plans each week. My value is

> created, and my purpose and my perspective are rooted in something that's eternal and unshakable, and I have to frequently call myself back to that.

Hannah advised self-care when she said in her interview, "Make sure you're taking care of your health. Take care of yourself and your mental health also." These teachers advocated developing an identity and life separate from teaching while doing their best within the bounds of their role.

Identity

Avoiding tying importance and value solely to performance as a teacher emerged as a sub-theme during this study on positive veteran teachers' resilience and contribution. Coming from the codes: accept situational limitations; avoid comparison to other teachers; maintain personal identity apart from teaching; and not measured by student performance; this partial representation of the theme of healthy boundaries was quoted 60 times in these codes. Teachers indicated developing their identity beyond the role of teacher was a necessary practice.

Study participants advocated the importance of having an identity outside the teaching profession. Mila identified this need in her focus group, "Making sure that [students] are not my source of joy or emotional stability. I bring that to them. That's something that I can offer to them. I'm getting that somewhere else. I come into the classroom with that." Jerome followed up on that in his interview, saying, "There's not a certain kind of response that I'm needing from students in order for me to value what I'm doing." Study participants distinguished an identity developed apart from being a teacher as bringing freedom and stability.

Outside Life

Apart from having an identity, developing a life outside of teaching also came from participants as a sub-theme in healthy boundaries. The outside life sub-theme derived from

codes such as: balancing teaching with family needs; enjoying life outside teaching; prioritizing physical and mental health; self-care; and spending time outside the classroom. Altogether, there were 69 mentions of codes from the life outside the teaching sub-theme in teachers' quotes from the study. Having people, places, and activities by which to decompress away from school was expressed through these quotations.

The nature of teaching can take over all of teachers' free time and energy. Deliberately spending time away from teaching with life-giving people and activities originated from study participants as a means to have healthy boundaries. Alice noted in her interview:

> I think sometimes we just need to take a deep breath. I think sometimes we get so busy and so maybe focus on what we have to get done that we don't just take a step back and take a deep breath and see the blessings and evaluate what's going well. What's not going well? I think we just need to give ourselves a break from the pressures of teaching sometimes. Just take that deep breath.

Alina encouraged involvement apart from the classroom, "Then just making sure that you have something else outside of school. Whatever that something else is, like if it's a church, faith community, book club, something. Something besides your students." Life-giving opportunities to gain perspective and unwind provided teachers in the study with healthy space and boundaries.

Appropriate Responsibility

Differentiating inherent and apposite responsibilities in the teaching profession from those that go beyond expectations that drain teachers and threaten their commitment to the profession clarifies this sub-theme of healthy boundaries. Study participators gave 131 statements coded into: choose which situations to engage in, develop sustainable grading practices, keep clear boundaries, not responsible for others' expectations, prioritize teaching

over extracurriculars, and recognize personal capacity. Knowing when to refuse additional responsibilities to focus on the teaching role properly elucidates this sub-theme.

Educators participating in this study gave responses that clarified appropriate teacher responsibilities. Maintaining a clear focus on the essentials of the profession allows teachers to excel without a myriad of possible distractions. Grace, in her focus group, iterated, “It took building upon months and months of seeing students come through some of those adverse situations and seeing myself come through it. Whether it ended up well or not, but letting go of the things I couldn’t control.” Phoebe spoke of her learning curve as a teacher in her interview, “Looking back on some of the decisions that I made like giving daily homework that then needed to be graded. There were other ways to hold students accountable without creating hours and hours of work for myself.” Separating important duties from multiple competing responsibilities helped teachers in the study maintain healthy boundaries.

Intrinsic Motivation

Teachers who clearly understand why they teach and help students develop their own reasons for learning foster intrinsic motivation. This highest independent operating level infers teachers and students have moved beyond extrinsic motivators such as salary, praise, or grades (Deci et al., 2017; Ryan & Deci, 2020). All study participants emphasized this theme throughout all three modes of data collected. David recognized the need for this in his focus group when he said:

> Part of it is remembering what the prime objective is. Sometimes, education is a challenging beast to work with students towards a goal that they may or may not want to get towards. But if we stay with that, then we can accept, “OK, that’s part of the challenge that we’re dealing with.” It may not be what I want to deal with, but it’s a mindset that allows me to say, “I’m trying to remember the big picture, what it is that we’re trying to accomplish and moving forward towards a task.”

Mila established this for her students, “Presenting real-life examples, I’m trying to always give them a vision for where they are going to be in 10 years and how English will help them. Regardless what job they go into, communication will always be important.” Intrinsic motivation provides teachers and students with the internal drive to continue even when difficulties occur.

Basis of Resilience

Intrinsic motivation formed the basis of resilience for study participants. Teachers noted they kept teaching because they had strong, personal reasons for doing so. The codes framing this basis of the resilience sub-theme are: consistent quality beyond circumstances; desire to teach since childhood; faith in God; recover motivation; and teaching is a gift to enjoy. Clarifying that internal motivation is the basis of resilience through 182 quotations, participants emphasized the importance of having an internal desire to continue teaching.

Teachers who rely on their own reasons for teaching to overcome the adversity and difficulties in the profession use internal motivation as their basis of resilience. Stephen in his interview clarified, “I have systems and fundamental habits that root me. Because I am resilient, I have emotional energy to teach even if things are hard. I can be consistent in my approach regardless of the difficulties of the teaching profession.” Sophia explained her deeper motivations and how they influence her teaching during her focus group, “My entire philosophy of teaching is built around my convictions and faith, and that is why I get up every day. That’s my purpose and perspective. What does resiliency in teaching look like when that’s not at its core?” Reflecting on their motives helped study participants continue in the teaching profession.

Keep Your Why Clear

Study participants all expressed the need to not only understand their internal motivation but to refresh this awareness regularly. Codes included: focus on overall objective

of education; keep your why clear; making positive impact; persistent focus; sense value of teaching; and viewing teaching as a calling; this sub-theme appeared in 204 references in all forms of data collected. Frequently reviewing the substance of participants' internal motivation for teaching helped them maintain it.

Believing that teaching makes a difference and remaining clear on the reasons for this assisted those who engaged in the study to uphold their internal motivation. Kristin challenged teachers in her interview to "revisit your why always." Karl affirmed the value of teaching and understanding your why when he said in his interview, "Just the fact that our profession matters; knowing that teaching, be it in a secular or a sacred environment, is life-changing for students. I can have a great impact and hopefully change lives for the better." Recurrently, putting the why for teaching before teachers aided them in practicing it for their own reasons.

Connecting Students

Helping students internalize the relevance of learning outcomes and activities is critical to connecting students to learn for their own reasons. This sub-theme crystallizes from the codes: affirm and encourage student motivation; connect learning to real life; connect student experiences to content; offer choice; student connection and excitement; and students take ownership. Codes in the connecting students sub-theme were quoted 321 times by teacher participants. Students grasping the importance of what they are learning and thus finding intrinsic motivation going forward is the most mentioned sub-theme in this study.

Giving students opportunities to explore and connect the importance and relevance of their learning to their lives and future illuminates what it looks like to link learners to intended learning outcomes. Grace advocated in her journal prompt for "allowing opportunities for [students] to engage with the material personally (journal prompts, debates on historical topics with modern-day implications, telling stories about language practice, et

cetera).” Phoebe spoke in her interview about connecting her subject to students’ lives, “Sometimes it’s just getting them to think about things that they’ve never thought of before; thinking about things that are relevant to where they’re currently at in their life. I ask them ‘Why do you need to know this?’” Providing space for students to find meaning and personal connection in the classroom allows them to develop intrinsic motivation was emanated by teachers in the study.

Support

Providing classroom support for students and practical and emotional support for teachers arose as three crucial pieces that study participants all found important throughout their journal prompts, interviews, and focus groups. Healthy, internally motivated teachers position themselves to buoy students and other teachers through their school journey. Alice shed light on this in her focus group, “I think it is important that teachers show a genuine interest in their students and what they want to learn. We need to understand the learning styles of our students and try to teach our lessons to their strengths.” Bryan communicated in his interview about giving practical teacher support, “Teachers ask me how I run different parts of my classroom, anyone from veteran teachers to new teachers ask me. I’m a very tech guy, so it’s Google Classroom or Google Drive. I love helping teachers in that way.” The sub-themes of student support, practical teacher support, and empathic teacher support comprise the theme of support.

Student Support

Focusing on student needs, helping them learn, and believe learning is possible distinguishes the student support sub-theme. Developed out of the codes prioritizing individual student growth, regularly encourage struggling students, show interest in students’ lives, show students they are valued, understand your students, and variety of instructional styles, this sub-theme was the subject of 282 participants’ quotes. Seeing each student as an

individual and adjusting their approach accordingly fosters students feeling supported in their learning.

Knowing students and proactively assisting their learning shows support for students. In his journal prompt, Jerome identified "keeping a constant eye on student engagement and adjust instruction accordingly" as one of the five most impactful things he does to encourage student learning. Luke stated during his interview that continued learning and opportunities to try again supported struggling students, "Giving them the revision or repeat options if they want can be a way to make it so that students will not feel like they have the pressure of they did it once and that's it." In the challenging world of diverse student needs, a flexible teacher who engages students as individuals supports their learning needs.

Practical Teacher Support

Being seen as competent and having enough experience to assist teachers in their everyday teaching needs encapsulates the sub-theme of practical teacher support. Educators from the study mentioned 171 representative statements coded as: appropriate colleague support, provide assistance if asked, set aside time to help other teachers, share wisdom and experience, teacher development and training, and teacher mentoring. The willingness to share hard-won experience and spend time aiding other teachers in actual teaching concerns outline this sub-theme.

Maintaining an openness to bolstering other teachers without coercing them saw emphasis from study participants. In her interview, Isabella expressed her strategy for providing insight to other teachers:

> My approach is just to listen and offer advice, or I'll come watch the ones who let me. I'll say "Hey, I would love to give some feedback. Just let me observe 15 minutes of your class." You can see so much in 15 minutes, especially if it's the first 15 minutes or the last 15 minutes of someone's class.

Stephen emphasized helping those teachers who request assistance, “For the most part, I allow adults to be adults and ask for help if they need it, but I don’t force my help on them.” Teachers in the study providing a welcoming disposition that invites questions and patiently coming alongside teachers who seek improvement summed up the practical teacher support sub-theme.

Empathic Teacher Support

Teaching can be emotionally challenging as well as technically complex. Teachers in the study showed an openness to providing succor through the difficult days of the school year. Described by the codes: actively seek to encourage others, be empathetic to teacher needs, encourage other teachers to persist, just listening, providing emotional support, and send encouragement, this sub-theme had 41 related participant comments. Both active reassurance and availability to provide comfort through the struggles of teaching make up empathic teacher support.

Emotionally healthy teachers in this study indicated a willingness to listen and be there for teachers in emotional distress. In her focus group, Alina explained her approach: “I think trying to be empathetic when teachers have problems or issues. You know a lot of times, that’s like adult problems.” Mila realized in her interview that sometimes teachers just want to talk and have someone acknowledge their troubles, “Just listen and encourage. I don’t think suggestions are going to be heard right now. They are having a bad day, so we’ll just support them in that.” Recognizing that all teachers have difficult classes and days sometimes, desiring to support teachers through their upsetting circumstances marked those in this study.

Outlier Data and Findings

Two unexpected findings came to light during this study. This study asked positive veteran teachers about their resilience and contributions to their school community. Outliers

are data that do not fit the themes and results during a study's research and analysis phase (Creswell & Poth, 2018). The first unanticipated finding was that positive veteran teachers can continue to struggle with their resilience. Second, positive veteran teachers might give up teaching under the right circumstances. These unforeseen results are explored below.

Positive Veteran Teachers Can Continue to Struggle with Their Resilience

Three study participants expressed current or recent doubts about their resilience and desire to continue teaching in their interviews and focus groups. In each case, this had to do with unpleasant encounters with administrators or how administrators rolled out significant changes within the school. All these participants qualified as positive teachers for this study. Bryan voiced his struggle to remain resilient and positive in these situations:

> I feel that in that way I lost some of my sounding boards from before. I'm totally going to just be honest that this is a struggle. This last year was one of my hardest, deepest struggle years, and it wasn't because of kids. I had some okay classes. They weren't wonderful, but they were okay. But I got down in that in that cynical, dispassionate, like, "Right now, I'm not changing very much in my classes, and I don't really have that much time because I go home to [my kids]." So, this is a struggle, I can't say that I'm on the positive side all the time. So how do I deal with that? I need to learn, "Alright, I got to some scary places last year and I was full of cynicism." So, this year's a little better, I don't know why. I don't know what I'm doing differently. Here I'm just admitting what is not working.

David expressed in his interview that the cumulative stress of teaching and serving in distributed leadership during a major change at his school brought him close to leaving teaching:

> I think burnout is real. I think you could get to a point where if you didn't feel supported or you don't agree with the direction that the school or education as a

> whole is going and you're like, "This is not what I signed up for." I think it could. I could see it causing me to step back. I don't know if it threatened my commitment to teaching, but it may have caused me to stop teaching. So, one [struggle] that happened is when our school rolled out significant curriculum change and grading philosophy concurrently and it was my hardest year as a teacher and as a department chair. As we navigated the changes and the impacts of the change that it had on students and staff, I had staff that were about to quit because of that. It was challenging and being the intermediary between those and there was outcry from the community and parents as you tried to move towards things that were good and positive, but the getting there was challenging. Looking at it, can I quote and say it was "a year from heck"? It was grueling, and I told the principal at that time, "I'm not sure I can keep doing this."

The threat to resilience for these teachers came from outside the classroom and was not student-related. That positive veteran teachers may struggle with continuing teaching after their initial five years in the profession was an unsuspected finding from this study.

Positive Veteran Teachers Might Give up Teaching in the Right Circumstances

The second unforeseen finding that came from this research was that teachers would leave the teaching profession if they found a more desirable situation. Twelve of the 15 study participants said they would leave the school—but not teaching— if circumstances became too difficult. However, the other three participants in their interviews had a ready answer to why they would leave teaching that revolved around influencing students outside of the school structure. Jerome mentioned, "If I found an avenue outside of the institution of school that I still saw the effects of influence on students. If there was an opportunity that still had that component of being able to speak into kids' lives." Alina concurred, "Just being able to travel more. Maybe not necessarily leaving teaching, but just to have more freedom? Because with teaching, your schedule is so tied to the school year, and just to not be tied to the school

year." The structured nature of school as it currently exists led these three participants to think about ways to continue impacting students beyond its borders.

Research Question Responses

This study is framed by a central research question and two related sub-questions. Positive veteran teachers provided data in the form of journal prompts, individual interviews, and focus groups that contained questions based on these research queries. The questions and their answers from the study data and its analysis follow. Connections of the themes to the research questions are established, and participants' voices come through in response to the research questions.

Central Research Question

What are the contributions in the lived experiences of positive veteran teachers to their school communities due to their resilience? Resilient teachers remain in the teaching profession, allowing a consistent presence that allows them to encourage all aspects of the school community with their experience. They understand students and can both challenge and support them while making them feel comfortable in the classroom and connecting them to the content's relevance. Study participants specifically mentioned this in the themes of communication, community, growth mindset, intrinsic motivation, and support. Jerome clarified how a resilient teacher interacting with students as people first affects students, "I'm doing my job well, taking true care of students and their well-being. Not being afraid to step outside the teacher role a bit and just care for them as a human. Those are the times where students respond." Teachers who endure can support and share their experience with other teachers and school administrators while speaking into necessary but challenging situations developed through the themes of communication, community, growth mindset, healthy boundaries, and support. Sophia elaborated, "So I think that resilience is a really fundamental piece and me being a healthy teacher is what lets me be positive and what lets me speak into

my school community." Teachers in the study who have overcome difficulties and remained positive and committed influenced all areas of their school community.

Sub-Question One

What are the ways positive veteran teachers develop resilience by increasing their intrinsic motivation? Teachers can continue at the same or higher level after challenges when they clearly know why they teach and enjoy it. Seeing the whole picture allows them to move past temporary difficulties and continue their love of teaching. Grace expressed this:

> I think enjoying teaching has become a bedrock for me. This is a job that I like doing. I'm motivated by students, by student growth, by the mission and vision of the school, and what we're here to do in playing this role in a student's journey through life and through their academic journey and education.

Encapsulated by the themes of growth mindset, healthy boundaries, and intrinsic motivation, teachers in the study expressed they weathered the storms of the teaching profession when they had a clear vision why they teach and operated out of their personal satisfaction.

Sub-Question Two

What are the specific ways that positive veteran teachers increase the autonomy, competence, and connection of those in their school communities? Positive veteran teachers impact students, teachers, and their greater school community in autonomy, competence, and connection. They increase student autonomy by aiding students in understanding what and why they are learning, as shown through the themes of communication, growth mindset, and intrinsic motivation. Student and teacher competence grows when positive veteran teachers support them as people through both practical and emotional methods demonstrated in the support theme. All aspects of the school community increase in connection when positive veteran teachers intentionally develop community in the classroom and connect students, teachers, parents, administrators, and the larger community by facilitating an environment

and being willing to step into larger issues exemplified in the community theme. Kristin fleshed this out when she explained:

> A lot of the classes focus on being a critical thinker or quality producer. I think community participant is a big one that I talk about in our class because we really get to practice it. So, I think that is the main way of connecting the students. Then asking, "How does that look out in the world?"

Strategic input by positive veteran teachers increases the autonomy, competence, and connection in all aspects of their school community according to study participants.

Summary

The themes emerging from the ways the positive veteran teachers in this study remain resilient and contribute to their school community were found in Chapter Four. Positive veteran teachers develop resilience that carries them through difficult situations in the teaching profession. They contribute through the themes described as they remain in their schools and carry their experience and positive attitude to students, fellow educators, and the larger school community. These teachers communicate learning expectations, give meaningful feedback, and contribute to greater school unity. They also build community in the classroom and the whole school while strengthening their resilience through positive community interactions. Positive veteran teachers engage in a growth mindset through personal reflection, creating a challenging learning environment that fosters student reflection and a growth mindset for the entire school. Developing healthy boundaries in separating their identity from teaching, maintaining a life outside of teaching, and taking appropriate responsibility for their teaching role allows positive, experienced teachers to continue in the profession. Clearly identifying personal reasons for teaching and reviewing them regularly aids teachers in the study in connecting students to develop intrinsic motivation. Finally, positive veteran teachers practically and emotionally support students and teachers. While it

also emerged that some of the teachers in this study continue to struggle with resilience and would leave teaching under the right circumstances, all the participants still teach and contribute to their respective school communities. A conclusion for this study, including an interpretation and implications of the findings presented, follows in Chapter Five.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this hermeneutical phenomenological study is to examine the resilience and contribution of positive veteran teachers with at least five years of experience. This chapter begins with presenting of the six themes described in Chapter Four and interpretations of the importance of the data from the study. The study's implications occur next beginning with specific implications for policy and practice. Examination of the empirical and theoretical implications follow those of policy and practice. Specific limitations and delimitations of the study continue the chapter. Recommendations for future research based on this study round out the chapter.

Discussion

Explanation of the findings and their implications predominate the discussion section, followed by limitations and delimitations of the study and recommendations for future research. . The interpretations suggest a myriad of implications for policy and practice. The findings of the study are examined considering their empirical and theoretical basis. Unexpected and expected similarities of study participants are then developed. The final aspect of the discussion section examines how this study could be replicated under different conditions or other studies that could be undertaken based on results from this study.

Summary of Thematic Findings

From the data of this study, six themes emerged regarding the resilience and contribution of positive veteran teachers. Communicating learning expectations, providing meaningful feedback, and contributing to greater school unity through a willingness to communicate represent the three sub-themes comprising the theme of communication. Community was the most quoted theme by participants and was divided into classroom community, resilience through community, and whole school community. Positive veteran

teachers engage in and propagate a growth mindset through personal reflection, creating a challenging learning environment that also encourages student reflection, and contributes to a growth mindset for their entire school. Student participants described how they maintain their identity outside of the teaching role, establish a life outside of school, and take appropriate responsibility as teachers to develop and keep healthy boundaries. Becoming teachers who stay in the profession for their own reasons, intrinsic motivation is the basis of resilience that is regularly refreshed when teachers keep their why clear and pass their reasons onto students by connecting course content and rationale with students' reasons for learning. Support was the final theme developed to support students through their learning challenges and styles and give teachers practical and emotional reinforcement. Several interpretations and implications developed from the above six themes and the study data.

Interpretation of Findings

Several key interpretations of the data created a clear picture of positive veteran teachers' resilience and contributions to their school communities. Positive veteran teachers are subject to the same difficulties as all teachers but chiefly relied on their reasons for teaching to remain motivated. A love of students and a desire to see them grow and learn were the focal point for why these teachers remain in the profession. Therefore, positive veteran teachers know and connect their students to their learning while prioritizing creating a learning environment. Also by bringing their school community together, positive veteran teachers brought willing teachers with them as they grew in their profession.

Positive Veteran Teachers Encounter the Same Stressors

Positive veteran teachers develop resilience in the face of stressors that are common to all teachers. Study participants all cited difficulties with administration, negative teachers who refuse to grow, student needs and behavior, difficult parent and community interactions, lack of preparation, and complex job responsibilities as sources of stress. Such strains match

the ones teachers reported in the literature (Beymer et al., 2022; Boogren, 2021; DeMatthews et al., 2022; Ebersold et al., 2019; Gore & Rickards, 2021; Holloweck, 2019; Philibert et al., 2020). So, it is not that the sources of discomfort for positive veteran teachers are different, it is simply that they handle these tensions in ways that allow them to continue positively contributing to their school community.

Resilience Is Largely Intrinsic for Positive Veteran Teachers

While interactions with others influence positive veteran teachers' resilience, they do not seem to be the primary factor in developing and maintaining it. Teachers cited that their relationships in and out of the school setting helped encourage them and talk through difficult situations. However, negative interactions with stakeholders in the community threatened their resilience. Thus, a canceling effect of others' positive and negative effects on teachers' resilience seems to occur. More clearly mentioned and often cited were participants' reasons for teaching and the difference they made as a result. Every teacher in the study highlighted teaching for their own reasons and the importance of being educators for their school communities, especially in students' lives. Alice declared, "For me, it's the most rewarding thing I've ever done to be able to make a difference in children's lives." David corroborated, "I think it's a calling. I find what I do rewarding despite the challenges." Sophia followed up, "That purpose gives you hope and a firm foundation to stand on as you look forward." Identifying and maintaining clear reasons for teaching through reflection and not depending on students to meet their needs for validation indicates intrinsic motivation's valuable role in keeping positive veteran teachers resilient.

Students Are the Primary Reason Positive Veterans Teachers Teach

Students emerged as the primary reason positive veteran teachers remain in the profession. Garnering the largest number of codes and most extensive responses given by participants despite being the subject of one-third or less of the questions asked of

participants in journal prompts, interviews, and focus groups, students were clearly teachers' favorite subject to discuss (see Appendix L). Every educator in the study expressed a love for students and helping them learn and grow. They voiced their priorities in this direction, showing students came first over helping other teachers or interacting with administrators, parents, and other members of the school community. Hannah affirmed, "I come back every year because of the students, not because of my love for my subject." Kristin affirmed that serving students motivates her, "Making sure the students are unconditionally loved, valued, supported, seen, and growing; if you always get back to that, it keeps you going and helps you overcome [difficult] things." Bryan found this to be the case, "I keep coming back, and the reason I like to teach is the students." Alina expanded, "Building the relationships with kids is just really fun. So, I think that's what keeps me going." The opportunity to serve students and be part of their lives is the primary motivator for positive veteran teachers to remain in the profession.

Positive Veteran Teachers Know and Connect to Their Students

More evidence that students represent positive veteran teachers' reason for teaching came from the effort they dedicate to understanding their students and using that knowledge to develop rapport and relevance with students. Study participants indicated they spend time in and outside of class getting to know their students and their interests. The insight that comes from teachers putting in effort allows them to help connect students to content by establishing relevance and connections to students' lived experiences and futures. Isabella cited "working to get to know each of the students" as a priority. Jerome tried to "meet the students where they're at." Phoebe advised, "Try to understand the context in which your students live and the struggles that they face." Mila noted, "We're always circling back to real-life application." Stephen found importance in "being able to connect students with the world around them." Sophia agreed, "It really just increases the intrinsic motivation when

[students] see a reason of why it's meaningful or relates to something that they've already experienced." Positive veteran teachers in the study put effort into building relationships and getting to know their students to better connect with them and connect them to their learning.

Positive Veteran Teachers Prioritize Creating a Learning Environment

Developing a classroom environment and structure that intentionally connected students and provided a relationally safe space where they feel comfortable and challenged to learn was an important practice for positive veteran teachers in this study. Deliberately spending time creating an inviting physical space that focused on teaching students how to engage with one another respectfully emerged from each teacher in the study as a vital piece in the learning process. Hannah noted that as she smiles and exhibits a friendly demeanor to students, "that hopefully helps them see me as a safe adult." Grace said she attempts to make her classroom "a safe place, a warm place, and inviting place." Isabella put in effort to "establish my classroom as a place of belonging." Teachers in the study indicated they put this above learning content in importance at the beginning of the school year. Alina said her philosophy is "Go slow to make these relationships, you'll be able to catch up no problem because you'll have that relationship. But if you don't build that relationship, the rest of your year will be terrible." As students felt ensconced in a safe environment, then teachers proceeded to direct them to greater learning challenges. This result ties directly in with teachers knowing students and their interests. Jerome indicated that a safe space "lowers [students'] guard and helps them be a little bit more vulnerable and take risks because you have to take risks in order to sing, emotional risks." Luke gave students opportunities to try again, resulting in "a lot of anxiety reduction for students." Karl arranged learning to help all students feel free to participate, "It's a smaller group, so it's safer, especially for the introverts." Taking time to build relationships and getting to know students while creating an inviting space for learning allowed these teachers to understand students' current level of

learning and appropriately direct them in ways that kept them interested and engaged in learning.

Positive Veteran Teachers Bring Willing Teachers Alongside

Constructive classroom practices created credibility for positive veteran teachers in the study to invite amenable peers into deeper growth and excellence. It is not that the positive veteran participants styled themselves as perfect educators; they simply displayed their wisdom and experience through a sincere desire to improve and do their best in their roles. This approach often gets noticed by others. As teachers see those they wish to emulate, it creates an opportunity for positive veteran teachers to speak into situations to share their purposes and practices. As David expressed, positive veteran teachers hope to "set an example to others through how I fulfill my role as a teacher." Isabella concurred:

> We want to share about what works for us in the hopes of changing other people's classrooms. I mean, that's always my hope. I love my classroom and I have room to grow, but I want to help the person next door to me love their classroom and enjoy it.

The willingness of fellow teachers to learn and improve was crucial to study participants' desire to assist them. Every teacher in the study said they "avoid negative teachers" whose attitude and effort discouraged others. Instead, educators in the study sought to bring a positive attitude and culture to those around them who are open to growth. Luke demonstrated this by saying, "If people know that I've got experience for different things, they reach out to me and usually I'm pretty responsive and receptive to helping out and doing it." Karl said he was willing "just to share how teaching matters. I care about it so much and I see its value through the highs and the lows." Phoebe expressed her desire to bring willing teachers along when she "sponsors new staff members, helping them get adjusted to the school culture and practices." Their deportment and experience established positive veteran teachers in the study as willing to share those traits with receptive teachers.

Positive Veteran Teachers Benefit Their Whole School Community

Positive veteran teachers in the study actively tried to connect and bring growth to their whole school community outside their role as classroom teachers. Every teacher in this study either served in a position of distributed leadership (such as content area leader or lead teacher), volunteered their time outside the classroom to bring together their school community, or did both. As they felt a sense of ownership and desire to connect students, parents, administrators, and the outside community, positive veteran teacher participants put extra effort into developing a vibrant school. Kristin was part of a "staff and student wellness team. We meet every other week or so and talk about what the needs are on campus for students, teachers, and school staff." Bryan talked about connecting in an international school community, "It's different living overseas. No one's near their family. So, you need to be family and community to others around here." Karl would "take groups to do community outreach." Positive veteran teachers go beyond their classroom responsibilities to benefit their school communities.

Implications for Policy or Practice

The themes and interpretations of this study bring potential implications for the policy and practice of other school communities. Legislators, ministers of education, and school district administrators may benefit from the policy implications. School administrators, positive veteran teachers, students, educators, parents, and community members may also derive potential gain in the following implications for practice. Connecting the findings of this study to other contexts could stimulate possible growth in other school communities.

Implications for Policy

Given the positive contributions that teachers in this study made to their school communities, it would behoove legislators, those in the ministry of education, and school district administrators to promote legislation and policies that would promote the retention of

positive veteran teachers. Not only will said laws and policies save schools money from the high costs of replacing these teachers, but they will also likely preserve a wealth of wisdom and experience that makes everyone around them better in their school communities (Beck et al., 2020; Guthery & Bailes, 2022; Newberry & Allsop, 2017; Wiggan et al., 2020). These inducements could take the form of pay incentives, more autonomy or voice in curriculum choices, and opportunities to have input into decisions regarding professional development. A commission to investigate valuable incentives that would induce positive veteran teachers to remain in their schools could also be formed. While there may be universal incentives that promote retention of said teachers, individual incentives at the district level may be more meaningful to the teachers who have invested in their schools.

Implications for Practice

Several practical implications emerged from the themes and interpretations in this study examining the resilience and contributions of positive veteran teachers. Administrators would do well to regularly identify positive veteran teachers and carefully balance the amount of responsibility they are asked to bear. Avoidance of overburdening experienced teachers who make an overall positive contribution to their school would likely encourage them to remain and continue making an impact. Those positive veteran teachers who take on distributed leadership roles, such as department chair, lead teacher, or mentor teacher, could possibly have other responsibilities outside the classroom reduced to compensate for their leadership assistance. Inviting positive veteran teachers to speak about the issues related to school health and growth would perhaps help them feel they have a voice and provide valuable feedback to administrators. For these reasons, school administrators will probably find a net positive benefit from identifying, retaining, and including positive veteran teachers if they manage their overall workload.

Teachers who fit the description of a positive veteran teacher should regularly

consider examining their reasons for teaching, ensuring the reasons are centered around students and their growth. As study participants found such reflection beneficial to their resilience, other positive veteran teachers may likewise find it valuable. They might also benefit by developing interests outside of school and healthy boundaries that will keep the pressures of teaching from consuming all their time and energy. Teachers in the study identified finding outlets for expressing themselves creatively and prioritizing their physical and mental health as essential practices. Other positive veteran teachers could receive similar benefits from making space in their lives for taking care of themselves.

Positive veteran teachers may also gain valuable perspectives and ideas from each other through regular communication and observation. Fellow positive experienced teachers can learn from one another. Teachers in the study expressed gratitude for the opportunity to reflect on their practices and hear from other teachers about theirs. Positive veteran teachers can likewise learn from one another and continue to grow and develop as educators through reflections on their practice.

Students may also benefit from the practices of positive veteran teachers. They might consider taking advantage of the inclusive classroom setting and opportunities to increase learning for their own reasons that experienced teachers with constructive attitudes provide. Students could note when they experience the support and challenging but inclusive atmosphere provided by positive veteran teachers. Taking advantage of such an environment will likely provide learning gains and an increase in learning for students' own reasons (Canales & Maldonado, 2018; Carmel & Badash, 2021).

Teachers wishing to grow as professionals could learn to recognize positive veteran teachers by the interpretations given and seek out individuals for formal or informal mentoring. The attitude and approach adopted by teachers in this study welcomed teachers who wish to grow. Whether in a particular area of teaching practice or simply learning

whatever possible, all teachers could benefit from seeking the experience of positive veteran teachers. Similarly, teachers seeking emotional support as they traverse the profession's difficulties may also find encouragement from positive veteran educators.

Parents and community members could seek to affirm positive veteran teachers as they encounter them through their students or other school events. Encouragement from parents and other members of the school would likely assist teachers in remaining positive and engaged and help overcome the negative voices they may encounter in their profession. Teachers in the study expressed that encouragement from the school community aided their resilience. Valuable encouragement from parents and community members may also accomplish similar gains for other positive veteran teachers.

Empirical and Theoretical Implications

This study was grounded in self-determination theory (SDT) and thoroughly examined the scholarly literature. The degree of agreement and discrepancy the findings of this study encountered with its theoretical and empirical basis were explored. Novel findings were likewise discussed. The validity of the method used for this study and its theoretical framework were surveyed. This study affirmed several results of the existing literature through its findings while contradicting others and presenting ways this study filled gaps in the literature.

Empirical Implications

This study attempted to narrow a gap in the literature surrounding the nature of resilience and contributions for positive veteran teachers. Comparing the themes of the study with established findings in the literature allowed opportunities to examine where previous research is corroborated, where differences occur, and the unique contributions the study made to existing research. By examining the study's findings on resilience and contribution of positive veteran teachers separately, a more detailed analysis of each aspect of the study's

connection with the existing literature occurred. This study supported, challenged, and distinctively added to the literature on positive veteran teachers.

Resilience. The definition of resilience that emerged from the positive veteran teachers in this study corresponds to that found in the literature. A consensus for study participants was that resilience was the recovery from failure or adverse situations born out of teachers' internal focus and flexible practices. Resilience, as defined in the literature, is the development of skills, support, knowledge, and practices that aid individuals in overcoming adverse circumstances and keep them from being overwhelmed (Fernandes et al., 2019; Harris, 2020; Ng et al., 2018; Smith & Firth, 2018). A comparison of the study participants' definition to that in the literature reinforced previous research, the only difference coming from the source of resilience.

In this study, resilience for positive veteran teachers hinged more on intrinsic motivation than external factors. This finding is a departure from the literature that claimed extrinsic elements were equal or more important in contributing to teacher resilience (Ainsworth & Oldfield, 2019; Collie & Perry, 2019; Fernandes et al., 2019; Shields & Mullen, 2020; Sullivan et al., 2019). This study centered around teachers with at least five years of experience who remained positive and engaged in their profession. The difference in experience and engagement could explain the difference between teachers in the study and the findings in the literature. Nevertheless, teachers in the study who maintained their internal motivation as a cornerstone to their resilience could indicate a general shift towards intrinsic motivation on the motivation continuum for positive veteran teachers (see Figure 1).

Positive veteran teachers in this study articulated that developing and maintaining healthy boundaries and consistent mental health practices were valuable factors in remaining resilient. This corroborates the literature expressing that teachers who focused on appropriate emotional regulation and taking care of themselves separated difficult school situations from

their role in the classroom (Admiraal et al., 2019; Ainsworth & Oldfield, 2019; Beltman & Poulton, 2019; Carroll et al., 2022; Holloweck, 2019). The emphasis on viewing challenging circumstances apart from their value as teachers allowed study participants to process the emotions inherent in the situations and seek necessary care for themselves. The connection between self-care and resilience for positive veteran teachers connects to helpful results for schools.

The outcomes of resilience for positive veteran teachers in the study seem to echo the literature. Study participants indicated that as they were able to process their failures and difficulties in the profession, it allowed them to stay engaged and positively benefit their school community. This reflective tendency mirrors the literature that seeing difficulties not as problems, but as opportunities to grow, helped teachers deal with the unknowns and build experience that increased their ability to overcome such issues and enact positive outcomes (Drew & Sosnowski, 2019; Jefferson et al., 2022; Sullivan et al., 2019; Van der Want et al., 2018). This study connected teachers' resilience to positive growth and impact on the school community, similar to the literature.

Contribution. Student support, growth, and challenge were three outcomes that positive veteran teachers in the study brought to their students. Through the development of a classroom atmosphere that helped students feel safe and taught them to communicate with one another positively, study participants were able to encourage participation and involvement. Similar findings came from the literature when students found that positive, quality teachers created an inviting classroom (Carmel & Badash, 2021; Endedijk et al., 2022; Leite et al., 2022; Mullen et al., 2021; Sullivan et al., 2019). A warm and comfortable environment created a place of trust where positive veteran teachers in the study knew how to increase the level of growth and challenge for their students gradually and appropriately. Creatively pushing students in their development was also identified as a practice of excellent

teachers in the research literature (Cohen-Azaria & Zamir, 2021; Ebersold et al., 2019; Seidel et al., 2021). Positive veteran teachers in the study agreed with previous studies that a classroom environment that aids students in belonging, rigor, and development benefits student learning outcomes.

Study participants indicated they willingly provided practical and emotional support to other teachers. While the literature emphasized that positive veteran teachers provide formal mentoring to beginning teachers and help bring improvement to all teachers, it did not emphasize the degree to which teachers in this study supported all teachers in a natural, comprehensive way (Boogren, 2021; Lofthouse, 2018; Luke & Gourd, 2018; Shields & Mullen, 2020). Though participants in the study demonstrated the willingness to support any teacher who asked for assistance, this happened most organically in content areas. Study participants' openness to supporting teachers emotionally was a characteristic not previously mentioned in the literature regarding positive veteran teachers.

While unstructured teacher support was a finding of this study, it should be noted that all the teachers in the study held either a distributed leadership role such as content area leader or lead teacher, volunteered to lead other extracurricular activities, or did both. The literature connected high participation in leadership to positive veteran teachers (Anthony et al., 2019; Sullivan et al., 2019; Xia & O'Shea, 2022). The leadership that study participants exhibited could have inspired teachers around them. However, their positive, welcoming demeanor should also be considered a factor. The literature connected distributed leadership as a bridge between teachers and the administration, helping to promote and influence the climate of the school while modeling expertise (Chiu, 2022; Vanblaere & Devos, 2018). Studies also noted that distributed leaders naturally stepped in to aid school improvement (Russo-Netzer & Shoshani, 2019; Verhoef et al., 2022). Study participants functioned in both these expected roles, as previously voiced in the literature. In addition, positive veteran

teachers in the study impacted the whole school community.

This study included positive veteran teachers who impacted their whole school. While this was an anticipated outcome through their support of school administrators, encouraging teacher growth, and benefitting student learning and growth, the literature did not record the way positive veteran teachers connected all the stakeholders of the school community through promoting communication, unity, and growth (Boogren, 2021; Carroll et al., 2022; Chiu, 2022; Drew & Sosnowski, 2019; Leite et al., 2022; Seidel et al., 2021; Shields & Mullen, 2020; Vanblaere & Devos, 2018). Study participants created extracurricular opportunities that brought together students, parents, teachers, and the community while incorporating positive communication even in difficult situations. The feeling of ownership and desire to see their schools improve in communication, growth, and unity was a unique empirical implication of positive veteran teachers in the study.

Method. This study incorporated three data collection techniques that created a complete picture of positive veteran teachers' resilience and contribution to their school communities. The study employed three journal prompts that addressed each sub-question in the study. While producing the smallest amount of data in the study, this technique allowed me to determine whether the questions for the individual interviews and focus groups were sufficient or required alteration. The data from the journal prompts were direct and focused and complemented the intended questions for the other two data collection methods. The individual interviews followed the journal prompts. The semi-structured nature of this data collection technique allowed me to follow up on participants' journal prompts and any statements that were unclear in the interviews. I also asked novel questions that clarified participants' experiences and views on the teaching profession. Focus groups rounded out the trio of data collection methods employed in this study. Consisting of three groups with three to seven participants each, the opportunity to collect data based on interaction between

positive veteran teachers clarified the previous data collected in the journal prompts and individual interviews. The nature and progression of the three data collection techniques used in this study produced both saturated and dense data that allowed me to address the purpose and research questions of the study. Future use of these three data collection techniques in the order described is recommended for a hermeneutical phenomenological study based on their value in this study.

Theoretical Implications

Self-determination theory (SDT) undergirded this study. The theory claims that motivation exists on a continuum from complete absence to fully intrinsic (Deci et al., 2017; Deci & Ryan, 1985; see Figure 1). People progress along the motivational continuum as their psychological needs of autonomy, competence, and relatedness are perceived to be met (Deci et al., 1991; Moran et al., 2012). Exploration of the degree to which SDT was an appropriate theoretical underpinning for this study and contributed to SDT follows.

This study examined the extent to which teachers' intrinsic motivation factored into the increase of their resilience. As predicted by SDT, when study participants' intrinsic motivation increased, it caused teachers to remain in the profession and operate for their own reasons (Deci et al., 2017; Ryan & Deci, 2020). Positive veteran teachers' resilience in the study was primarily affected by increasing their intrinsic motivation. As the study participants expressed, they developed and maintained their reasons for teaching apart from their teaching environment. The finding that positive veteran teachers' resilience was primarily affected by their intrinsic motivation strengthens the claims of SDT.

As teachers in the study primarily relied on internal motivators to buoy their resilience, they saw the value in connecting students to learning for the learners' own reasons (Archambault et al., 2020; Ebersold et al., 2019; Moè & Katz, 2020). Study participants expressed their desire and practices to help students understand the rationale and connection

of learning activities to students' lives and futures. An aspect of excellent teaching for positive veteran teachers in the study was to challenge students to examine the relevance of the content to their reasons for learning. The desire of internally motivated teachers in the study to increase students' intrinsic motivation was predicted by and further confirms SDT (Ryan & Deci, 2017, 2020).

SDT guided the focus of this study and properly predicted its findings for how the positive veteran teachers in the study sought to influence students' intrinsic motivation. Like teachers, students respond positively to meeting their psychological needs (Deci et al., 1991, 1996). When high school students discerned that their teachers encouraged autonomy, they displayed greater focus, tenacity, and time on task while experiencing reduced exam apprehension (Zee & Koomen, 2020). Meeting students' psychological needs resulted in higher intrinsic motivation and greater emotional connection to learning activities (Bureau et al., 2022; Jiang et al., 2019a; Mielke, 2019). Students achieve higher learning outcomes when appropriately nourished through challenge, opportunity, and engaging circumstances if driven by their desire to learn (Deci & Ryan, 1985; Liu et al., 2016). Students learn more creatively, at a deeper level, and encompass broader outcomes if they learn for personal reasons (Patall et al., 2018). The connection between teachers in the study purposefully attempting to meet students' needs of autonomy, competence, and relatedness as a means to increase internal motivation was examined for each psychological need.

According to SDT, teachers support students' autonomy in a class setting by incorporating student inclinations, giving choices, and considering students' interests and viewpoints (Deci et al., 1991; Jiang et al., 2019a). Study participants emphasized these autonomy-increasing practices made the most significant difference in students' desire to learn for their reasons and growth in a classroom setting. Every teacher in the study connected giving choices and students' experience and interests in the content and learning activities to developing

students' intrinsic motivation. The direct link between study participants' practices to intentionally increase student autonomy to influence learning for students' reasons adhered to previous findings and claims made by SDT.

SDT expresses that teachers support the psychological need for competence in students when students are given opportunities to show their knowledge, skills, and expertise (Deci & Ryan, 1985; Deci et al., 1991). Allowing students the space and possibility of successfully demonstrating learning outcomes is a prominent factor in encouraging student competence (Deci et al., 1996, 2017; Lee et al., 2020). The sub-themes of challenging learning environment, meaningful feedback, and student reflection connect the findings of this study to SDT. Positive veteran teachers in the study demonstrated how they met the psychological need for competence as articulated in SDT (Ryan & Deci, 2017, 2020).

A significant finding of this study emerged as positive veteran teachers explained the emphasis they placed on building community and teaching positive communication methods inside the classroom. Relatedness is a primary psychological need in SDT that people need to develop intrinsic motivation (Deci et al., 1991; Deci & Ryan, 1985). As teachers in the study created classroom environments where students healthily related to one another, this psychological need was fulfilled, leading to greater opportunities for students to learn for their own reasons. Every teacher in the study designated developing or building community and healthy communication as a valuable classroom practice. Positive veteran teachers participating in this study used practices that met the need for relatedness according to SDT (Deci et al., 2017; Endedijk et al., 2022; Leite et al., 2022; Ryan & Deci, 2017, 2020).

Limitations and Delimitations

Several limitations and delimitations provided restrictions to this study on the resilience and contribution of positive veteran teachers. To include as wide a variety of participants within the intended confines of the study as possible, participants were

purposefully sought from three school areas with varying experience, types of schools, and content areas. Participants were required to have at least five years' experience and qualify as positive teachers. Some unintended limitations came from the unequal geographic distribution of participants and all participants expressing a personal faith in God. Further details and the potential implications of these limitations and delimitations were explored in the following sections.

Limitations

Some limitations affected this study, including the geographic inequality of participant locations. Only four of the 15 participants in the study were located in North America. The original intent was to seek seven or eight participants from this area. However, several possible participants from North America could not participate due to time pressures or not qualifying as positive teachers according to their responses to the instrument used. Therefore, more of the participants who were available and ended up qualifying for the study taught in an international school setting. Further discussion on the implications of this inequity follows in the Recommendations for Future Research.

Another limitation that occurred in the study was that only teachers expressing faith in God participated in the study. While this limitation of only those articulating faith in God was not a requirement nor a sought-after result of the study, it happened to be the case. This meant that teachers who did not express faith were unrepresented in the study. This limitation of teachers' beliefs received consideration in the Recommendations for Future Research.

The final limitation of this study was that all participants received their post-secondary education in the United States. Again, this was not a qualification for the study. Participants trained as teachers in other parts of the world did not contribute to the study. This limits the participants' perspective but strengthens the findings for those seeking results based on educators trained in the United States. Further discussion of this limitation of teacher

education is found in the Recommendations for Future Research.

Delimitations

Several intended delimitations were planned for in this study examining the resilience and contributions of positive veteran teachers. All participants had to be current teachers with at least five years of experience who were identified as positive teachers by the inventory developed by Lowe et al. (2019b; see Appendix F). Within the delimitations listed above, teacher participants from elementary, middle, and high school from different content areas were sought (see Figures 5 and 7). However, special education teachers were excluded from the study as they generally work with a specific population of students and often do not have their own classrooms. Many of the questions from the journal prompts, interviews, and focus groups would not have applied to special education teachers. Teachers for the study were sought from both public and private schools in a variety of locations that used an English-language curriculum. In all, a well-rounded group of participants from every school level and discipline who qualified as positive veteran teachers strengthened the findings of this study through their diversity.

Recommendations for Future Research

The purpose of this study was to examine the resilience and contribution in the lived experiences of positive veteran teachers with more than five years of teaching experience. Several recommendations for future research emerged from this study. The first came from the length of experience required for teachers participating in the study. Other studies examining positive veteran teachers placed a delimitation of 20 years of experience (Gray et al., 2021; Jefferson et al., 2022; Lowe et al., 2019a, 2019b; Prout et al., 2019). Replicating this study with teacher participants having at least 20 years of experience could bring varied results.

Varying study participants' location is another recommendation to expand the

results of this study. Replicating this study in a singular country with a consistent school system will aid in determining the transferability of this study. Solely sampling teachers educated in the country chosen for study could help determine whether positive veteran teachers can be found in any location and if they vary in their resilience and contribution.

This study could also be replicated with teachers who do not express a specific faith in God or do not adhere to a monotheistic faith. Repeating the study conditions with an alternate population with different or without religious beliefs will expand the knowledge on the resilience and contribution of positive veteran teachers. Several participants in this study related they felt a sense of calling from God to be a teacher in their school. Determining the sources of intrinsic motivation for teachers without a faith background will further explain why educators desire to continue teaching.

This study could be repeated as a case study in a specific district or school setting. Understanding the resilience and contributions of a particular population of teachers would bring specific opportunities for growth and application within that setting. Not only would the teachers in the study benefit but there could be benefits for the entire school population. The case study methodology would allow detailed questions within the data collection techniques specific to the site.

During their focus groups, study participants wondered about the limits of resilience for positive veteran teachers. They envisioned a study examining the conditions under which those who qualified as positive veteran teachers left the profession or would consider leaving the profession. The same methodology could apply to this study, but the research questions would have a different focus. Ascertaining the conditions that would cause even positive veteran teachers to leave the profession could bring insights into the depth of resilience of this population.

Conclusion

The purpose of this hermeneutical phenomenological study was to examine the resilience and contribution of positive veteran teachers with more than five years of experience. Through the lens of self-determination theory, positive veteran teachers in the study articulated their experiences building the mechanisms they use to stay positive and continue contributing to their school communities in the face of challenging circumstances. The data provided by study participants was coded and grouped into six themes: communication, community, growth mindset, healthy boundaries, intrinsic motivation, and support. Relayed through journal prompts, individual interviews, and focus groups, 15 teacher participants from elementary, middle, and high school from 12 different content areas attributed their resilience largely to their internal motivation to support and provide learning environments that connect and challenge students. Positive veteran teachers' main contribution in the study was to students but also extended to the practical and emotional support of willing teachers and positive communication and growth for the entire school community. Administrators could benefit from seeking the input and support of positive veteran teachers in their school community for positions of distributed leadership while being careful not to overburden them. Teachers aiming to remain in their profession and continue growing might consider seeking out positive veteran teachers for formal or informal support. Positive veteran teachers in this study provided excellent practices that created positive student outcomes and benefited their school communities at each level, connecting students, teachers, administrators, parents, and community members. While further research should be conducted, it seems clear that positive veteran teachers are integral to the healthy functioning of school communities.

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Appendix A: IRB Approval

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

August 14, 2023

Eric Gibson
Mary Strickland

Re: IRB Exemption - IRB-FY22-23-766 The Resilience and Contribution in the Lived Experiences of Positive Veteran Teachers: A Phenomenological Study

Dear Eric Gibson, Mary Strickland,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

For a PDF of your exemption letter, click on your study number in the My Studies card on your Cayuse dashboard. Next, click the Submissions bar beside the Study Details bar on the Study details page. Finally, click Initial under Submission Type and choose the Letters tab toward the bottom of the Submission Details page. Your information sheet and final versions of your study documents can also be found on the same page under the Attachments tab.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, PhD, CIP
Administrative Chair
Research Ethics Office

Appendix B: Email Recruitment Script

Dear [Recipient]:

I am a doctoral student in the School of Education at Liberty University. I am conducting research for my dissertation. The purpose of my research is to determine how experienced teachers develop resilience in their profession and the positive contributions they make to their school community.

Participants must be licensed teachers currently teaching in a school setting with at least five years of experience in the profession. Participants, if willing, will be asked to complete three journal prompts (taking approximately 5-10 minutes each), participate in an interview (lasting approximately 1.5-2 hours) and be part of a focus group with other teachers (lasting about 1.5 hours). You will also be asked to read over the transcripts from the interview and focus groups to ensure accuracy and to comment on the initial findings from these activities (about 20 minutes). Names and other identifying information will be requested as part of this study, but the information will remain confidential.

If you are willing to participate, please fill out the inventory to determine if you are a candidate for the study. You will receive follow-up communication after this is completed. Feel free to respond to this email with questions or clarifications.

I appreciate your consideration in helping with this important research,

Eric Gibson
Doctoral Candidate
Liberty University

Appendix C: Social Media Recruitment Script

My Fellow Educators! I have made it to my doctoral dissertation! You have important experience that would be valuable to my study. The purpose of my research is to determine how experienced teachers develop resilience in their profession and the positive contributions they make to their school community.

Participants must be licensed teachers currently teaching in a school setting with at least five years of experience in the profession. Participants, if willing, will be asked to complete three journal prompts (taking approximately 5-10 minutes each), participate in an interview (lasting approximately 1.5-2 hours) and be part of a focus group with other teachers (lasting about 1.5 hours). You will also be asked to read over the transcripts from the interview and focus groups to ensure accuracy and to comment on the initial findings from these activities (about 20 minutes). Names and other identifying information will be requested as part of this study, but the information will remain confidential.

If you are willing to participate, please fill out the inventory to determine if you are a candidate for the study. You will receive follow-up communication after this is completed. Feel free to DM me with questions or clarifications.

Peace.

Appendix D: Participant Information Sheet

Title of the Project: The Resilience and Contribution in the Lived Experiences of Positive Veteran Teachers: A Phenomenological Study
Principal Investigator: Eric Gibson, Doctoral Candidate, School of Education, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be a current teacher with at least five years of teaching experience who can communicate in fluent English. You must also meet the criteria of a positive teacher as determined by a 16-question inventory. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of the study is to determine how experienced teachers remain resilient in the face of the difficulties that come with the profession and how they contribute to their school communities.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:

1. Complete three journal prompts (5-10 minutes each).
2. Participate in a video conferenced one-on-one interview that will take approximately one hour and 15 minutes. This interview will be recorded to ensure the accuracy of its contents.
3. Read over a transcript of the interview and provide feedback on its accuracy and that of the initial findings to ensure the transcript represents what was said in the interview. This task will take approximately 15 minutes.
4. Participate in a focus group with several other participants in the study via video conference that will take approximately one and one-half hours.
5. Read over a transcript of the focus group and provide feedback on its accuracy and that of the initial findings to ensure the transcript represents what was said in the focus group. This task will take approximately 15 minutes.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study. The benefits participants may receive include personal enrichment from analyzing your teaching practice and hearing from other experienced teachers about theirs.

Benefits to society include a more complete understanding of how teachers can overcome the profession's difficulties to contribute to their school communities in a positive manner. Beginning teachers will benefit from this information as they navigate their stressful, early

years in the profession. Experienced teachers will benefit as they encounter practices that will enrich their teaching and interactions with their school communities. School leaders will benefit as they learn how to support beginning teachers and provide opportunities for experienced teachers to enrich the school culture and community. This study will also narrow the gap in the educational literature on this topic.

What risks might you experience from being in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life. The risks involved in this study include recalling difficult situations you have faced in your teaching career. You may encounter psychological or emotional stress as you recall these events. To reduce risk, I will only ask you to share what you are comfortable sharing, discontinue the interview if necessary, and provide referral information for counseling services.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a participant. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be kept confidential by replacing names with pseudonyms.
- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Confidentiality cannot be guaranteed in focus group settings. While discouraged, other members of the focus group may share what was discussed with persons outside of the group.
- Data will be stored on a password-locked computer with biometric access or in a password-protected account on the cloud. After three years, all electronic records will be deleted.
- Recordings will be stored on a password-locked computer with biometric access or in a password-protected account on the cloud until participants have reviewed and confirmed the accuracy of the transcripts and then deleted. The researcher and his doctoral committee members will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or Eric Gibson. If you decide to participate, you are free not to answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address included in the next paragraph. Should you choose to withdraw, data collected from you apart from focus group data will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Eric Gibson. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him. You may also contact the researcher's faculty sponsor, Mary Strickland.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Appendix E: GDPR Personal Data Transfer Agreement

This is a data transfer agreement between you, the research participant, hereinafter "data exporter" and Eric Gibson hereinafter "data importer" each a "party"; together "the parties."

Definitions

For the purposes of the clauses:

a. "personal data", "special categories of data/sensitive data", "process/processing", "controller", "processor", "data subject" and "supervisory authority/authority" shall have the same meaning as in the General Data Protection Regulation 2016/679 ("GDPR");
b. "the data exporter" shall mean the controller who transfers the personal data;
c. "the data importer" shall mean the controller who agrees to receive from the data exporter personal data for further processing in accordance with the terms of these clauses and who is not subject to a third country's system ensuring adequate protection;
d. "clauses" shall mean these contractual clauses, which are a free-standing document that does not incorporate commercial business terms established by the parties under separate commercial arrangements.

The details of the transfer (as well as the personal data covered) are specified in Annex B, which forms an integral part of the clauses.

Obligations of the Data Exporter

The data exporter warrants and agrees that:

a. The personal data has been collected, processed and transferred in accordance with the laws applicable to the data exporter.
b. It has used reasonable efforts to determine that the data importer is able to satisfy its legal obligations under these clauses.
c. It will provide the data importer, when so requested, with copies of relevant data protection laws or references to them (where relevant, and not including legal advice) of the country in which the data exporter is established.
d. It will respond to enquiries from data subjects and the authority concerning processing of the personal data by the data importer. Responses will be made within a reasonable time.
e. It will make available, upon request, a copy of the clauses to data subjects who are third party beneficiaries under clause III, unless the clauses contain confidential information, in which case it may remove such information. Where information is removed, the data exporter shall inform data subjects in writing of the reason for removal and of their right to draw the removal to the attention of the authority. However, the data exporter shall abide by a decision of the appropriate supervisory authority regarding access to the full text of the clauses by data subjects, as long as data subjects have agreed to respect the confidentiality of the confidential information removed. The data exporter shall also provide a copy of the clauses to the authority where required.

Obligations of the Data Importer

The data importer warrants and agrees that:

a. It will have in place appropriate technical and organizational measures to protect the personal data against accidental or unlawful destruction or accidental loss, alteration, unauthorized disclosure or access, and which provide a level of security appropriate to the risk represented by the processing and the nature of the data to be protected.
b. It will have in place procedures so that any third party it authorizes to have access to the personal data, including processors, will respect and maintain the confidentiality and security of the personal data. Any person acting under the authority of the data importer, including a data processor, shall be obligated to process the personal data only on instructions from the data importer. This provision does not apply to persons authorized or required by law or regulation to have access to the personal data.
c. It has no reason to believe, at the time of entering into these clauses, the existence of any local laws that would have a substantial adverse effect on the guarantees provided for under these clauses, and it will inform the data exporter (which will pass such notification on to the authority where required) if it becomes aware of any such laws.
d. It will process the personal data for purposes described in Annex B and has the legal authority to give the warranties and fulfill the undertakings set out in these clauses.
e. It will identify to the data exporter a contact point within its organization authorized to respond to enquiries concerning processing of the personal data and will cooperate in good faith with the data exporter, the data subject and the authority concerning all such enquiries within a reasonable time. In case of legal dissolution of the data exporter, or if the parties have so agreed, the data importer will assume responsibility for compliance with the provisions of clause I(e).
f. At the request of the data exporter, it will provide the data exporter with evidence of financial resources sufficient to fulfill its responsibilities under clause III (which may include insurance coverage).
g. Upon reasonable request of the data exporter, it will submit its data processing facilities, data files and documentation needed for processing to reviewing, auditing and/or certifying by the data exporter (or any independent or impartial inspection agents or auditors, selected by the data exporter and not reasonably objected to by the data importer) to ascertain compliance with the warranties and undertakings in these clauses, with reasonable notice and during regular business hours. The request will be subject to any necessary consent or approval from a regulatory or supervisory authority within the country of the data importer, which consent or approval the data importer will attempt to obtain in a timely fashion.
h. It will process the personal data in accordance with the data processing principles set forth in Annex A
i. It will not disclose or transfer the personal data to a third-party data controller located outside the European Union unless it notifies the data exporter about the transfer and
    i. the third-party data controller processes the personal data in accordance with a Commission decision finding that a third country provides adequate protection, or
    ii. the third-party data controller becomes a signatory to these clauses or another data transfer agreement approved by a competent authority in the EU, or
    iii. data subjects have been given the opportunity to object, after having been informed of the purposes of the transfer, the categories of recipients and the fact that the countries to which data is exported may have different data protection standards, or
    iv. with regard to onward transfers of sensitive data, data subjects have given their unambiguous consent to the onward transfer

Liability and Third-Party Rights

a. Data exporter shall be liable for damages caused by data exporter as a result of its breach of these clauses. Data importer shall be liable for damages caused by data importer as a result of its breach of these clauses. Liability as between the parties is limited to actual damage suffered. Punitive damages (i.e., damages intended to punish a party for its outrageous conduct) are specifically excluded. Each party shall be liable to data subjects for damages it causes by any breach of third-party rights under these clauses. This does not affect the liability of the data exporter under its data protection law.
b. The parties agree that a data subject shall have the right to enforce as a third-party beneficiary this clause and clauses I(b), I(d), I(e), II(a), II(c), II(d), II(e), II(h), II(i), III(a), V, VI(d) and VII against the data importer or the data exporter, for their respective breach of their contractual obligations, with regard to his personal data. In cases involving allegations of breach by the data importer, the data subject must first request the data exporter to take appropriate action to enforce his rights against the data importer; if the data exporter does not take such action within a reasonable period (which under normal circumstances would be one month), the data subject may then enforce his rights against the data importer directly. A data subject is entitled to proceed directly against a data exporter that has failed to use reasonable efforts to determine that the data importer is able to satisfy its legal obligations under these clauses (the data exporter shall have the burden to prove that it took reasonable efforts).

Law Applicable to the Clauses

These clauses shall be governed by the law of the country in which the data exporter is established, with the exception of the laws and regulations relating to processing of the personal data by the data importer under clause II(h).

Resolution of Disputes with Data Subjects or the Authority

a. In the event of a dispute or claim brought by a data subject or the authority concerning the processing of the personal data against either or both of the parties, the parties will inform each other about any such disputes or claims and will cooperate with a view to settling them amicably in a timely fashion.
b. The parties agree to respond to any generally available non-binding mediation procedure initiated by a data subject or by the authority. If they do participate in the proceedings, the parties may elect to do so remotely (such as by telephone or other electronic means). The parties also agree to consider participating in any other mediation or dispute resolution proceedings developed for data protection disputes, with the exclusion of arbitration.
c. Unless international law or treaty provides otherwise, each party shall abide by a decision of a competent court of the data exporter's country of establishment or of the authority which is final and against which no further appeal is possible.

Termination

a. In the event that the data importer is in breach of its obligations under this Agreement, then the data exporter may temporarily suspend the transfer of personal data to the data importer until the breach is repaired or the contract is terminated.
b. In the event that:

i. the transfer of personal data to the data importer has been temporarily suspended by the data exporter for longer than one month pursuant to paragraph (a);
ii. compliance by the data importer with these clauses would put it in breach of its legal or regulatory obligations in the country of import;
iii. the data importer is in substantial or persistent breach of any warranties or undertakings given by it under these clauses;
iv. a final decision against which no further appeal is possible of a competent court of the data exporter's country of establishment or of the authority rules that there has been a breach of the clauses by the data importer or the data exporter; or
v. a petition is presented for the administration or winding up of the data importer, whether in its personal or business capacity, which petition is not dismissed within the applicable period for such dismissal under applicable law; a winding up order is made; a receiver is appointed over any of its assets; a trustee in bankruptcy is appointed, if the data importer is an individual; a company voluntary arrangement is commenced by it; or any equivalent event in any jurisdiction occurs then the data exporter, without prejudice to any other rights it may have against the data importer, shall be entitled to terminate this Agreement, in which case the authority shall be informed where required. In cases covered by (i), (ii) or (iv) above, the data importer may also terminate this Agreement.

c. Either party may terminate this Agreement if (i) any Commission positive adequacy decision under the EUGDPR (or any superseding text) is issued in relation to the country (or a sector thereof) to which the data is transferred and processed by the data importer, or (ii) EUGDPR (or any superseding text) becomes directly applicable in such country.
d. The parties agree that the termination of these clauses at any time, in any circumstances and for whatever reason (except for termination under clause VI(c)) does not exempt them from the obligations and/or conditions under the clauses as regards the processing of the personal data transferred.

Variation of these Clauses

The parties may not modify these clauses except to update any information in Annex B, in which case they will inform the authority where required. This does not preclude the parties from adding additional commercial clauses where required.

Description of the Transfer

The details of the transfer and of the personal data are specified in Annex B. The parties agree that Annex B may contain confidential business information which they will not disclose to third parties, except as required by law or in response to a competent regulatory or government agency, or as required under clause I(e). The parties may execute additional annexes to cover additional transfers, which will be submitted to the authority where required. Annex B may, in the alternative, be drafted to cover multiple transfers.

Dated: _____

_____

Name:
Title: Study Participant

Name: Eric Gibson
Title: Researcher

ANNEX A: Data Processing Principles

1. Purpose limitation: Personal data may be processed and subsequently used or further communicated only for purposes described in Annex B or subsequently authorized by the data subject.
2. Data quality and proportionality: Personal data must be accurate and, where necessary, kept up to date. The personal data must be adequate, relevant and not excessive in relation to the purposes for which they are transferred and further processed.
3. Transparency: Data subjects must be provided with information necessary to ensure fair processing (such as information about the purposes of processing and about the transfer), unless such information has already been given by the data exporter.
4. Security and confidentiality: Technical and organizational security measures must be taken by the data controller that are appropriate to the risks, such as against accidental or unlawful destruction or accidental loss, alteration, unauthorized disclosure or access, presented by the processing. Any person acting under the authority of the data controller, including a processor, must not process the data except on instructions from the data controller.
5. Rights of access, rectification, deletion and objection: Data subjects must, whether directly or via a third party, be provided with the personal information about them that an organization holds, except for requests which are manifestly abusive, based on unreasonable intervals or their number or repetitive or systematic nature, or for which access need not be granted under the law of the country of the data exporter. Provided that the authority has given its prior approval, access need also not be granted when doing so would be likely to seriously harm the interests of the data importer or other organization dealing with the data importer and such interests are not overridden by the interests for fundamental rights and freedoms of the data subject. The sources of the personal data need not be identified when this is not possible by reasonable efforts, or where the rights of persons other than the individual would be violated. Data subjects must be able to have the personal information about them rectified, amended, or deleted where it is inaccurate or processed against these principles. If there are compelling grounds to doubt the legitimacy of the request, the organization may require further justifications before proceeding to rectification, amendment or deletion. Notification of any rectification, amendment or deletion to third parties to whom the data have been disclosed need not be made when this involves a disproportionate effort. A data subject must also be able to object to the processing of the personal data relating to him if there are compelling legitimate grounds relating to his particular situation. The burden of proof for any refusal rests on the data importer, and the data subject may always challenge a refusal before the authority.
6. Sensitive data: Sensitive Data is defined as data concerning a natural person revealing race, ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, sexual orientation and criminal conviction. The data importer shall take such additional measures (e.g. relating to security) as are necessary to protect sensitive data in accordance with its obligations under clause II.
7. Data used for marketing purposes: Where data is processed for the purposes of direct marketing, effective procedures should exist allowing the data subject at any time to “opt-out” from having his data used for such purposes.
8. Automated decisions: For purposes hereof “automated decision” shall mean a decision by the data exporter or the data importer which produces legal effects

concerning a data subject or significantly affects a data subject and which is based solely on automated processing of personal data intended to evaluate certain personal aspects relating to him, such as his performance at work, creditworthiness, reliability, conduct, etc. The data importer shall not make any automated decisions concerning data subjects, except when:

a. either
    i. such decisions are made by the data importer in entering into or performing a contract with the data subject, and
    ii. (the data subject is given an opportunity to discuss the results of a relevant automated decision with a representative of the parties making such decision or otherwise to make representations to that parties.
b. or where otherwise provided by the law of the data exporter.

ANNEX B: Description of the Transfer

1. **The personal data transferred concerning the following categories of data subjects:**

   The categories of personal data you are being asked to consent to the principal investigator's use are your name, address, email address, length and location(s) of teaching, grade level(s) and subjects taught, and educational background.

2. **The transfer is made for the following purposes:**

   Your personal data will be used for the purpose of research. Specifically, the research seeks to examine the resilience and contribution in the lived experiences of veteran teachers with more than five years of teaching experience.

3. **The personal data transferred may be disclosed only to the following recipients or categories of recipients:**

   Eric Gibson is the only person who will see this personal information.

4. **The personal data transferred concerns the following categories of sensitive data (e.g. race, ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, sexual orientation and criminal conviction):**
   No sensitive data will be collected.

5. **Contact information for data protection inquiries:**

   EU Institution or Individual: Eric Gibson

   If you have any questions or concerns regarding the way in which your personal data has been or is being used, please contact Eric Gibson or the study supervisor Mary Strickland.

Appendix F: Positive Veteran Teacher Inventory

1. It is important to me to incorporate change and innovation in my classroom and assessment practices

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

2. It is important to me to be a positive role model for other teachers

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

3. I feel unsettled by the expectation of regularly applying new ideas in my teaching

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

4. I feel a sense of personal satisfaction when actively engaged in my classroom

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

5. It is important to me to seek out new ideas

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

6. It is important to me to mentor young and beginning teachers

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

7. I seek out new ideas to incorporate directly into my teaching and assessment practices

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

8. I believe my past and current teaching achievements in my workplace are undervalued.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

9. I would be uncomfortable leading change and innovation to teaching practices within my school.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

10. I feel comfortable in myself as a respected professional.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

11. I actively seek out new professional development opportunities to improve my teaching.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

12. I feel unsettled by changes to the established teaching and assessment practices I use in my classroom.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

13. I feel I am a risk-taker in my teaching practice.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

14. I perceive myself to be a person of value in my school.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

15. I take leadership roles to support change and innovation in my school.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

16. I am comfortable at incorporating new teaching and assessment practices in my classroom.

Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

Note. Positive Veteran Teacher Inventory. Reprinted from Positive veteran teachers: Who are they, and where are they to be found? by Lowe, G., Gray, C., Prout, P., Jefferson, S., & Shaw, T. (2019). *Issues in Educational Research***,** *29*(3), 823–840.

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Appendix G: Permission to Use and Publish Positive Veteran Teacher Inventory

Gibson, Eric B

From: Christina GRAY
Sent: Monday, February 26, 2024 2:48 AM
To: Gibson, Eric B
Subject: RE: [External] RE: Positive Veteran Teachers Inventory

Thank you so much Eric – that is a wonderful article and we are so pleased to have helped you with your research. We are happy for you to use the instrument in your publication.

😊

Best regards,

Christina

Dr Christina Gray
Coordinator of Dance and Drama (Secondary),
School of Education,
Edith Cowan University,

From: Gibson, Eric B
Sent: Monday, February 26, 2024 5:02 AM
To: Christina GRAY
Subject: RE: [External] RE: Positive Veteran Teachers Inventory

EXTERNAL EMAIL - Be careful with links and attachments.

Greetings Dr. Gray,

Just over one year ago your research team granted me permission to use your positive teacher instrument in my study on the resilience and contribution of positive veteran teachers. I am please to say I have completed my study and attached a copy for you. With your permission I would like to include a copy of the instrument in the manuscript as an appendix (see Appendix F). Please let me know if I have your permission to include your instrument in my publication.

Appendix H: Biographical Information Questions List

1. What is your first name (Given name)?
2. What is your last name (Surname)?
3. Please indicate if you would like a copy of these research results.
    a. I would like a copy of the results of this research when they are published.
    b. I am not interested in a copy of the results of this research when they are published.
4. How many years have you taught in a formal educational setting?
5. On what continent do you currently teach?
    a. North America
    b. Europe
    c. Africa
    d. Asia
    e. Oceania
    f. South America
6. In what setting do you currently teach?
    a. Public School
    b. Private School with no religious affiliation
    c. Private School with religious affiliation
    d. Other:
7. At what level do you currently teach?
    a. Elementary
    b. Secondary – Middle School
    c. Secondary – High School
    d. Other:
8. Which subject area(s) do you currently teach?

a. Bible or Religious Education
b. Computer Education or Technology
c. English
d. English Language Learning or Bilingual Education
e. Mathematics
f. Performing Arts
g. Physical Education
h. Science
i. Social Studies
j. Special Education
k. Visual Arts
l. World Language
m. Other:

9. Please select your formal training level in education.
    a. Bachelor's degree in education
    b. Master's degree in education
    c. Ph.D. in education
    d. No formal degree in education
    e. Other:
10. Please select the regularity with which you receive ongoing professional development opportunities in your current teaching environment.
    a. Weekly or more often
    b. Every two weeks
    c. Monthly
    d. Annually

e. I currently do not receive professional development opportunities in my school.

f. Other: _____

Appendix I: Journal Prompt Questions

1. Please define the word “resilience” in your own words and explain the ways it relates to your experiences and practices as a teacher.
2. From your experience, describe the five most effective things you do as a teacher to promote learning and growth in your students.
3. Describe the positive contributions you make to your school community outside of your classroom, being certain to include the context and nature of those practices.

Appendix J: Individual Interview Questions

1. Please tell me why you decided to become a teacher.
2. Teaching is a challenging profession that has the possibility of profoundly affecting students and other members of the school community. What sticks out to you as the low points in your teaching career and of what are you most proud?
3. What difficult challenges have you encountered that threatened your commitment to teaching?
4. What allowed you to stand up to these difficulties and respond in life-giving ways?
5. What foundational elements in your life aid you in bouncing back from adverse circumstances in the teaching profession?
6. What motivates you to continue in the teaching profession?
7. What would cause you to leave the teaching profession other than retirement?
8. Based on your experiences, what advice would you give beginning teachers on navigating the first five years of teaching?
9. What have you done in the classroom that in your experience makes the largest difference in students' desire to learn for their own reasons and growth?
10. What have you done in the classroom that in your experience makes the largest difference in students' ability to express their capabilities in learning and growth?
11. What have you done in the classroom that in your experience makes the largest difference in students' ability to learn how to connect with other students and the world around them?
12. What kinds of people seek you out for your experience and what are the ways you respond to them?
13. Describe the ways you benefit your school community outside of the classroom.

14. What is your approach when you encounter teachers with less experience than you or who seem to struggle in some aspect of teaching?
15. Please explain the connection between your resilience as a teacher and the ways you use your experience and positive approach to teaching to make a difference in your school community?

Appendix K: Focus Group Questions

1. What are the ways you, as teachers, continue to make positive contributions to your school environment even when there are challenging circumstances?
2. What specifically do you, as teachers, do to recover from adverse situations?
3. What enables you, as teachers, to remain positive in the profession rather than develop a cynical, dispassionate approach?
4. What has been most effective from your experiences in increasing students' desire to learn for their own reasons and growth?
5. What have you found in your experience particularly helpful in increasing students' ability to show their proficiency in learning and maturity?
6. What has made the largest difference in your experience in your students' ability to learn to connect with other students and the world around them?
7. What are ways your experience and positive approach to teaching made a difference in your school community?
8. What advice from your experiences would you give to teachers entering the profession about overcoming the difficulties of teaching and making positive contributions?
9. This study examines experienced teachers' positive contributions due to their resilience. Is there anything else we should discuss or ask about?

Appendix L: Coding Process

Code	Sub-theme	Theme 1
Answer Content Questions	**Learning Expectations**	**Communication**
Clear Rubrics and Instructions		
Clearly Communicate Appropriate Learning Expectations		
Demonstration of Learning Objectives		
Effective Communication of Learning Objectives		
Answer Content Questions		
Balanced Helpful Feedback	**Meaningful Feedback**	
Encourage with Positive Feedback		
Give Students Tangible Feedback		
Helpful Student Feedback		
Quick Feedback		
Open Communication		
Be Voice of Reason	**Greater School Unity**	
Bridge Between School and Students/Teachers		
Develop Well-Documented Curriculum		
Differing Educational Philosophy		
Fit Into School Mission/Vision		
Healthy Conflict Management		
Help Parents Understanding Learning Approaches		
Help Students Specifically Thank Donors		
Help Students Thank Other Teachers		
Look at Meaning Not Wording		
Speak into Potential Difficulties		
Tackle Difficult Student Situations		
Unity Among School Staff		
Voluntarily Moderate Challenging Conversations		

Code	Sub-theme	Theme 2
Approachable	**Classroom Community**	**Community**
Authentic		
Avoid Speaking Negatively About Others		
Be Home to Students		
Build Appropriate Relationships with Students		
Build Empathy		
Build or Create Community		
Care for Students as People		
Care for Students' Wellness		
Communal Learning		
Connect During Meals or Tasks		
Connect Over Common Learning Interests		
Consistent Presence and Personality		
Create Positive Competition		
Creating Discussion Opportunities		
Development of Mutual Respect and Understanding		
Don't Insist on Respect		
Feel Comfortable		
Foster Safe Environment		
Greeting Students		
Humility		
Incorporate Humor and Fun		
Intentional Classroom Structure		
Knowledgeable and Trustworthy		
Maintain Positive Attitude with Students		
Maintain Positive Classroom Setting		
Play Music		
Positive Learning Environment		
Positive Student Interactions		
Provide Food and Fun		
Provide Positive Transitions		
Selective Student Grouping		
Separate Appropriate Humor from Derogation		
Teach How to Work Together		
Teach Positive Communication and Interaction		
Use Unique Abilities		
Administrative Support	**Resilience Through Community**	
Ask for Help		
Ask God's Help		
Avoid Negative Teachers		
Choose Mentor Similar Teaching Approach		
Encouraged by Other Teachers' Passion		
Family Encouragement		
Encouraged by Student Growth		
Grateful Accomplished Students		
Helpful Teachers		

Like-minded Dedicated Excellent Teachers	**Resilience Through Community**	**Community**
Not Take Feedback Personally		
Obtain Peer Support		
Parent Support		
Past Students Share Encouragement		
Positive Teacher Influence		
Process Difficulties with Others		
Read Student Encouragement During Challenges		
Receive Positive Encouragement		
Remember Humorous Comments or Situations		
Seek Accountability and Accurate Perspective		
Seek Experienced Teachers' Wisdom		
Seek Others' Support		
Seek Outside Perspective		
Seek Positive Teacher Models		
Student Encouragement		
Support of Others		
Support Through Common Experience		
Trust Administrators		
Understanding Administrators		
Voicing Struggles		
Build Colleague Relations and Good Will		
Care for School Staff Wellness	**Whole School Community**	
Care for Teachers' Wellness		
Collaborate with Other Teachers and Departments		
Collectively Working Together Towards Goal		
Connect Outside Class		
Connect Students to Outside Community		
Create Extracurricular Opportunities		
Develop Parent Relationships		
Facilitate Community Involvement		
Faith brings unity		
Give Others Benefit of Doubt		
Help Students Impact World		
Intentionally Serve Community Outside School		
Involved in School Musicals		
Lead Class Trips		
Lead Small Group		
Lead Worship		
Learn Staff Members' Names		
Maintain Community Support Connections		
Teach Sunday School		
Volunteer Extracurricularly		

Code	Sub-theme	Theme 3
Be Aware When Becoming Negative	**Personal Reflection**	**Growth Mindset**
Be Willing to Risk/Experiment		
Benefit from Reflection on Previous Experiences		
Build up Classroom Management		
Cannot Fix Everything Simultaneously		
Complete Your Own Assignments		
Determine Appropriate Age to Teach		
Develop Empathy for Students		
Develop Individual Teaching Style		
Don't Decide After First Year		
Don't Hold Onto Failures		
Engage in Professional Development		
Evaluative journaling		
Gain Perspective Before Acting		
Intentional Reflection		
Learning From Failure		
Personalize Curriculum and Materials		
Plan to Keep Revising		
Quality Planning and Teaching		
Realistic View		
Realize Beginning Teaching is Challenging		
Recognizing Struggles		
Refine Teaching Subject		
Remember Always Teaching Something		
See Challenges as Learning Experiences		
Seek Continual Improvement		
Separate Student Behavior from Lesson Evaluation		
Stay Organized		
Teaching Allows Perpetual Do-overs		
Teaching Will Get Easier		
Wide Variety of Teaching Experiences		
Believe Students Can Grow	**Challenging Learning Environment**	
Challenge Students to Deeper Understanding		
Consistent Structured Activities		
Deciding Students' Best Learning Interest		
Encourage Growth Through Struggle/ Challenge		
Expect Higher-Order Thinking		
Gradually Increase Challenge		
Growth Focus		
Guided Focus		
Help Students Mature		
Helping Students Grow		
Hold Students Accountable		

Maintain Professional Relationship with Students	**Challenging Learning Environment**	**Growth Mindset**
Practice Using Appropriate Academic Language		
Present and Practice Learning Strategies		
Present Clear Leadership in Classroom		
Problem-based Learning		
Provide Learning Opportunities		
Use Class Time Fully		
Use Technology to Increase Learning		
Encourage Student Reflection	**Student Reflection**	
Explain How to Use Feedback		
Goal Setting and Monitoring		
Record of Growth		
Regular Self-assessment		
Assist Other School Areas	**Entire School**	
Be an Example for Other Teachers		
Distributed Leadership		
Doing Administrative Work		
Leadership Assistance		
Leadership Responsibilities		
Partner with Administration		
Positive Part of School Advancement		
Positive School Community		
Positive School Representative		
Take Ownership for School Growth		

Code	Sub-theme	Theme 4
Accepting Situational Limitations	**Identity**	**Healthy Boundaries**
Allowed to Change Extracurricular Involvement		
Avoid Comparison to Other Teachers		
Emotional Release		
Give Yourself Grace		
Maintain Personal Identity Apart from Teaching		
Success Not Measure by Student Performance		
Applying Coping Mechanisms	**Outside Life**	
Balance Life and School Stress Levels		
Balancing Teaching with Family Needs		
Creative Outlet		
Developing coping mechanisms		
Enjoying Life Outside Teaching		
Healthy Work-Life Balance		
Need Creative Challenge		
Prioritize Mental and Physical Health		
Self-care		
Separate Negative Circumstances from Life		
Spend Time Outside Classroom		
Avoid Outside Responsibilities	**Appropriate Responsibility**	
Choose Which Situations to Engage in		
Develop Sustainable Grading Practices		
Focus on Personal Positive Attitude		
Focus on the Positive		
Freedom from Guilt over not Volunteering		
Generally optomistic		
Keep Clear Boundaries		
Limit Focus to Teaching Role		
Not Responsible for Others' Expectations		
Not Responsible for School's Decisions		
Prioritize Teaching Over Extracurricular		
Realize Worry is Unproductive		
Recognize Personal Capacity		
Schedule Time to Plan		
Seek the Positive		

Code	Sub-theme	Theme 5
Bounce Back	Basis of Resilience	Intrinsic Motivation
Change Perspective		
Constantly Hold Blessings Before You		
Continue After Struggles		
Desire to Teach Since Childhood		
Embracing Change		
Endure Struggles		
Experience Autonomy		
Faith in God		
Handle the Unexpected		
Keep Going		
Moving forward		
Overcome Difficulties		
Overcome Failure or Adversity		
Recover Calm		
Recover from Difficulty		
Recover Motivation		
Remain Flexible		
Resilience = Think Differently		
Return to course		
Success = Continuing		
Teachers Can Have Fun Teaching		
Thriving Despite Difficulties		
Choose to Value Teaching Contributions	Keep Your Why Clear	
Consistent Values Shape Impact & Interactions		
Feeling Comfortable in the Classroom		
Focus on Overall Objective of Education		
Focus on the Big Picture		
Keep Your Why Clear		
Love Learning		
Love Students		
Love Teaching		
Making Positive Impact		
Passion for Teaching Essential		
Persistent Focus		
Personal Satisfaction in Teaching		
Prioritize Ideas by Values		
Remember Students' Value		
Seeing Teaching as Primary Ministry		
Sense Value of Teaching		
Student Understanding Occurs		
Student-Focused		
Students Keep Teacher from Cynicism		
Students Not Source of Difficulties		
Students Reason for Teaching		
Students Take Focus from Unpleasantness		

Teaching Rejuvenates	**Keep Your Why Clear**	**Intrinsic Motivation**
Thoughtful Response		
Value Purpose		
Value Teaching over Administration		
Viewing Teaching as a Calling		
Affirm and Encourage Student Motivation	**Connecting Students**	
Allowing for Learning Beyond Assessments		
Celebrate Successes		
Connect Content to Future Relevance		
Connect Formative to Summative Assessment		
Connect Learning to Real Life		
Connect Prior Knowledge to Present		
Connect Student Choices to Consequences		
Connect Student Experiences to Content		
Cultivate Student Curiosity		
Develop Relevant Assessments		
Encourage Love of Learning		
Help Students Enjoy Learning		
Help Students See Content's Value		
Help Students Understand Rationale		
Implementing Student Suggestions		
Model Learning		
Move from External to Internal Motivation		
Offer Choice		
Peer Teaching		
Promote Student Connection/Sharing Learning		
Promote Student Work at School		
Provide Student Leadership Opportunities		
Publically Display Student Work		
Say "Yes" When Possible		
Show Love of Subject		
Student Connection and Excitement		
Student-led Learning Activities		
Students Take Ownership		
Transparency		
Understanding Students' Interests		
Value Student Extracurricular Interests		

Code	Sub-theme	Theme 6
Compliment Achievements	**Student Support**	**Support**
Consider Student Differences		
Continually Adjust to Engage Students		
Creatively Assess Learning		
Develop Mentors		
Enable Success in Learning		
Encourage Students' Hope for Future		
Extend Grace to Students		
Focus on Building Character		
Focus on Student Needs		
Follow-up with Struggling Students		
Grading Structure Flexibility		
Help Students Believe Learning Possible		
Help Students Outside Class		
Instill Student Confidence in Learning		
Learn All Students' Names		
Listen and Encourage Positive Response		
Lower Student Learning Anxiety		
Mentor Students		
Mentor Support		
Positive Student School Experience		
Positive Support System for Students		
Pray for Students and Situations		
Prepare Students for Difficult Situations		
Prioritize Student Needs over Curriculum		
Prioritize Students Over Curriculum Pace		
Prioritize Students over Subjects		
Prioritizing Individual Student Growth		
Providing Helpful Examples		
Realize Students are in Process		
Regularly Encourage Struggling Students		
Reteaching		
Revision Opportunities		
See Unseen Students		
Seek Students' Best		
Selectively Adapt Teaching Approaches		
Show Interest in Student's Lives		
Show Students They're Valued		
Spiritual Encouragement		
Student Mentoring		
Student Mentors		
Students' Needs are Most Important		
Support Gifted Students		
Teach All Students		
Teach at Developmentally Appropriate Level		
Teachers are There for Students		
Time to Practice		

Understand Student Motivation		**Support**
Understand Your Students		
Variety of Instructional Styles		
Appropriate Colleague Support	**Practical Teacher Support**	
Availability		
Classroom Management Assistance		
Create Teacher Sharing Opportunities		
Direct Toward Resources		
Ensure Healthy Curriculum Hand-over		
Follow-up with Struggling Teachers		
Grading Advice		
Help Develop Assessments		
Help Other Teachers Value Students		
Help Teachers Meet Student Needs		
Mentor Student Teacher		
Observe Other Teachers		
Provide Assistance if Asked		
Provide Technical Assistance		
Set Aside Time to Help Other Teachers		
Share Wisdom and Experience		
Sought Out for Experience		
Substitute for Other Teachers		
Teacher Development/Training		
Teacher Mentoring		
Actively Seek to Encourage Others	**Empathic Teacher Support**	
Be Empathetic to Teacher Needs		
Coached to Stop Teaching		
Encourage Other Teachers to Persist		
Encourage People in Tragedy		
Give Teachers Permission to Have Joy		
Just Listening		
Provide Teacher Treats During Grading		
Providing Emotional Support		
Send encouragement		
Survey for Teacher Morale		
Upgrade Teacher Facilities		