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English Department

Teacher Professional Resilience:
Building and Sustaining Teacher Support During the Pandemic
in Bosnia and Herzegovina and Abroad

Profesionalna otpornost nastavnika: Stvaranje i održavanje podrške
nastavnicima tokom pandemije u Bosni i Hercegovini i šire

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CONTENTS

ABSTACT

With and without the difficulties of teaching during the pandemic, Bosnian and Herzegovinian teachers face challenges on a daily basis. While being under the pressure to fill out many administrational needs of the B&H educational system, all the while teaching their students as well as they can - there is only little time left for them to take care of their own physical and socio-emotional needs and abilities. These needs and abilities are closely related to teachers' socio-emotional resilience which has started having some recognition in B&H context quite recently. The aim of this paper is to provide possible ways of coping with such situation for all teachers experiencing high levels of work-related stress or even burnout. Since the already used tools proved not to be efficient (according to the survey that was conducted in Bosnia and Herzegovina) the author presents different approach that supports teachers in their social and emotional wellbeing.

APSTRAKT – NA B/H/S JEZICIMA

Sa i bez poteškoća s kojima su se susreli tokom pandemije, nastavnici_ce širom Bosne i Hercegovine se nose s raznim izazovima na dvnevnoj bazi. Obzirom da se nalaze pod velikim pritiskom da ispunjavaju mnoge administrativne potrebe bosansko-herzegovačkog obrazovnog sistema dok uporedo rade sa učenicima_ama najbolje što znaju – veoma malo vremena im preostaje da se pozabave vlastitim fizičkim ili socio-emocionalnim potrebama i mogućnostima. Ove potrebe i mogućnosti su usko povezanje sa socio-emocionalnom otpornošću nastavnika_ca koja je počela dobijati pažnju tek nedavno u bosanskohercegovačkom kontekstu. Cilj ovog istraživanja je da ponudi moguće načine nošenja s ovakvom situacijom za sve nastavnike_ce koji doživljavaju visoke nivoe stresa uzrokovanim poslom ili čak izgaranjem. Budući da se već ponuđeni načini nošenja sa stresom nisu pokazali efikasnim (sudeći po istraživanju sprovedenom na nivou Bosne i Hercegovine) autorica predstavlja drugačiji pristup koji podržava učitelje_ice u njihovom socijalnom i emocionalnom zdravlju.

1. INTRODUCTION

Teaching English during the pandemic is a type of scenario which not only needs, but also demands support strategies for teachers' resilience. This paper is based on theory focused on methodologies for the strategic development of teacher resilience, in the domain of teacher resilience and teacher professional development.

Resilience – as Merriam Webster dictionary defines it, is an ability to recover from or adapt easily to change. In the classroom, and the teaching profession, this can be seen as the ability to cope with day-to-day stressors that may include too much workload, students with different backgrounds that need more attention or some other unplanned situations in the educational system, such as the pandemic. This skill gives teachers the opportunity to gain more patience when working with various students throughout the day.

Building teacher's resilience will be tested on pedagogical and methodological principles and theories. It will be investigated whether teachers had difficulties navigating the tremendous chance in the teaching style after the start of the 2020 pandemic. What will also be researched are the tools they had used in order to bridge the gap between the online and in-classroom teaching. Based on the gained data, there will be some recommendations from the previous experience, but also ways to explore other models of self-support and developing resilience in teachers. The term self-support represents a person's ability to, in cases when they find themselves under stress, manage those stress levels without the help of any other professional; or in some extreme situations, the ability to recognize when they cannot manage the stress on their own and seek professional assistance.

To improve the entire educational system, there is one particle that is the most important for the change - the teacher. All of it is conditioned by the way the society treats them every day; but also, the way they perceive themselves in and outside of the classroom. Teachers' background and upbringing will inevitably become a part of their classroom as soon as they step foot in it.

The topic is observed from the point of view of English language teaching methodology, part of the methodology within which one could discuss and research, and these are primarily contexts of professional development of foreign language teachers, teacher resilience, and support for teachers in crises.

This work tackles the concept of *teacher burnout*, what it means and how teachers eventually experience it. Burnout can happen to any teacher in any culture without the right tools at hand. Personal life can also influence the professional one and vice versa. A good example of personal life affecting the professional one regarding this topic is the lack of emotional support by the teacher's partner in stressful situations which can worsen the symptoms of burnout, whereas the social and emotional support by their significant others can benefit teachers under pressure (Burke, Greenglass, & Schwarzer 1996).

There are three important sides of being a teacher: how society views and treats them; what important characteristics of *good* teachers are, and what factors cause so many teachers to experience a phenomenon called *teacher burnout*. These topics are particularly important since all of these factors indirectly influence students.

As a continuation of the final undergraduate thesis on "Social and Emotional Resilience in Foreign Language Teachers - A Comparative Analysis", this paper wants not only to show the socio-emotional competencies of English teachers in the context of teaching during a pandemic, but also offer practical solutions for problems that will be determined by a preliminary survey of the mentioned target group. According to research to date, many English language teachers face stress in the workplace daily, without having strategies that can help them address this problem (Flaherty, 2020). Socio-emotional competencies of teachers are those that enable self-regulation and self-control of teachers in the classroom, which thus facilitates the work of teachers. The issues that this research will tackle are the professional resilience of teachers, socio-emotional competencies of English teachers in Bosnia and Herzegovina, their readiness to continue professional development, as well as adaptation to the new situation caused by the pandemic.

The research aims to obtain current data on the tools that teachers use to adapt to the new situation. The research will be based on surveying English teachers in the Bosnia and Herzegovina about socio-emotional competencies, but also their readiness to continue professional development and adapt to the new situation. Based on the results of the research, the author will present certain methods that can help improve teacher competencies, which relate to self-regulation and self-control.

The significance of this paper is manifold. Understanding teachers' socio-emotional competencies during a pandemic crisis, and identifying their professional needs in the

circumstances, will greatly contribute to more effective solutions, pedagogical tools, and methods that teachers can use to support the development of professional resilience.

To gain clearer understanding of this work, each chapter will be explained briefly. The entire thesis five chapters which will explain the multiple facets that lead to burnout, but also the ways to prevent it or manage it if it has already occurred.

The first chapter, *Social and Emotional Learning* mostly focuses on the sole definition of the term Socio-Emotional Competence. This chapter is divided into multiple subheading that tackle this topic from various angles. Firstly, it covers the very definition of the term in *Defining SEC* and then it moves on to connect this phenomenon with the *Teachers' Resilience*.

Moreover, in the subheading *Socio-Emotional Competence (SEC) in the Classroom* helps connect this SEC with the classroom setting and atmosphere. In *Implementing SEC to Maintain Quality Classroom Climate*, the author will present what it means to use SEC for teachers in their classrooms, but also the ways that can be used by teachers when it comes to implementing this kind of competence.

Next four subheadings are grouped up in a chapter called *Ways to Define Burnout* and they will explain the phenomenon that occurs for the most teachers who do not implement SEC – Burnout. In the first subheading, *Stress Leading to Burnout*, the readers will be presented with different kinds of stressors ie. any events, forces, or conditions that results in physical or emotional stress as APA Dictionary defines them. After the stressors are addressed, the following subheadings *Defining Ways to Cope with Burnout* and *Strengthening Emotional Resilience to Prevent Teacher Burnout and Improve SEC* show the theoretical as well as some practical ways of how higher emotional resilience can lessen the chances of experiencing burnout. The latter chapter will also draw many connections between improving SEC and burnout prevention.

Later on, the overall topic of the thesis narrows its focus on the effects of the 2020 pandemic on the teachers' resilience in the chapter *Teaching Atmosphere During the Pandemic and an Online Classroom*. It is divided into two subheadings: *Effects of the Pandemic on Teacher's Resilience* – the topic that has been researched in depth in countries outside of Bosnia and Herzegovina, and *Teacher's Resilience and SEC in Online Classes* will show resilience and SEC

affected the teachers' ability to quickly adapt to the new teaching approach, but also how the lack of these two competencies influenced the online teaching.

After the theoretical part of the thesis, the author will present *Research Methodology* that shows the situation of teachers during the pandemic in Bosnia and Herzegovina. The readers will be presented with the questionaire used, but also with teachers' answers in detail. In the *Research Results and Analysis* subheading, the author draws the connection between the research results and the theory that was presented in the beginning.

In Final Remarks and Recommendations, the author briefly summarizes the entire researching process and proposes ideas and areas that are still left unresearched, but also leaves the readers with a few recommendations on what to do in order to prevent the teacher burnout.

2. SOCIAL AND EMOTIONAL LEARNING

This segment of the master thesis will focus on the theoretical background of teachers' social and emotional resilience through defining it generally and then putting it in different contexts of both live and online classrooms. This chapter will focus on defining the term socio-emotional competence and connecting it to the teachers' resilience. Moreover, These two phenomenon will be put into the context of the classroom: how low or high SEC can affect the classroom climate, but will also delve into the aspect of how implementing SEC can help create a healthier and more quality classroom setting.

2.1. Defining SEC

Social and emotional competence is best defined by Collaborative for Academic, Social, and Emotional Learning (CASEL) as a combination of knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions ("What is SEL?", 2017). SEL stands for Social and Emotional Learning, a program developed by CASEL to teach children and adults social and emotional competence. Social and emotional competence is closely connected and based on the theory of Emotional Intelligence which is defined as:

> The capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to acutely perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth. (Mayer & Salovey, 1997).

Based on this theory, Mayer, Salovey, and Caruso made a test to evaluate emotional intelligence called MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) according to which those who had higher scores showed signs of improved interpersonal relationships, social competence, stress tolerance at work, and relationships with coworkers. Those whose scores were lower leaned toward higher alcohol and drug consumption, and deviant behavior. Those who went through the SEL programs are capable of managing all highly stressful situations without doubting their abilities and competencies. The ones without proper training will experience high levels of emotional stress which will inevitably affect their rapport with the students, classroom management, and the classroom climate which will then lead to teacher burnout.

2.2. Teachers' Resilience

The term "resilience" was first used by Holling (1973) to describe the ability of ecosystems to recover after a disaster. Since then, it has been used in various contexts, particularly in the social sciences, to describe the adaptive capacities of individuals (e.g, Bonanno, 2004; Campbell-Sills, Cohan, & Stein, 2006; White, Driver, & Warren, 2008), communities (e.g., Bonnano, Brewin, Kaniasty, & La Greca, 2010; Magis, 2010) and societies (e.g., Adger, 2000; Godschalk, 2003). In the recent literature, resilience is conceptualized as the successful, positive adaptation and/or recovery after a traumatic event (Luthar, Cicchetti, & Becker, 2000; Werner, 1995) and despite several benefits of an online environment there are some challenges - high risk or threatening conditions (Benard, 1991; Masten, Best, & Garmezy, 1990). Individuals able to cope with difficult life situations and successfully adapt to them are assumed to be able to avoid developing problematic behaviors in the future. Teachers' resilience has been described as a «quality that allows teachers to maintain their commitment at teaching» (Brunetti, 2006, p. 813), as «a series of specific strategies that teachers employ when they experience an adverse situation at school» (Castro, Kelly, & Shih, 2010, p. 263) and as «the teacher's ability to successfully overcome personal vulnerabilities and environmental stressors» (Oswald, Johnson, & Howard, 2003, p. 50).

Teachers' resilience refers to the extent to which teachers are capable to maintain positive attributes in face of a range of challenges, pressures, and demands associated with their work. Various protective and risk factors empower or disable teachers' resilient behavior. For studying resilience, different research methods and instruments have been used. Two of the most popular instruments (due to their satisfactory psychometric properties) are the Connor-Davidson Resilience Scale (CD-Risc, Connor & Davidson, 2003) and the Resilience Scale for Adults (RSA, Friborg, et al., 2005). The CD-Risc was designed by Connor and Davidson (2003) as a self-report scale to measure resilience and as a clinical instrument to evaluate the response of people who are in the treatment of anxiety, depression, or stress (Connor, Davidson, & Lee, 2003). The authors constructed the scale based on the idea that resilience is a personal quality that reflects the person's ability to cope with stress. The CD-Risc evaluates five dimensions of resilience: a) personal competence, high standards, and tenacity; b) trust in one's feelings, tolerance of negative affect, and strengthening effects of stress; c) positive acceptance of change and secure relationships; d) control, and e) spiritual influences.

The teachers may even become harsh and less involved after some time of unproductive trying (Jennings & Greenberg, 2009). But these reactions can only worsen the state of the rapport and influence the student to later develop a fear of school and problems with the authority. Teachers, especially the less-experienced ones, will feel threatened and without the proper management skills, they are more likely to succumb to abusing their authority to maintain discipline. While it may urge the students to be silent, it will surely not help them grow emotionally and intellectually and the learning process will be interrupted altogether ("Abuse of Power", 2014).

There are some initiatives in the United States which stand for including social and emotional learning programs into the curricula. Such programs are PATHS (Promoting Alternative Thinking Strategies) which are based on teaching students to regulate their emotions, meaning to learn how to calm down in stressful situations before trying to solve a problem; the other program is called CSC (Caring School Community, formerly the Child Development Project; Solomon, Watson, Delucchi, Schaps & Battistich, 1988) where the role-playing was introduced as a method of putting students in various emotional situations to promote empathy and prosocial behavior. These programs were tried out in a certain number of schools and students showed a good response to the activities and, as a long-term goal, they increasingly showed signs of better understanding and controlling of their emotions, empathic and prosocial behavior. Others who benefited from such programs are the teachers too because they did not feel as much pressure and stress as with the students who had no social and emotional training. (*Abuse of Power*, 2014).

2.3. Socio-Emotional Competence (SEC) in the Classroom

Once a teacher enters the classroom, they will face various emotional stimuli from the students. Being around twenty-five or so students on average per class where each of them demands a different treatment based on their personality, learning style, emotional state, etc. will greatly influence the teacher daily when it comes to carrying out daily tasks (Aguilar 2018). All of the students have different backgrounds and may show signs of irritability, anger, hypersensitivity, or depression, and how the teacher handles those symptoms will inevitably greatly influence the student and their future attitude towards education and authority in general (Aguilar 2018).

Once put in a situation such as this one, the teacher will be pressured to find certain strategies for handling and behaving around such students. The way of managing and the very ability to manage (or the lack of it) situations similar to this one will make or break the teacher. No one is simply born with the ability to handle everything that a life in the classroom brings and how one copes with it highly depends on one's social and emotional competence (SEC) (Walker, 2008). While teachers may have an enormous amount of knowledge regarding their subject and love their job, their SEC is a completely different set of competencies that will help them improve other components of their job which may not be theoretical, such as the student-teacher rapport and the classroom climate.

Classroom climate sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambiance, ecology, and milieu (Classroom Climate, n.d.) The impact of classroom climate on students and staff can be beneficial for, or a barrier to, learning Definitional Considerations Classroom climate is a perceived quality of the setting. It emerges in a somewhat fluid state from the complex transaction of any immediate environmental factors (e.g., physical, material, organizational, operational, and social variables). Both the climate of the classroom and the school reflect the influence of a school's culture, which is a stable quality emerging from underlying, institutionalized values and belief systems, norms, ideologies, rituals, and traditions. Key concepts related to understanding classroom climate include (a) social system organization, (b) social attitudes, (c) staff and student morale, (d) power, control, guidance, support, and evaluation structures, (e) curricular and instructional practices, (f) communicated expectations, (g) efficacy, (h) accountability demands, (i) cohesion, (j) competition, (k) the "Fit" between key

learner and classroom variables, (1) system maintenance, growth, and change, (m) orderliness, and (n) safety. (Adelman, H. S. & Taylor, L., 2016)

Lack of SEC can have a crucial effect on teachers' confidence (Walker, 2008) and their will to stay in the same profession. While in other professions, workers can simply leave a stressful situation when faced with those, teachers cannot leave the students unattended in the classroom and they are compelled to take some sort of action other than leaving. The choice of action is what depends on teachers' level of social and emotional competence. The ones with the low level will react poorly, which stands for the usage of loud voices and bad grades as a way of punishing misbehavior or as a way of motivating students (Burke, Greenglass, & Schwarzer 1996). Later, the characteristics of the teachers with a high level of social and emotional competence will be described. While the student-teacher rapport will, without a doubt, influence the particular student, it will affect one more part of the classroom and that is the class as a unit. Other students will see the behavior of the teacher toward the misbehaving student and with the teacher as the role model for the entire class, the students will imitate the teacher's behavior and treat the particular student in the same manner as the teacher does (Burke, Greenglass, & Schwarzer 1996).

2.4.   Implementing SEC to Maintain Quality Classroom Climate

Teacher self-improvement must be based on the constructivist approach to learning, developed by Dewey, Bruner, and especially Jean Piaget. Constructivism is, as M. Pešić (1989) says, an epistemological point of view, especially characteristic of Piaget's understanding of cognition and learning, according to which cognitive structures and basic categories of knowledge (object, space, time) are neither regulated nor a direct result of experience the product of active construction by the subject. Piaget says that development is a real constructive process, that it is a construction of structures and not a collective accumulation of knowledge. Following the constructivist theory, a teacher who wants to develop professionally should independently construct their knowledge, should structure and improve their cognitive structure, to change some of its elements following new knowledge (Von Glasserfeld, 1995). It is necessary that individual training is based on these theoretical assumptions. If the constructivist approach is a fundamental basis for independent, active learning and student development, then this must be even more true for those who direct their work. Individual teacher training is an integral form of continuing education. It is based on a high degree of autonomous behavior and the development of designing, regulating, and controlling teachers' activities (Von Glasserfeld, 1995). Analogous to self-directed learning, we can talk about self-directed teacher training, which is characterized by the ability of self-initiative, independent defining goals and tasks of personal development, selection of professional study content, relevant sources and their treatment, as well as evaluation of one's own work (Cook, Smagornisky, Fry, Konopak, & Moore, 2002). It is a permanent, developing, independent educational activity that requires a high degree of intellectual independence, but also critical thinking, self-criticism, awareness, and self-awareness. It is a conscious self-initiative, self-regulatory, systematized, complete, dynamic, continuous, developing activity of teachers with a high degree of autonomy in planning, intentionality, organization, implementation, and evaluation of professional development to improve individual professional competencies (knowledge, skills, and habits) (Cook, Smagornisky, Fry, Konopak, & Moore, 2002). The most common types of individual teacher training are the study of our and foreign literature (textbooks, manuals, monographs, encyclopedias, master's and doctoral theses ...), work on professional periodicals, internet search, internship, consulting activities (with competent experts, school counselors), psychological and pedagogical service of the school, colleagues, etc.), research work (action research) (Cook, Smagornisky, Fry, Konopak, & Moore, 2002). The application of these forms of

teacher training, in itself, does not imply quality self-improvement activities. The efficiency of self-improvement is conditioned by the degree of self-educational abilities, the ability to: find professional literature; habits to use professional literature and periodicals; the ability to define problems, plan, organize and implement operational and prospective individual training; controlling and checking the results of self-improvement; self-critical reasoning; theoretical thinking and causal (two-way) linking theory and practice. (Vasilijević, D., 2010). All of the aforementioned habits describe a proactive teacher who participates in a life-long education. While more experienced teachers may have not been trained to pay attention to competencies such as SEC, a proactive attitude will make them more prone to learning new skills in order to improve their teaching, or even more so, to adapt more easily to the new generations of students, as well as situations such as the pandemic.

A. Maslov (1982) pointed out that the main task of the school is to help students form as autonomous individuals, critical of the environment and themselves. This requirement is the basis of some other modern pedagogical concepts. And it is known that an autonomous person can only be an individual who learns independently and develops his personality. As important as it is for students, it is even more important for teachers. In a modern school, there are two types of peoople, and those are students and teachers, and both need to learn, work, construct their knowledge and to some extent construct themselves. Independent individual development must be based on these humanistic and emancipatory theories and concepts. Teacher self-improvement is most often, but not always, based on internal motivational factors. Strength, motive, and the level of development of self-educational competencies are important. Many foreign authors, both on a theoretical and empirical level, have considered the relational relationships of motives and learning - adult self-learning, and others have dealt with this issue. Most of this research indicates the importance of the strength and type of motivation of teachers for their own improvement. (Vasilijević, 2010).

The theory above is directly connected to the situation of the pandemic that occurred in 2020 when every teacher had to step out of their both personal but also professional comfort zones. Most teachers had to get adjusted to the online teaching setting but did not have the means, but also in some cases, the motivation to do so. We will see how many teachers in Bosnia and Herzegovina expressed openness towards additional education after they had finished the formal one. It is important to add that in Bosnia and Herzegovina, teacher trainings which include SEC

are still not a part of the main curricula and the teachers have to turn to additional programs to become familiarized with and well-versed in such competencies (NPP - Odsjek za Anglistiku, 2019).

Research suggests significant relationships between classroom climate and such matters as student engagement, behavior, self'-efficacy, achievement, and social and emotional development, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life (Adelman, H. S. & Taylor, L., 2016). For example, studies report strong associations between achievement levels and classrooms that are perceived as having greater cohesion and goal-direction, and less disorganization and conflict (Adelman, H. S. & Taylor, L., 2016). Research also suggests that the impact of classroom climate may be greater on students from low-income homes and groups that often are discriminated against. Given the nature of classroom climate research, cause and effect interpretations remain speculative (Jenings, P. A. & Greeberg, M. T., 2009). The broader body of research on organizational climate does suggest that increasing demands for higher achievement test scores and reliance on social and tangible rewards to control behavior and motivate performance to contribute to a classroom climate that is reactive and over-controlling. (Adelman & Taylor, 2016). School pedagogue can easily be one of the biggest promoters of professional development of teachers in school. Vasilijević came to the following conclusions and recommendations: 1. individual training of teachers is an important, unavoidable component of their permanent training; 2. independent teacher training occurs both as a cause and as a consequence of the effects of rapid developmental changes in society, science, and technology, as well as other factors of professional development of teachers; 3. professional development should be based on constructivist and humanistic and other theories on which the process of educating students in school is based; 4. Individual teacher training is a form of self-improvement activity, which is the least represented in our practice. (Vasilijević, 2010)

If the teacher facilitates empathetic and prosocial behavior, the rest of the class will do so as well, which will help create and maintain a positive classroom climate. However, even before the other students start imitating the teacher's behavior, they will perceive the student who has a healthy relationship with the teacher as likable. This is very important for the misbehaving students because they need more attention and positive feedback from the entire school community to feel accepted and appreciated, both of which can help them with developing healthy coping strategies

and building beneficial relationships with their peers and teachers. This kind of helpful environment will also aid the students in improving their mental health (Burke, Greenglass, & Schwarzer 1996).

When asked, students mentioned a few teacher traits they respected the most, one of them being the teachers' positivity (Walker, 2008). Students feel safe and sound around those who have a positive mindset, as everyone does in general, so it seems logical that teachers who exhibit this trait are the more likable ones. Those teachers who set high, yet realistic, expectations on their students and who encourage them to pursue their interests are the ones who are admired in the classroom. Also, those who are available and offer help when needed are seen as good teachers. While most students like their autonomy, they also need some guidance occasionally and they need someone who will be happy to help when asked to. A high number of students are used to the traditional way of teaching and they are positively surprised when being exposed to teachers who are creative and go out of their way to explain new topics and lessons in a fun and simple manner. These observations go to show how perceptive students are and how they are not oblivious to the ones who do their job with love (The National Writing Project, 2011).

3. WAYS TO DEFINE BURNOUT

In the following segments of this thesis, the author will provide an overview of the burnout phenomenon which is becoming more and more common in all professions. However, it is the most common among the teachers. The readers will have an opportunity to learn about the ways teachers progress from stress to the symptoms of burnout. Moreover, one will be able to become acquainted with the ways how teachers' burnout affects the classroom climate and the students who are exposed to such teachers. After these situations are presented, one will be able to read more into the ways of coping with this phenomenon for teachers, but also with the opportunity that strengthening emotional and social resilience provides in preventing burnout as such.

Many teachers around the world face obstacles in their job which, if they do not have the necessary skills, can lead to teacher burnout. This term is defined as a work-related syndrome that most often occurs in those working face to face with service recipients in need of assistance and is typically marked by emotional exhaustion, withdrawal from and cynicism toward clients, and a sense of lacking accomplishment. This is quite common with teachers who have not developed social and emotional competence. Some of them report feeling depressed and experiencing a lack of will to do their job. They say that they want to perform well, but do not have the strength to do so due to their tiredness and dissatisfaction (Friedman, 2000).

3.1.   Stress Leading to Burnout

Considerable research has been conducted to describe which elements of the teaching experience are considered most stressful and related to higher levels of burnout (Lambert, McCarthy, O'Donnell, & Wang, 2009; Bakker and Schaufeli, 2000). Among those included above are: workload, interactions with peers, students, supervisors, and problem student behavior (Dick & Wagner, 2001; Bakker and Schaufeli, 2000; Brenner, Sorbom, and Wallius, 1985; Kokkinos 2007).

Occupational stress was initially considered by Hans Selye (1956), emphasizing its importance in educational environments. Occupational stress is the interaction between working conditions and an employee in a way that the person cannot cope with related pressures which endanger the mental health of the employee and result in physical burnout and job dissatisfaction. In general, stress has greatly been taken into the consideration in recent years such that this century is known as the age of stress. The teaching profession is one of the most stressful professions and in this regard, over the past thirty years in various countries, a large number of researchers have expressed the concern that teachers experience severe stress and conducted different studies on this matter (Hakanen, Bakker & Schaufeli, 2006). In terms of responsibility for students' welfare and well-being, teachers have a unique profession. This is why teachers experience a different form of stress which needs to be defined. Teachers' occupational stress can be defined as negative and unpleasant emotions including anger, hopelessness, anxiety, depression, and nervousness which are created as the result of their occupation. Stress is a common phenomenon in the teaching profession (Hakanen, Bakker. & Schaufeli, 2006).

The studies have shown that teaching is a stressful task and almost one fourth of teachers have stress during teaching (Diliberti, Schwatrz & Grant, 2021). Also, another study has shown that high percentages of teachers (30 to 75 percent) have average and high stress in their work (Friedman, 2000).

Burnout as such is a state of physical, emotional, and mental exhaustion in response to stressors in an organization. Emotional exhaustion refers to an individual's reduction of emotional ability when the person does not have enough energy to perform their tasks (Qiu, 2018). In depersonalization, people feel indifferent towards their job, performance, and colleagues. In the lack of personal accomplishment, people's perception of their ability decreases, and in this case,

they cannot fulfill their responsibilities like before. Burnout has various stages. In the first stage, a person loses their feelings. In the second stage, they experience the deterioration of character or depersonalization. In the final stage, they consider themselves useless and inefficient, despise their work, and think that no one appreciates their effort, considering themselves unsuccessful (Selye, 1956). These feelings may cause negative attitudes towards the person, their job, and their life. These attitudes may decrease their occupational performance, interaction with others, level of commitment, and job satisfaction and increase their absences and turnovers. (Diliberti, Schwatrz & Grant, 2021)

When a person suffers from burnout, they are permanently tired, aggressive, cynical, and angry. They have negative thoughts and are irritable and bored. They become angry with the slightest discomfort, are frustrated, and oftentimes feel hopeless (Friedman,2000). Teachers who are eager to spend a lot of time at work allow their work lives to intertwine with their personal lives unintendedly and usually lose the balance between their work and personal lives. Due to this severe exhaustion which is caused to the nature of teaching, teachers are faced with burnout symptoms including reduced effectiveness, fatigue, and spending a lot of time at work (Friedman, 2000). As a result, workaholic teachers become exhausted faster and this, in turn, may affect the quality of their service and may lead to dissatisfaction of school administrators, students, and parents (Friedman, 2000). Teacher attrition matters because it reduces student achievement, impedes the ability of schools to build coherent curricula, and creates additional expenditures for districts that need to screen and hire their replacements in the context of California, USA (Diliberti, Schwatrz, & Grant, 2021). However, not enough data on this matter has been found for the context of Bosnia and Hercegovina.

High school teachers in Bosnia and Herzegovina have to respond to the student's enrollment rate, as well as high expectations from society and parents (Vaterš, 2019). They must not only be outstanding in teaching ability, but also have excellent class management skills, communication skills, executive ability, etc. It is necessary for teachers to develop in an all-round way, to be able to cope with all kinds of outstanding teachers, but in the long run, when teachers face some problems, these are not relieved in time, and it is easy to succumb to depression and energy fatigue. In addition, the evaluation of teachers in B&H is often one-sided. As Džumhur and his associates state (2012) there are five most common ways of evaluating teachers in Bosnia: 1.

Observing a class by the school principal; 2. Observation by a superintended or other experts from different schools; 3. Students' accomplishments (valued as the most objective evaluation); 4. Evaluation of the teacher by their older colleagues; 5. Teachers' self-evaluation. As Repišti (2012) has found, only the first three kinds of teacher evaluation are in use in Bosnia and Herzegovina, while the former two are mostly ignored. The society cannot see the contribution behind the teachers' work; therefore, many teachers feel nervous and have a low sense of accomplishment. The causes of teacher burnout can be analyzed from many aspects. By analyzing the causes of burnout of high school teachers and understanding the life and work status of teachers, we can work hard to reduce the burnout and propose more targeted suggestions.

Some teachers not only have to take administrative positions but also are busy with additional teaching. For example, they also serve as class teachers and single-student teachers. Therefore, teachers must not only take care of students' academics, prepare teaching plans, but also conduct class management and work intensity. In addition, most high school students are in adolescence, demand autonomy and are in the rebellious stage of their psychological development (Lasić, 2015). The school management needs to cooperate with teachers' communication skills, as well as incorporate knowledge of various disciplines of psychology and management. In addition to preparing lessons, teachers should regularly have informative conversations with students' parents or guardians to learn about the students' overall situation (Vatreš, 2019). In the evening, they should go to the classroom for supervision. Such long working hours and work intensity make teachers operate in high-demanding conditions, and teachers are, therefore, prone to emotional and psychological problems (Lasić, 2015). Most countries have high expectations for their education, education is placed in a pivotal position, and the expectations of front-line teachers who undertake education and teaching work are naturally high, and the values are followed. Increasingly diversified, the expectations of teachers from all walks of life and schools and at home are not the same (Vatreš, 2019). For parents and schools in ordinary high schools, the rate of enrollment is the most important. Only when the student's grades are at the forefront, the students can be admitted to key universities, and the school can attract excellent teachers and students. Therefore, this important task is on the teachers. Their relationship with the students is the closest and direct, but also this will make the teacher's psychological burden heavy. Under such a depressed working atmosphere, the teachers are physically and mentally exhausted, which seriously affects the teaching work. (Qiu, 2018)

3.2. Defining Ways to Cope with Burnout

Teaching can be an especially stressful occupation with many teachers leaving the profession prematurely or remaining to perform their duties inadequately. High turnover, along with consistently elevated levels of stress found has led to teaching being the most studied field regarding burnout research (Maslach & Leiter, 2016). Teachers are prone to experiencing stress due to the varied demands which are placed upon them, pressure to perform from multiple sources, and daily interactions with children and other staff members (Kokkinos, 2007; Brunsting, Sreckovic, & Lane, 2014; Dick & Wagner, 2001). Researchers have attempted to combat this problem by exploring the sources of stress, individual factors associated with experiencing stress, and factors that predict burnout or the longer-term physical and mental experience resulting from prolonged stress (McCarthy, Lambert, O'Donnell, & Melendres, 2009; Brenner, Sorbom, and Wallius, 1985; Dick & Wagner, 2001). Preventive coping resources may be effective in reducing the amount of burnout experienced among teachers who are in stressful positions (McCarthy, Lambert, O'Donnell, & Melendres, 2009). The study carried out by a few well-known researchers aimed to evaluate the influence of preventive coping on the burnout phenomenon and represents a replication of previous studies (McCarthy, Lambert, O'Donnell, & Melendres, 2009; Ullrich, Lambert & McCarthy, 2012). Stress and its long and short-term outcomes need to be examined together since the most supported models of stress describe the process by which someone experiences stress as being transactional and reliant on the cognitions of the individual (Lazarus & Folkman, 1984). How some individual copes with a stressful event may be determined by experiences that precede the event, learning over time and individual differences. To have a good understanding of how stress and its harmful outcomes may impact a group of individuals, measures that are designed with that population in mind need to be used which capture the specific stressors, coping resources, and burnout symptoms that are likely to be present (Lambert, O'Donnell, & Melendres, 2009) Coping refers to an individual's resources to adapt to situations both within and surrounding an individual that is perceived as stressful (Kim & Duda, 2003). While many different theories have been proposed and research has been conducted regarding which coping strategies people employ and how they function, coping here will be focused on how it functions within the transactional model of stress and coping (Lazarus & Folkman, 1984).

Coping strategies are often described as one of the primary influences on the differences in stress response and outcomes between people (Lazarus & Folkman, 1984). The transactional model introduced by Lazarus & Folkman (1987) is defined coping as a phenomenon that involves both cognitive and behavioral responses that individuals use in an attempt to manage internal and/or external stressors which are perceived as to exceed their personal capacities of coping (Goldstein, Allen & DeLuca, 2019). Whether the perceived stressor is among those that could reasonably be described as universal, or those that are more specific to the profession of individual, coping strategies are influential in the outcome experiences. Brenner, Sorbom, and Wallius (1985) longitudinally examined various sources of teacher stress that were a priori determined to be especially related to adverse stress outcomes. Pupil relations, peer relations, and supervisor relations were examined as they relate to the experience of stress and deleterious health impacts over time (Brenner, Sorbom, and Wallius, 1985). To better understand how these risk factors interact with potential protective factors to differentially impact individuals, they conceptualized the stress reaction as a chain of interacting elements and statistically manipulated these variables to examine their influence. This was in better accordance with the transactional model of stress where an individual's appraisals and resources lead to the experience of stress. Preceding research, they explained, that seeks to identify important stressors was insufficient because it failed to account for individual differences. Sixty-three teachers completed all parts of their study and contributed to their analysis.

Measures used included those meant to capture relations, strain, sleep habits as well as various coping strategies. They posited that coping likely takes place early temporarily concerning the onset of a stressor, and thus perhaps coping strategies may not be useful in alleviating stress responses that persist long after the discrete experience (Brenner, Sorbom, & Wallius, 1985). They indicated that relations with students are the primary source of stress among most teacher's daily duties with teacher's appraisal of these events as out of or within their control and subsequent coping processes leading to the experience of intermittent and long-term stress reactions. Some of these measures such as sleep, physical activities and relations with students are also used in the conducted research for this thesis in order to assess teachers coping models for teachers in Bosnia and Herzegovina.

Initial teacher reactions to stress seem to have been critical because they found minor changes when participants were reassessed at the end of the school year. Stoeber and Rennert (2008) examined the influence that perfectionism has on coping styles, stress appraisals, and burnout among 118 school teachers working in Germany. Following more recent research indicating that perfectionism can have mixed outcomes on stress and burnout when perfectionism is explored as a multidimensional construct, perfectionism was separated into two dimensions, perfectionistic strivings, and perfectionistic concerns. With perfectionistic strivings being considered healthy and beneficial to individuals and perfectionistic concerns being considered maladaptive, or neurotic. They found that striving for perfection had a positive relationship with active coping techniques, those generally found to yield better outcome measures on stress and burnout. Perfectionistic concerns meanwhile were associated with fewer challenge appraisals, avoidant coping, all three burnout dimensions, and more threat and loss appraisals. Specific perfectionist concerns included: pressure from colleagues, pressure from students, and pressure from students' parents. They found that pressure from students' parents was associated with higher burnout dimensions, especially personal accomplishment. Pressure from colleagues, however, was associated with lower total burnout, especially personal accomplishment, and emotional exhaustion (Stoeber & Rennert, 2008). The more beneficial personality trait of perfectionistic strivings is described as more related to the self in contrast with the perfectionistic concern being related to social constructs or how others will perceive us. They concluded that teachers who reacted poorly to their inability to reach perfection experienced worse burnout outcomes, further they specifically indicated that those teachers who perceive that other expect them to achieve perfection have worse burnout outcomes. (Mooney, 2018)

Through reviewing the literature on teacher burnout and emotions, an argument arises that the habitual patterns in teachers' judgments about student behavior and other teaching tasks may contribute significantly to teachers' repeated experience of unpleasant emotions and those emotions may eventually lead to burnout. To ease teacher burnout, more studies on the antecedent appraisals that teachers make are necessary to help teachers better understand how their emotions were triggered and then learn how to regulate those emotions. (Hakanen, Bakker & Schaufeli, (2006). From the perspective of teacher professional development, the status quo of teachers' job burnout is mainly reflected in the following aspects. Some teachers are satisfied with the status quo, do not think about progress, the training activities arranged by the school, the class skill

competition, the participation of the off-campus teacher exchange activities are not very motivated, the professional knowledge required for teaching is not updated and strengthened, and the teaching habits have been stuck in the previous teaching habits (Farber, 1991). This is extremely dangerous for their progress and the growth of their students. The professional development of teachers requires them to have serious professional attitudes, full of professional emotions, full of love and curiosity for their profession (Farber, 1991). However, teachers with burnout often lose their enthusiasm for work because of excessive work pressure or unpleasant interpersonal relationships and have experienced mental exhaustion earlier. They do not expect their work to have a purpose, they have passed, and they have shown a state of extreme disregard for their professional development. (Qiu, 2018)

According to Shailesh (2018), coping strategies can be divided into two categories: (1) person-directed and (2) work-directed. The strategies that are person-directed include relaxation, a certain hobby, psychological therapy, massage and multi-faceted programs that tackle people's well-being holistically (Shailesh, 2018). The other category that is work-directed focuses on changing the attitude towards work, improving one's communicational skills, seeking support from colleagues and adjustments in work organization (Shailesh, 2018). These approaches and tools are still not researched into depth to provide data regarding their long-term effects. However, the already existing data suggests that the effects last up to two years (Shailesh, 2018).

3.3.   Strengthening Emotional Resilience to Prevent Teacher Burnout and   Improve SEC

There are three conversations in which people must simultaneously engage to consider how cultivating resilience can transform schools. These three, depicted in Figure 1: Three Conversations, are individual resilience, organizational conditions, and systemic conditions. A person can do a lot to boost their resilience, improve their well-being, and prevent burnout (Aguilar, 2018). Ultimately, this is what one has the most influence and control over what one thinks, how one engages with their emotions, and the actions one takes every day to cultivate resilience. It is incumbent on each individual to attend to our resilience. Focusing on individual well-being and action is not enough. If the conditions and context in which teachers work are suboptimal, it is not enough to tell teachers to sleep more, check their attitude, and be grateful. Conditions in many organizations do not foster well-being (Aguilar, 2018).

Figure 1 Three Conversations (Aguilar, 2018).

To address burnout and turnover, leaders in organizations must take responsibility for substantially improving the conditions in which people work. Until then, we will still see teachers leaving in droves—even those with high levels of individual resilience (Farber, 1991). We must address the macro, political, and economic context of our education system. Teachers should earn more, and be treated as people who can think and who can learn. Teacher and administrator preparation must improve (Farber, 1991). We will need to talk about testing and publishing scores and performance pay. Until we research the very core of the structural and systemic roots of the dysfunctions in our education system, we will still see high levels of teacher turnover. Since all of

these factors are relevant to developing burnout. If we boost our resilience, then we will have more energy to address organizational and systemic conditions—to elect officials who will fund public education, organize against policies that dehumanize educators, and push back on punitive assessment policies and scripted curriculum that turn teachers into robots and students into depositories to be filled (Farber, 1991). With more energy and more resilience, we can build and strengthen the kinds of communities in which we can thrive, where we can engage in professional development that allows us to reflect on our own biases, and where we can observe and learn from each other. (Aguilar, 2018)

When it comes to the Bosnian and Herzegovinian context, one will see that most of the matters mentioned in the previous paragraph are quite relatable through the questionnaire results analysis that will be provided in the latter parts of this thesis. While Farber addressed many of the problems teachers face in 1991 for a different context, in B&H one can still notice these quite easily. One of the main problems would be political and economic factors that directly influence the educational system such as three different sets of school books in three different parts of the country. This is presented by Veličković in his satiric book called Školokrečina (2012) where he observed three different school books for three constitutive languages of the country.

Moreover, the economical backlash teachers are faced with is easily shown by the fact that the country provides 4% of GDP is used for the education in the Srpska Republic, whereas 6% of GDB is provided in the Federation of Bosnia for the same purposes. While this is a bit above average in comparison to the neighboring countries, the way that the money is distributed provides a problem (CPU, 2010). Most of the money is spent on the teachers' paychecks, while there is little attention given to the development of the school equipment, further teacher or administration staff education (CPU, 2010).

Within the past few years, self-report questionnaires for assessment of mindfulness have begun to appear in the literature. The development of these questionnaires is an important advance in the study of mindfulness because it provides new opportunities for empirical investigations of the nature of mindfulness and its relationships with other psychological constructs. As the process of writing items for any self-report questionnaire requires authors to define or conceptualize the construct they are attempting to measure (Clark & Watson, 1995), each available mindfulness questionnaire represents an attempt to operationalize mindfulness by writing self-report items that

capture its essence. An empirical examination of these questionnaires could provide important information about how mindfulness should be defined and described. Among the important questions that can be studied using these instruments is whether mindfulness should be described as a multifaceted construct and, if so, how the facets should be defined. Several current descriptions of mindfulness suggest a multidimensional nature. For example, in DBT (Dimidjian & Linehan, 2003) mindfulness is conceptualized as having six elements: three related to what one does when being mindful (observing, describing, and participating) and three related to how one does it (nonjudgmentally, one-mindfully, and effectively). Segal (2018) summarized the nature of mindfulness by stating: "In mindfulness practice, the focus of a person's attention is opened to admit whatever enters experience, while at the same time, a stance of kindly curiosity allows the person to investigate whatever appears, without falling prey to automatic judgments or reactivity." This description suggests several elements, including observation of present-moment experience, acceptance, nonjudging, and nonreactivity. (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006.)

Having all of the above mentioned, it is clear that social and emotional resilience is one of the key components to preventing burnout. Naturally, even resilience as such is consisted of more than one aspect and one can approach it in more than one way, but based on the provided data – it seems that resilience is of the utmost importance for becoming an influential teacher of the modern age. Over the course of this thesis research, the most important concepts that will be used are physical, emotional, social and cognitive aspects of emotional and social resilience viewed through these aspects of one's life.

4. TEACHING ATMOSPHERE DURING PANDEMIC AND ONLINE CLASSROOM

In the following paragraphs, one will be introduced to the situation that was brought upon the teaching profession during the pandemic of 2020. While some countries handled the situation quite successfully, there are also examples which did not follow suit. One will also be able to see an overview of the situation in Bosnia and Herzegovina and how teachers behaved when immersed in online teaching. The next two paragraphs will reflect on the effects of the pandemic on teachers resilience as well as on burnout that occurred during online classes.

4.1. Effects of the Pandemic on Teacher's Resilience

The health risks associated with COVID-19, for either the respondent or a respondent's loved ones, was the second-highest-ranked reason for leaving among those who said the pandemic drove them out of the profession, followed by childcare responsibilities (Diliberti, Schwatrz & Grant, 2021). In the US, early leavers who left because of the pandemic less frequently selected instructional challenges or inadequate safety plans as their top COVID-19-related reason for leaving. Although fewer than one in ten said that challenges related to remote or hybrid instruction were their top reason for leaving, more than four in ten teachers who left the profession early because of the pandemic cited challenges with remote or hybrid instruction as playing a part in their decision (Diliberti, Schwatrz & Grant, 2021). Pandemic early leavers were no more likely to move into higher-paid jobs than their pre-pandemic counterparts. Although this difference is statistically significant, we cannot with certainty attribute teachers' pay requirements to COVID-19-induced stress. Pre-pandemic and pandemic scheduled retirees in the survey had similar wages when they left the profession, suggesting the comparability of our two survey subgroups. (Diliberti, Schwatrz & Grant, 2021).

In Bosnia and Herzegovina, the research is still inconclusive. However, there are a few factors that can be mentioned in this section. According to the survey carried by Promente (2020), a researching agency based in Sarajevo, many teachers expressed being worried for themselves and their family due to the pandemic. However, little attention has been given to the teachers' resilience or burnout during the pandemic. Most of the research that Promente (2020) carried out was related to how the pandemic influenced the students and their learning processes, as well as how teachers adjusted to the newly established situation when it comes to the curriculum adjustments, technological equipment and students' attention and well-being. In the above-mentioned research (Promente, 2020) most teachers agreed that students did not have the same attention span as when learning in their actual classrooms, as well as that the online school should not be continued.

4.2. Burnout in Online Classes

Nowadays, people who are set in different conditions and various positions feel some degree of job burnout in their working environment and this sense of reality is something tangible and undeniable in modern organizations.

The development of information technologies is leading to a change in the education system. The Internet is becoming the key to the modern education system. Online learning can create new learning environments in the virtual world. The online learning system consists of pedagogical, technological, and organizational components. In this system, students can find their foothold in independent learning. Independent learning is demanding given the need for self-discipline, the skill of independent work in terms of organization, and recognizing one's gaps in knowledge and understanding. Studying online means the need for one's own space and time, in the way that classroom learning offers. (Yukselir, 2016).

While there is still more research to be done for the Bosnian and Herzegovinian context, here is some of the data that can be found abroad. Some of the reasons for burnout due to online teaching that were provided by Cross and Bolk (n.a.) is the fact that there are many new teaching techniques that demand mastering as well as the fact that different tools for online teaching, such as different online teaching platforms have to be learned. Moreover, another contributing factor proved to be lack of in-person communication (McCann & Holt, 2009). What research shows is that there are a few main categories that influence the development of teachers' burnout in the online teaching setting: workload issues, problems of isolation, the ubiquity of the online classroom as well as blurring of professional and personal boundaries (Dunbar, 2018; Hogan & McKnight, 2007; McCann & Holt, 2009).

5. RESEARCH METHODOLOGY

4.1. Research hypothesis

In Bosnia and Herzegovina, little attention is being paid to teachers' resilience and socio-emotional competencies in general. However, these aspects have completely been put under the rug during the pandemic of 2020. The hypothesis (H1) is that current methods of working in pandemic situations do not maintain teachers in their best shape, leading to burnout.

Analysis method of current teaching methods and practices, distinguishing benefits and possible neglect of teacher's reactions in social situations when teaching ESL will be applied. Collecting and researching relevant literature, it becomes integral part of research and comparative analysis, which forms the backbone of the theoretical part of the work.

4.2. Research goals and objectives

The goals and objectives of this research it to provide an insight into the teachers' overall well-being in Bosnia and Herzegovina, a matter that has been highly neglected in the context of this country. Another goal of this research is to dive into different approaches to developing and maintain socio-emotional competencies as well as resilience during the pandemic. Moreover, upon gathering more information about what teachers are missing in the sense of maintaining their resilience in order to overcome work-related burnout, another objective of this research is to provide teachers with some recommendations on how to build and sustain these important qualities of every teacher.

4.3. Research instruments

The instrument used for the purposes of this research is a questionnaire that was made in the form of Google Forms and was distributed online to the teachers of primary and secondary school. It consists of 54 questions and is divided into six sections. The questionnaire was made based on the questions from Teacher Wellbeing Index (2020) and it was divided into four sections following the example in UNICEF Teacher Preparedness Training Package (2020): Cognitive, Emotional, Social and Physical - followed by two additional sections that tackle the aspects of tools that teachers used to prevent or address burnout, as well as the section related to the

methodology that teachers used during the pandemic. The questionnaire will serve as a quantitative research instrument. The qualitative research instrument has already been used in the theoretical part of thus thesis as an analysis of the literature.

Developing the concept of the most important theoretical starting points and key theories within which the research will be conducted. Induction inference from the particular to the universal in which based on individual or special facts a conclusion is made about the general judgment, from observations of specific individual cases and facts general conclusions are reached. As a part of this method, an analysis will be carried out, also synthesis, abstraction, generalization, and specialization. Another method that will be used is the comparative one. That is the process of comparing the same or related facts, phenomena, processes, and relationships, or determining their similarity in behavior and intensity and differences between them. A comparison between two things, two phenomena, two events, moves so that first their common features are determined, and then all those by which they differ.

4.4.   Research participants

Research is implemented on teachers (male and female), age 23 to 50, who were open enough about their everyday activities that helped building and maintaining their resilience to share them. Results are collected from 34 responders, as follows. Most of the teachers are teaching in primary schools with 27 participants saying they are primary school teachers, nine of them stated that they were secondary school teachers, whereas only two of them were teaching in a private foreign language school (Graph 1: School level). When it comes to the years of experience 16 teachers had 10 to 20 years of experience, 11 had 0 to 10 and seven of them had between 20 and 30 years of experience. None of the participants had more than 30 years of experience (Graph 2: Years of experience). Most of the participants were female with 31 stating so, two of them were male and one participant identified as *other* (Graph 3: Gender). Most of the participants, 11 of them, were between 35 and 40 years old, six of them were between 30 and 35 years old, four teachers were between 40 and 45 years old, the same number of teachers was between 30 and 35, and 45 and 50, years old while only one teacher was between 55 and 60 years of age (Graph 4: Age).
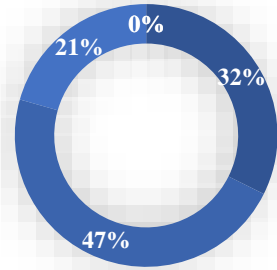
School level
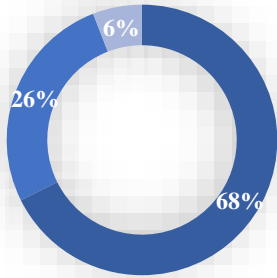
6%
26%
68%

■ Primary school teacher
■ Secondary school teacher
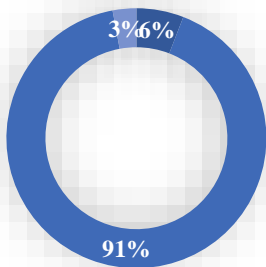■ Private foreign language school teacher

Graph 1: School level

Years of experience

0%
21%
32%
47%

■ 0 - 10   ■ 10 - 20   ■ 20 - 30   ■ 30 - 40   ■ 40 - 50

Graph 2: Years of experience

Gender

3% 6%
91%

■ Male   ■ Female   ■ Other   ■ Prefer not to say

Graph 3: Gender

Age

17%
18%
18%
12%
32%
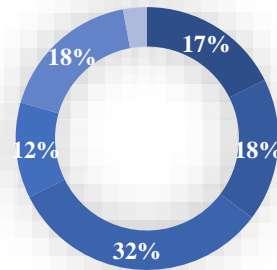
■ 25 - 30   ■ 30 - 35   ■ 35 - 40   ■ 40 - 45
■ 45 - 50   ■ 50 - 55   ■ 55 - 60   ■ 60 - 65
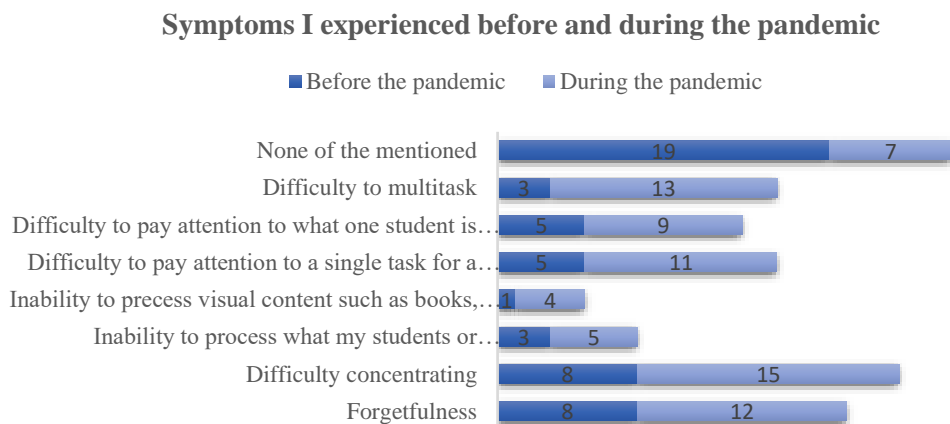
Graph 4: Age

4.5.   Research Results and Analysis

In the following section, the results of the questionnaire will be shown as well as analyzed in accordance with the above-mentioned theory. Research results will be shown by sections as the questionnaire itself was divided for easier understanding.

4.5.1. Cognitive (The Head) Section

The first part of the results is related to the cognitive section of the questionnaire. This section is included to show how teachers were affected in terms of cognitive abilities to do their job effectively. While before the pandemic, most participants stated that they felt none of the mentioned symptoms, 19 of them (Graph 5: Experienced symptoms before and during the pandemic), this number reduced to seven teachers not experiencing any symptoms. Aspects that have been impacted the most by teaching during the pandemic are difficulty to multitask (the number went from three teachers to 13), length of the attention span (before the pandemic only five teachers had this issue, while 11 of them expressed having this problem during the pandemic) and difficulty concentrating (eight of the participants could not concentrate before the pandemic, while this number increased to 15 during the pandemic) (Graph 5: Experienced symptoms before and during the pandemic).

These are the most visible changes regarding teachers' cognitive abilities and, when observed holistically, such symptoms can pose a great threat to developing more serious symptoms of burnout.

Symptoms I experienced before and during the pandemic

■ Before the pandemic   ■ During the pandemic

Symptom	Before the pandemic	During the pandemic
None of the mentioned	19	7
Difficulty to multitask	3	13
Difficulty to pay attention to what one student is…	5	9
Difficulty to pay attention to a single task for a…	5	11
Inability to precess visual content such as books,…	1	4
Inability to process what my students or…	3	5
Difficulty concentrating	8	15
Forgetfulness	8	12

Graph 5: Experienced symptoms before and during the pandemic

Ability to make conclusions based on the provided data before and during the pandemic
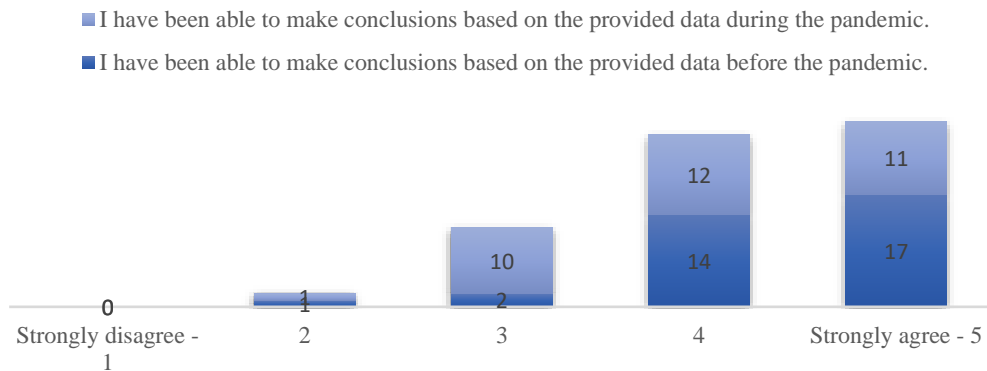
■ I have been able to make conclusions based on the provided data during the pandemic.

■ I have been able to make conclusions based on the provided data before the pandemic.


Graph 6: Ability to make conclusions based on the provided data before and during the pandemic

4.5.2. Emotional (The Heart) Section

The following section is related to teachers' emotional state before and during the pandemic, as well as their ways of supporting and developing their own resilience during both of these periods.
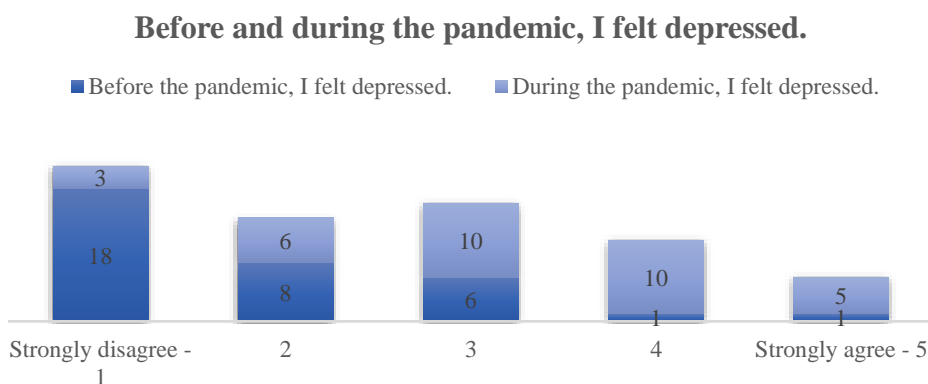
Emotions I felt before and during the pandemic

■ Emotions I felt before the pandemic   ■ Emotions I felt during the pandemic
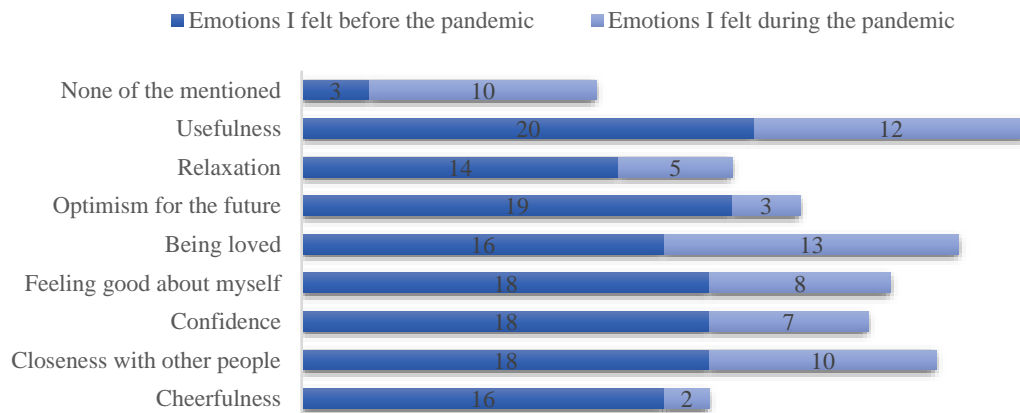
Graph 7: Emotions I felt before and during the pandemic

As Graph 7: Emotions I felt before and during the pandemic shows, the biggest decrease can be seen in emotions such as cheerfulness (before the pandemic, 16 participants expressed feeling so, while only two expressed feeling cheerful during the pandemic). Next is optimism which shows a decrease from 19 teachers feeling so before the pandemic to only three teachers

feeling optimism during the pandemic. Moreover, 11 teachers expressed no longer feeling confident during the pandemic. Also, nine of the participants felt less relaxed during the pandemic whereas 10 of them expressed not feeling good about themselves. Teachers also showed that feeling of usefulness was decreased for the duration of the pandemic (Graph 7: Emotions I felt before and during the pandemic).
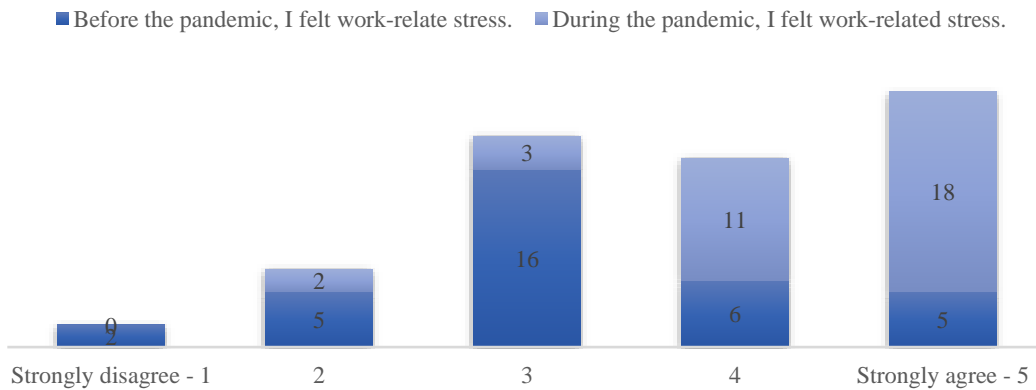
Before and during the pandemic, I felt depressed.

■ Before the pandemic, I felt depressed.   ■ During the pandemic, I felt depressed.

Graph 8: Before and during the pandemic, I felt depressed.

While 18 teachers expressed not feeling depressed at all before the pandemic, only three of them stated the same for the period of the pandemic (Graph8: Before and during the pandemic, I felt depressed). Moreover, 10 teachers remained neutral and agreed to feeling depressed during the pandemic in contrast to those numbers being only six for somewhat depressed and one for quite depressed before the pandemic. Five teachers strongly agreed with the statement of feeling depressed for the period of the pandemic, while only one stated so for the period before the pandemic.

Moreover, Graph 9: Before and during the pandemic, I felt work-related stress shows a huge increase of work-related stress with 11 teachers agreeing and 18 teachers strongly agreeing with this statement for the period of the pandemic, while for the period before the pandemic, most answers were neutral with 16 participants stating so. Emotional balance and socio-emotional competence is one of the most important skills a teacher can have since it affects every pore of this profession, as we have seen in the previous pages that delved into theoretical background of this phenomenon.
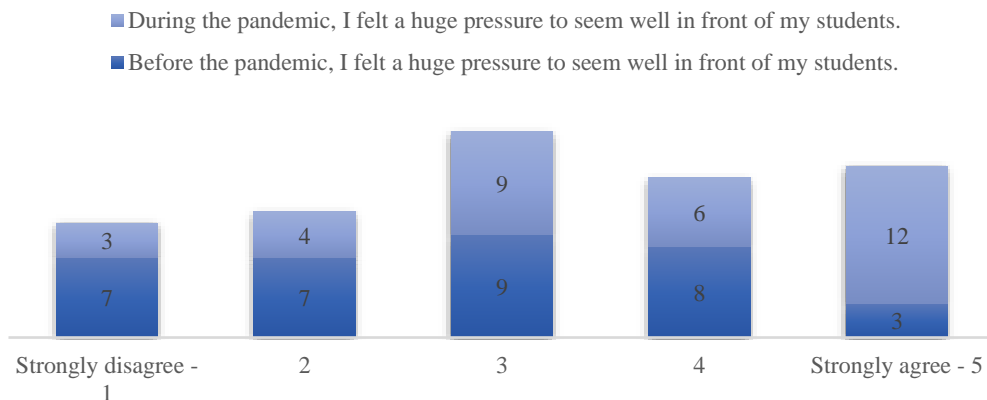
Before and during the pandemic, I felt work-related stress.

■ Before the pandemic, I felt work-relate stress.   ■ During the pandemic, I felt work-related stress.

0 / 0	2 / 5	3 / 16	11 / 6	18 / 5
Strongly disagree - 1	2	3	4	Strongly agree - 5

Graph 9: Before and during the pandemic, I felt work-related stress.

Next, the pressure to seem well in front of the students was measured for both periods, before and during the pandemic (Graph 10: Before and during the pandemic, I felt a huge pressure to seem well in front of my students). The data shows that for the period before the pandemic, most teachers, nine of them, were neutral to this statement, whereas for the period of the pandemic, most teachers, 12 of them strongly agreed that they felt the pressure to perform in front of their students.
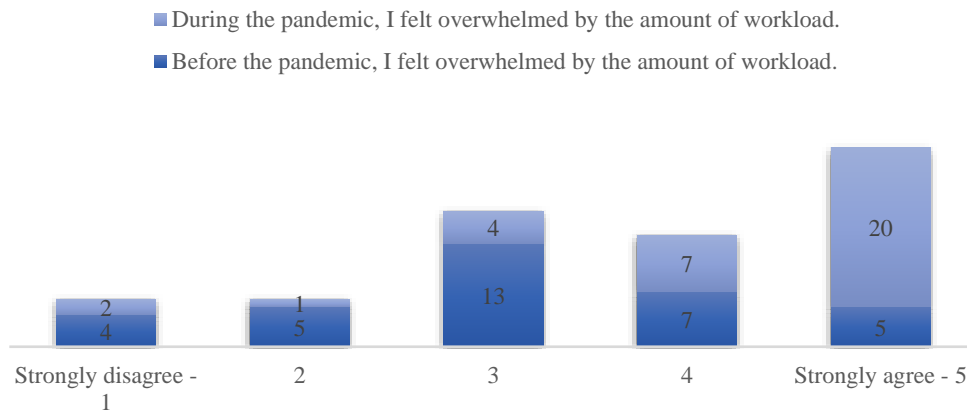
Before and during the pandemic, I felt a huge pressure to seem well in front of my students.

■ During the pandemic, I felt a huge pressure to seem well in front of my students.
■ Before the pandemic, I felt a huge pressure to seem well in front of my students.

3 / 7	4 / 7	9 / 9	6 / 8	12 / 3
Strongly disagree - 1	2	3	4	Strongly agree - 5

Graph 10: Before and during the pandemic, I felt a huge pressure to seem well in front of my students.

As for the final question in the emotional section, teachers were asked about the feeling of overwhelm by the amount of workload (Graph 11: Before and during the pandemic, I felt overwhelmed by the amount of workload). Here as well did the majority of teachers remain neutral – 13 of them – for the period before the pandemic. However, a huge majority strongly agreed that they felt overwhelmed during the pandemic – 20 of them.
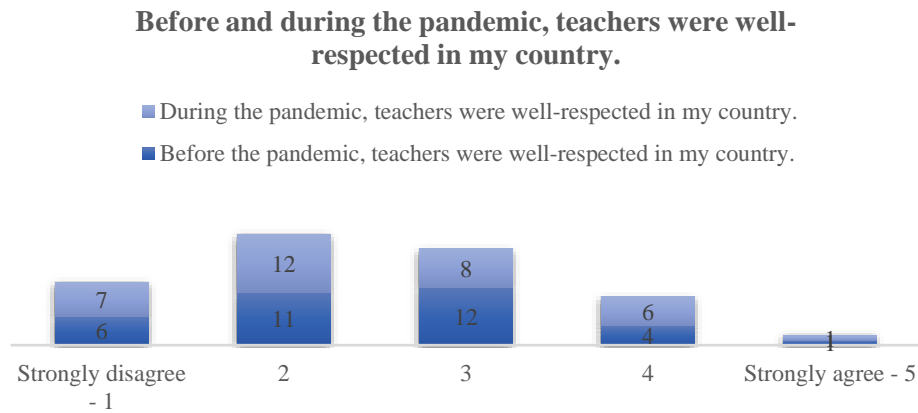
Before and during the pandemic, I felt overwhelmed by the amount of workload.

- During the pandemic, I felt overwhelmed by the amount of workload.
- Before the pandemic, I felt overwhelmed by the amount of workload.

Strongly disagree - 1	2	3	4	Strongly agree - 5
2 / 4	1 / 5	4 / 13	7 / 7	20 / 5

Graph 11: Before and during the pandemic, I felt overwhelmed by the amount of workload.

4.5.3. Social (The Hands) Section

In the social section, the questionnaire evaluated how teachers in Bosnia and Herzegovina saw themselves in contrast to the society they lived.
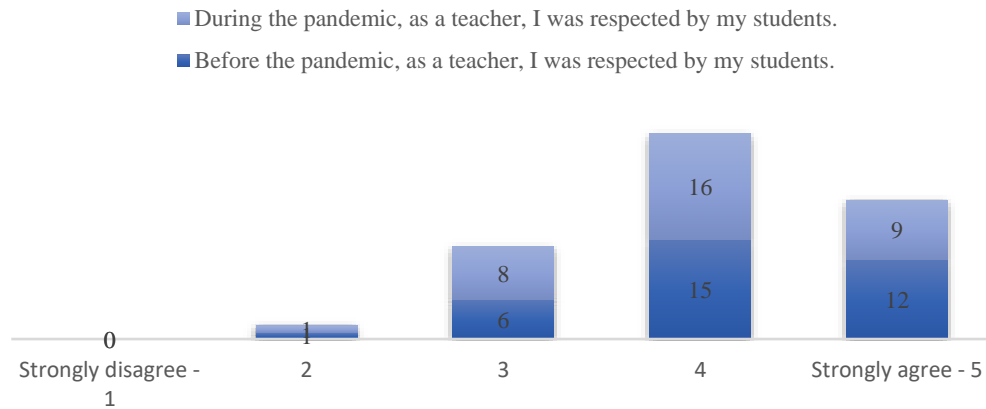
Before and during the pandemic, teachers were well-respected in my country.

■ During the pandemic, teachers were well-respected in my country.
■ Before the pandemic, teachers were well-respected in my country.

	Strongly disagree - 1	2	3	4	Strongly agree - 5
During	7	12	8	6	1
Before	6	11	12	4	1

Graph 12: Teachers feeling respected in Bosnia and Herzegovina

The first graph shows whether teachers felt respected in their surroundings before and during the pandemic. The most impactful data is that the only one teacher strongly agreed with this statement for both periods (Graph 12: Teachers feeling respected in Bosnia and Herzegovina), whereas most participants (12 for the period of the pandemic and 11 for the period before) disagreed with the statement.

After addressing teachers' feeling respected in general, the questionnaire focused on the respect for teachers coming from students. Here, it is clearly visible that teachers generally feel respected by their students (Graph 13: Before and during the pandemic, as a teacher, I way respected by my students.) since there is not significant difference in the number of teachers feeling respected by their students before and during the pandemic. Not a single participant fully disagreed with this statement.
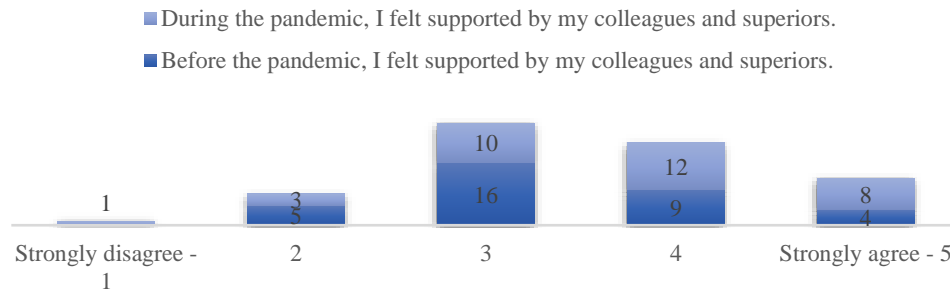
Before and during the pandemic, as a teacher, I was respected
by my students.

■ During the pandemic, as a teacher, I was respected by my students.
■ Before the pandemic, as a teacher, I was respected by my students.

		8	16	9
0	1	6	15	12
Strongly disagree - 1	2	3	4	Strongly agree - 5

Graph 13: Before and during the pandemic, as a teacher, I was respected by my students.

Next two statements are related to the teachers feeling supported by their colleagues, superiors as well as by their families. In the first graph (Graph 14: Before and during the pandemic, I felt supported by my colleagues and superiors), most teachers remained neutral during both periods, before and during the pandemic regarding the support coming from their colleagues, whereas 12 teachers agreed with this statement for the period during the pandemic in comparison to nine participants agreeing for the period before the pandemic. The number of four teachers strongly agreeing with this statement for the period before the pandemic increased to 8 teachers for the period during the pandemic. When the teachers were asked about the supported by their families (Graph 15: Before and during the pandemic, I felt supported by my family), only one teacher strongly disagreed with this statement for the period during the pandemic. Most teachers remained neutral: 16 participants for the period before the pandemic with the decrease to 10 participants for the period during the pandemic. When it comes to agreeing with this statement, an increase in the number of supported teachers is visible for the period during the pandemic (from nine to 12 participants) in comparison to the period before the pandemic, as well as an increase in the number of teachers who strongly agreed with this statement (from four to eight participants).

Before and during the pandemic, I felt supported by my colleagues and superiors.

■ During the pandemic, I felt supported by my colleagues and superiors.

■ Before the pandemic, I felt supported by my colleagues and superiors.

	Strongly disagree - 1	2	3	4	Strongly agree - 5
During	1	3	10	12	8
Before		5	16	9	4

Graph 14: Before and during the pandemic, I felt supported by my colleagues and superiors.
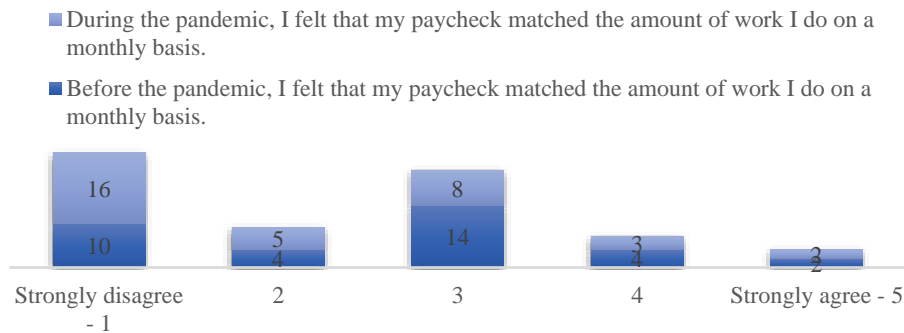
Before and during the pandemic, I felt supported as a teacher by my family.

■ During the pandemic, I felt supported as a teacher by my family.

■ Before the pandemic, I felt supported as a teacher by my family.

	Strongly disagree - 1	2	3	4	Strongly agree - 5
During	0	1	10	8	14
Before	0	2	11	7	14
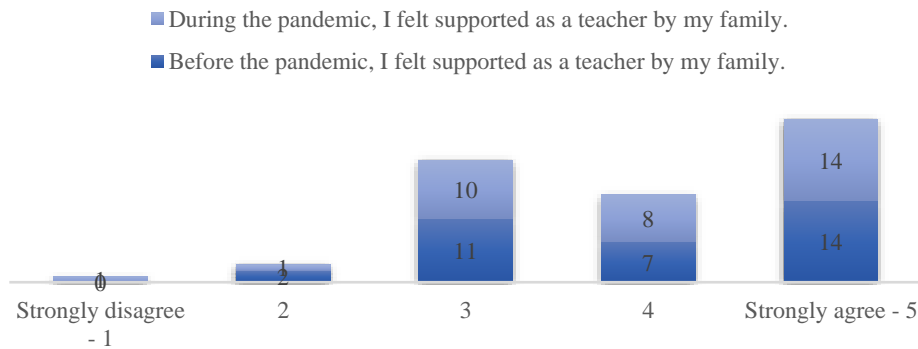
Graph 13: Before and during the pandemic, I felt supported as a teacher by my family.

The final question in the social section was related to whether teachers well-paid in comparison to the workload they had to address on a monthly basis. In the following graph (Graph 16: Before and during the pandemic, I felt that my paycheck matched the amount of work I do on a monthly basis.), it is clearly visible that a huge majority of the participants – 16 of them – strongly disagreed with this statemen for the period during the pandemic in comparison to 10 participants strongly disagreeing for the period before the pandemic. The second highest numbers are related to those who remained neutral to this statement – 14 teachers for the period before the pandemic decreased to eight teachers for the period during the pandemic. Only two teachers strongly agreed with this statement for both periods.

Before and during the pandemic, I felt that my paycheck matched the amount of work I do on a monthly basis.
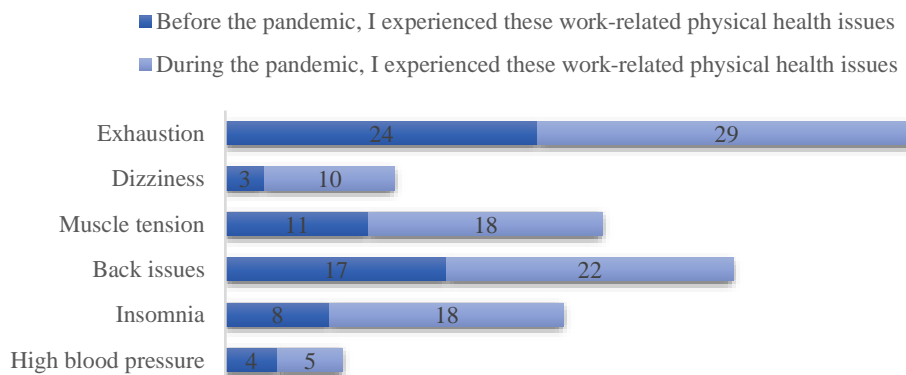
■ During the pandemic, I felt that my paycheck matched the amount of work I do on a monthly basis.

■ Before the pandemic, I felt that my paycheck matched the amount of work I do on a monthly basis.

	Strongly disagree - 1	2	3	4	Strongly agree - 5
During	16	5	8	3	2
Before	10	4	14	1	2

Graph 16: Before and during the pandemic, I felt that my paycheck matched the amount of work I do on a monthly basis.

4.5.4. Physical (The Legs) Section

The following section is related to how teachers felt physically due to their work before and after the pandemic. While almost all parameters used in this section of the questionnaire show a tremendous increase in the number of teachers experiencing them during the pandemic, there was one parameter that stands out for both periods and it is related to exhaustion. Graph 17: Before and during the pandemic, I experienced these work-related physical health issues shows that 24 out of 34 participants felt exhausted even before the pandemic whit that number increasing to 29 during the pandemic. Next highest increase is seen in teachers experiencing insomnia – from 8 participants experiencing it before the pandemic to 18 of them experiencing it during the pandemic. Many of participants also suffered from back issues during the pandemic – 22 of them as well as 18 teachers stated they experienced muscle tension for the same period. Dizziness was also increased from only three teachers having issues related to it before the pandemic to 10 teachers struggling with it during the pandemic. The lowest number of teachers experienced high blood pressure due to work-related issues before (four participants) and during (five participants) the pandemic.

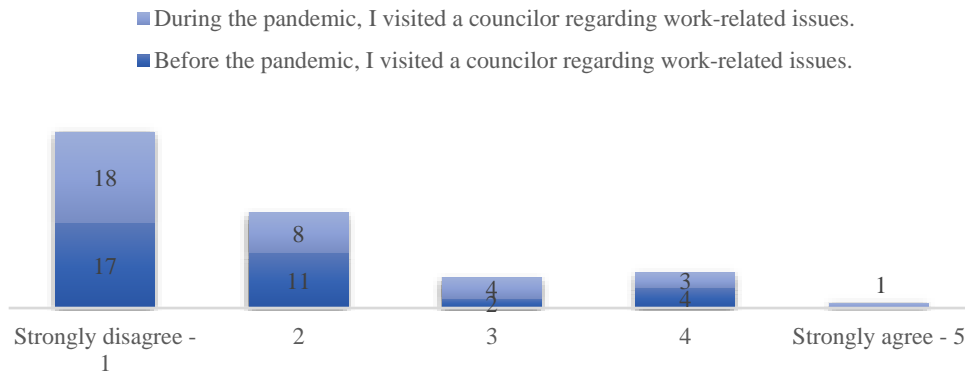**Before and during the pandemic, I experienced these work-related physical health issues.**

■ Before the pandemic, I experienced these work-related physical health issues
■ During the pandemic, I experienced these work-related physical health issues

Issue	Before	During
Exhaustion	24	29
Dizziness	3	10
Muscle tension	11	18
Back issues	17	22
Insomnia	8	18
High blood pressure	4	5

Graph 14: Kinds of work-related physical issues experienced before and during the pandemic

4.5.5. Tools Used to Support Teacher Resilience in Bosnia and Herzegovina

Moving on, the questionnaire focuses on the tools that the teachers used before and during the pandemic to tackle the afore-mentioned and addressed symptoms that lead to burnout.

The first statement was related to teachers seeking support from a professional due to the difficulties they had experienced before but also during the pandemic (Graph 18: Professional support before and during the pandemic) where the majority of teachers expressed a strong disagreement which represented the fact that they had never visited a professional regarding their work-related issues and stress. The graph shows that almost the same number of teachers – 18 and 17 – have never visited the councilor either before or during the pandemic. Moreover, 11 teachers expressed that they disagreed with the statement for the period before the pandemic and eight of them for the period during the pandemic – this level means that they did visit councilor rarely. Only one teacher agreed to have visited a councilor regularly during the pandemic.
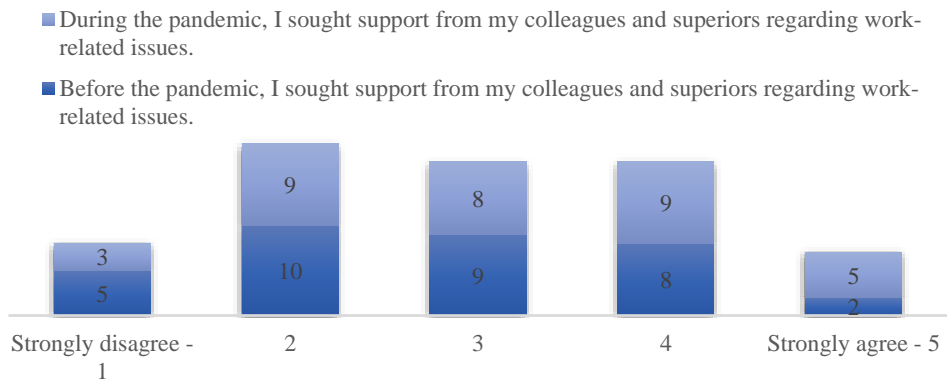
Before and during the pandemic, I visited a councilor
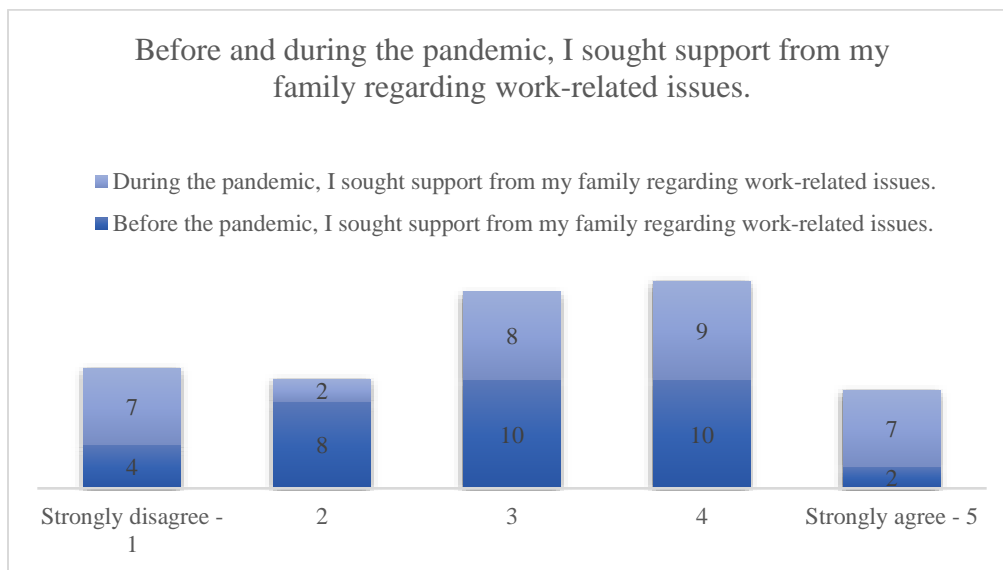regarding work-related issues.

■ During the pandemic, I visited a councilor regarding work-related issues.
■ Before the pandemic, I visited a councilor regarding work-related issues.

Graph 15: Professional support before and during the pandemic

When it comes to seeking support from colleagues and superiors regarding work-related issues, the data seems to be somewhat different than in the previous question. Here, (Graph 19: Support at work before and during the pandemic), one can see that there are more teachers who did seek some kind of support in the working environment with only five teachers who did not follow suit at all before and three of them during the pandemic. Majority of teachers (10 participants) only rarely sought support before and nine of them did so during the pandemic. Only two teachers sought support from their colleagues regularly before the pandemic with that number increasing to five for the period during the pandemic.

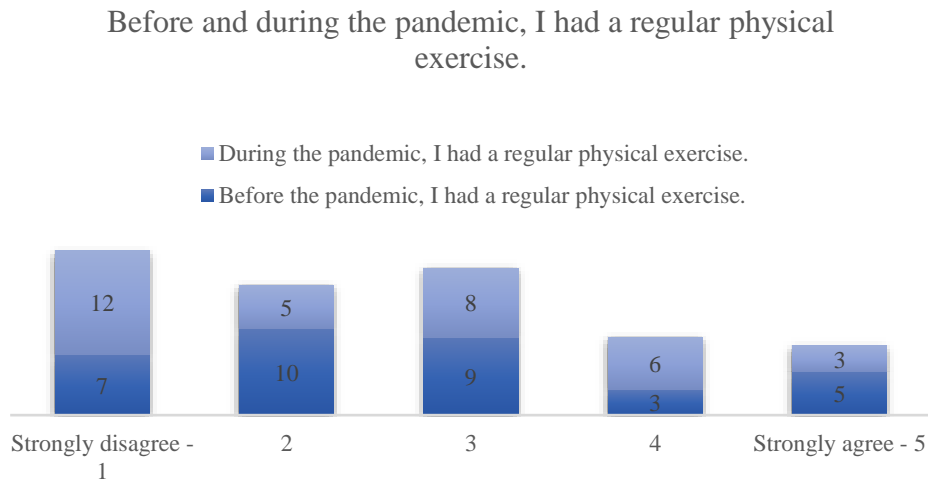Before and during the pandemic, I sought support from my colleagues and superiors regarding work-related issues.

■ During the pandemic, I sought support from my colleagues and superiors regarding work-related issues.

■ Before the pandemic, I sought support from my colleagues and superiors regarding work-related issues.

	Strongly disagree - 1	2	3	4	Strongly agree - 5
During	3	9	8	9	5
Before	5	10	9	8	2

Graph 16: Support at work before and during the pandemic

Before and during the pandemic, I sought support from my family regarding work-related issues.

■ During the pandemic, I sought support from my family regarding work-related issues.

■ Before the pandemic, I sought support from my family regarding work-related issues.

	Strongly disagree - 1	2	3	4	Strongly agree - 5
During	7	2	8	9	7
Before	4	8	10	10	2

Graph 17: Family support before and during the pandemic

In comparison to seeking support from colleagues, teachers expressed asking for help from their families for work-related issues more often (Graph 20: Family support before and during the pandemic). The same number of teachers – 10 – sought family support sometimes and often before the pandemic. This number decreased by two for the *sometimes* category and by one for the *often* category for the period during the pandemic. Before the pandemic, only two teachers asked for family support regularly, but this number increased to seven teachers during the pandemic.
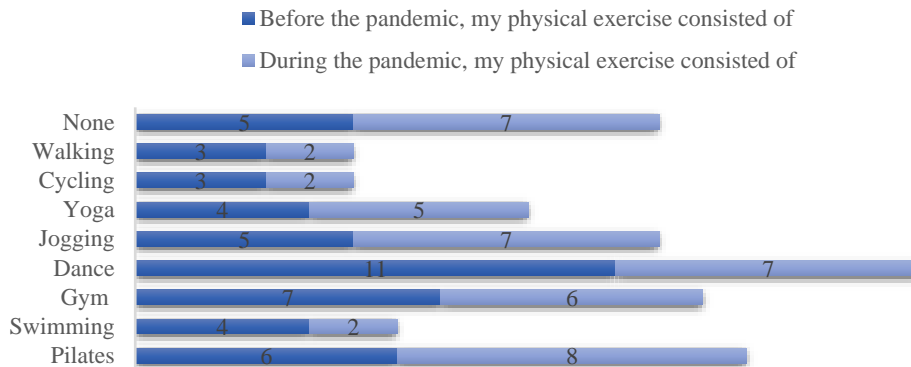
Moving on, the next question was related to the regularity of physical exercise all teachers had in their lives before and during the pandemic (Graph 21: Before and during the pandemic, I had a regular physical exercise) where only five teachers strongly agreed with this statement for the period before the pandemic with the decrease to only three teachers during the pandemic. Most teachers either had some physical activity either rarely (10 participant) or never (seven participants) before the pandemic, but also during the pandemic with 12 of them not having any physical activity or rarely (5).

Before and during the pandemic, I had a regular physical exercise.

■ During the pandemic, I had a regular physical exercise.
■ Before the pandemic, I had a regular physical exercise.

	Strongly disagree - 1	2	3	4	Strongly agree - 5
During	12	5	8	6	3
Before	7	10	9	3	5

Graph 18: Before and during the pandemic, I had a regular physical exercise.

The aim of the following question was to explore the kind of the physical exercise way being incorporated into teachers' lives (Graph 22: Kinds of physical exercises before and during the pandemic). Most teachers danced both before (11 participants) and during (seven participants) the pandemic. The second highest numbers went to Pilates before (six participants) and during (eight participants) the pandemic. Next in popularity were the gym – seven participants went there before and six during the pandemic – and jogging with five participants jogging before and seven during the pandemic. Some of them opted for yoga – four before and five during the pandemic while five participants chose *None* category for the period before and seven of them did so for the period during the pandemic.
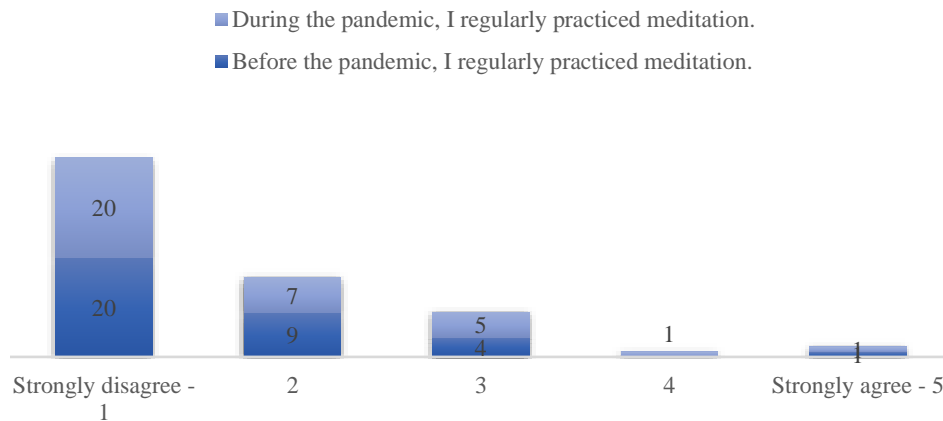
Before and during the pandemic, my physical exercise
consisted of

■ Before the pandemic, my physical exercise consisted of

■ During the pandemic, my physical exercise consisted of

None	5	7
Walking	3	2
Cycling	3	2
Yoga	4	5
Jogging	5	7
Dance	11	7
Gym	7	6
Swimming	4	2
Pilates	6	8

Graph 19: Kinds of physical exercise before and during the pandemic

Regarding meditation, questionnaire showed that majority of teachers never practiced meditation (20 participants) regardless of the pandemic while only one teacher had a regular, everyday practice of meditation both before and during the pandemic (Graph 23: Meditation practice before and during the pandemic).

Before and during the pandemic, I regularly practiced
meditation.

■ During the pandemic, I regularly practiced meditation.

■ Before the pandemic, I regularly practiced meditation.

20	7	5	1	
20	9	4		1
Strongly disagree - 1	2	3	4	Strongly agree - 5

Graph 20: Meditation practice before and during the pandemic

Next, the teachers were asked about the already-mentioned tools they had used to tackle burnout symptoms but in the sense of usefulness (Graph 24: Stress reducing tools before and during the pandemic). Majority of participants stated that the tools that helped them reduce stress were something else aside from those stated in the questionnaire – nine participants before and 10 of the during the pandemic. Dance and jogging proved to be the most useful in this sense with eight teachers agreeing about this for both before and during the pandemic as well as eight teachers agreeing it was jogging also for both periods. Yoga helped six teachers during the pandemic, as well as meditation which helped five of them.

Before and during the pandemic, the tools I found the most helpful in reducing stress were:

■ Before the pandemic, the tools I found the most helpful in reducing stress were:
■ During the pandemic, the tools I found the most helpful in reducing stress were:

	Before	During
Other	9	10
Meditation	4	5
Yoga	2	6
Jogging	6	6
Dance	8	8
Gym	6	5
Swimming	6	2
Pilates	5	6
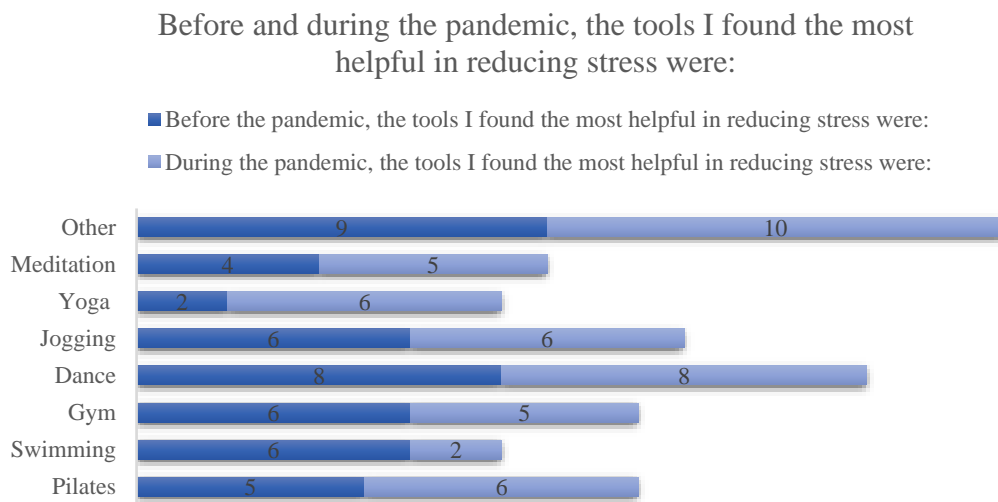
Graph 21: Stress reducing tools before and during the pandemic

During the pandemic, I enrolled in different professional development courses to help me navigate the online teaching environment.

■ During the pandemic, I enrolled in different professional development courses to help me navigate the online teaching environment.

Strongly disagree - 1	2	3	4	Strongly agree - 5
3	3	11	9	8
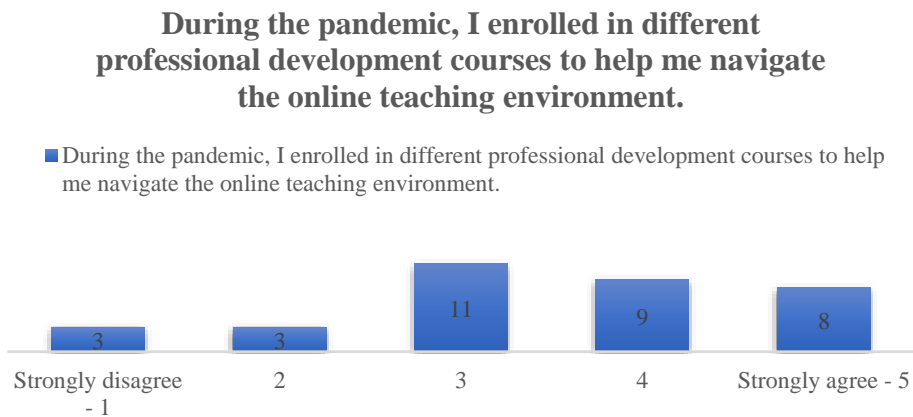
Graph 22: Course enrolment to navigate online teaching

The next question had an aim to seek out whether teachers were open to learn new skills that were needed for the transition from face-to-face to online teaching (Graph 25: Course enrolment to navigate online teaching). Most of the teachers (11 participants) stated that they sometimes did so, nine of them stated that they often enrolled additional courses while eight teachers regularly attended courses in order to learn newly-needed skills. Only three teachers stated that they had never attended an additional course.

I am willing to try new approaches because the ones I used did not help.

■ I am willing to try new approaches because the ones I used did not help.
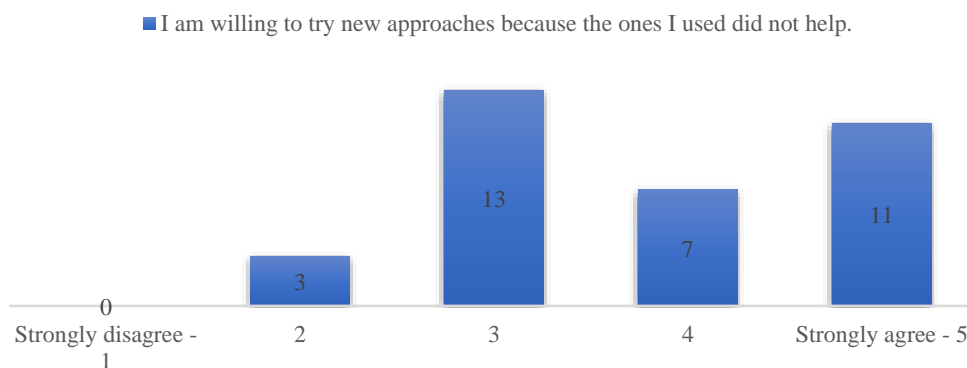
Graph 23: Willingness to try new approaches

The final question in this section was intended to research teachers' willingness to try new approaches to the online teaching, but also to addressing burnout since none of the approaches they had used thus far proved successful (Graph 26: Willingness to try new approaches). The majority of teachers, 13 of them remained neutral, while 11 teachers strongly agreed with being open to new ways of tackling the afore-mentioned issues. Not a single teacher strongly disagreed with this statement, while three participants simply disagreed.

4.5.6. Teaching Methodology During the Pandemic in Bosnia and Herzegovina

The following section is related to the teaching methodologies that the teachers of Bosnia and Herzegovina used during the pandemic of 2020. The next question results will provide an insight into how teachers tackled the issues of transitions to the online teaching setting and which aspects of teaching they had taken into the account when preparing for classes.

The first statement (Graph 27: Consideration of students' individual needs) shows that the majority of teachers strongly agreed (16 participants) and had thought about their students' individual needs regarding homework as well as understand the importance of providing their students with constructive feedback.

I consider individual student needs with homework tasks and why feedback is important.

■ I consider individual student needs with homework tasks and why feedback is important.
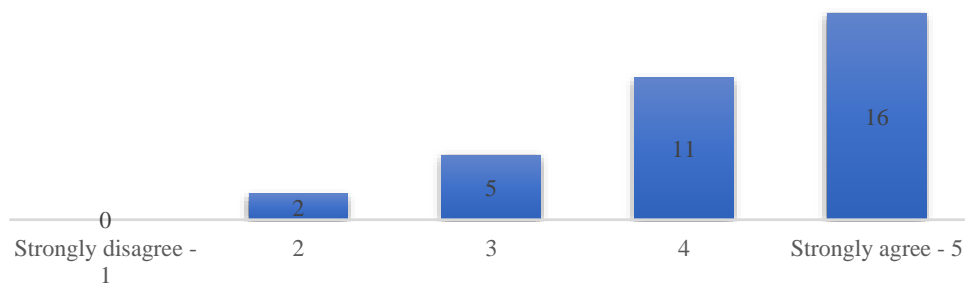
Graph 24: Consideration of students' individual needs

Also, the majority of teachers opted for creating their own lesson plans for their online classes regularly (18 participants) and most of them agreed that they made the lesson plans often (10 participants). Only four teachers disagreed with this statement showing that they rarely created lesson plans (Graph 28: When teaching remotely, I create my own lesson plans.)

When teaching remotely, I create my own lesson plans.

■ When teaching remotely, I create my own lesson plans.
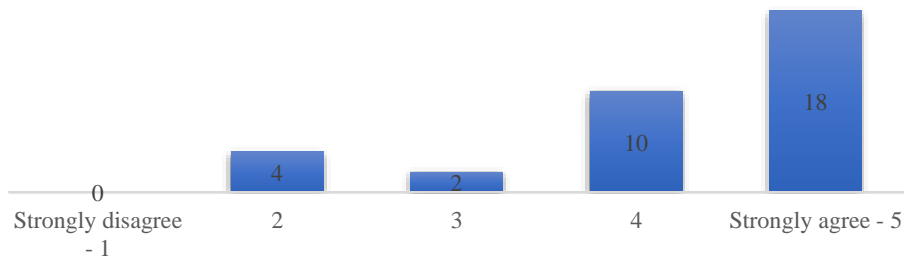
Graph 25: When teaching remotely, I create my own lesson plans.

Moreover, when it comes to assigning their students homework that focused on group work as well as extra-curricular projects (Graph 29: Homework), majority of teachers (15 participants) agreed to have done it often during the pandemic and online teaching while eight teachers agreed to have done it regularly. Only one teacher stated to have never done it, as well as to have done it rarely.

I often assign homework to students, focusing on students learning in groups and/or extracurricular learning activities.

■ I often assign homework to students, focusing on students learning in groups and/or extracurricular learning activities.

1	1	9	15	8
Strongly disagree - 1	2	3	4	Strongly agree - 5
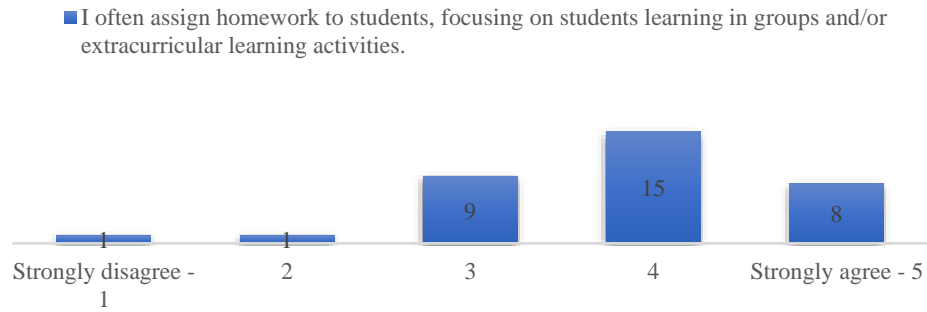
Graph 26: Homework

I review content, plans, and tasks at the beginning of every day/week/month.

■ I review content, plans, and tasks at the beginning of every month.
■ I review content, plans, and tasks at the beginning of every week.
■ I review content, plans, and tasks at the beginning of every day.

	4	7	8	14
	1	6	14	13
		12	9	11
Strongly disagree - 1	2	3	4	Strongly agree - 5
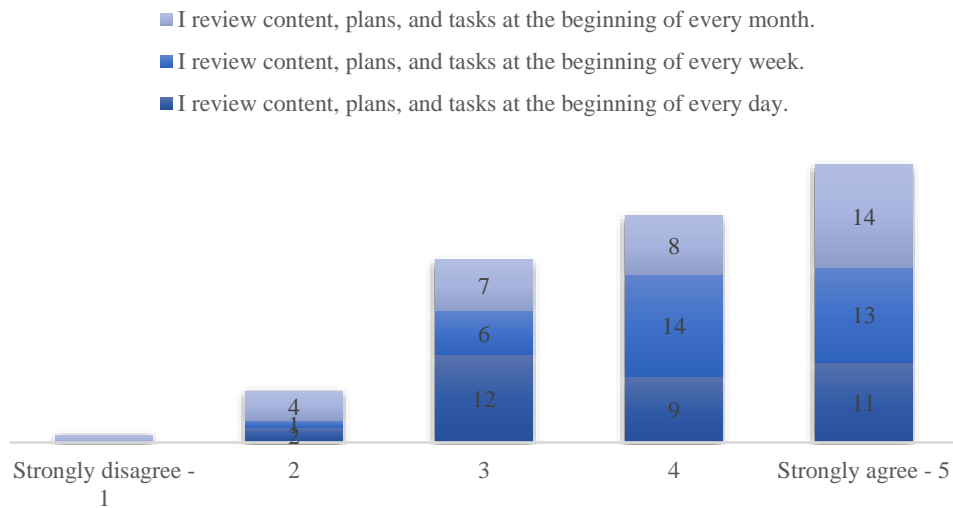
Graph 27: Content review at the beginning of every day/week/month

The graph above shows how often teachers reviewed their teaching content, plans and tasks (Graph 30: Content review at the beginning of every day/week/month). Majority of teachers stated that they regularly review their teaching content (11 participants did it daily, 13 did it weekly and 14 did it on a monthly basis). Nine teachers stated that they reviewed their content on a daily basis often, 14 stated the same regarding the weekly basis and eight participants did the same at the beginning of each month. Twelve teachers did the revision on a daily basis sometimes, sic of them did so for the weekly basis and seven participants reviewed the content every month. Only one teacher stated that they did not review the content every month at all.

I think making a plan for students to collaborate remotely makes positive impact on the online classroom climate.

■ I think making a plan for students to collaborate remotely makes positive impact on the online classroom climate.
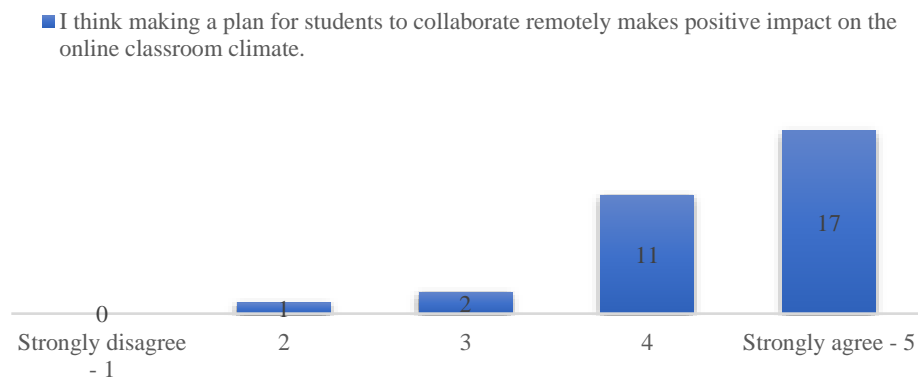
Graph 28: Positive impact on the online classroom climate

Most teachers strongly agreed that remote cooperation among students made a positive impact on the online classroom climate (17 participants) whereas 11 participants agreed with this statement (Graph 31: Positive impact on the online classroom climate). Only one teacher disagreed with this statement.

During the pandemic, I considered students' health and emotional state while preparing the material for the class.

■ During the pandemic, I considered students' health and emotional state while preparing the
　material for the class.
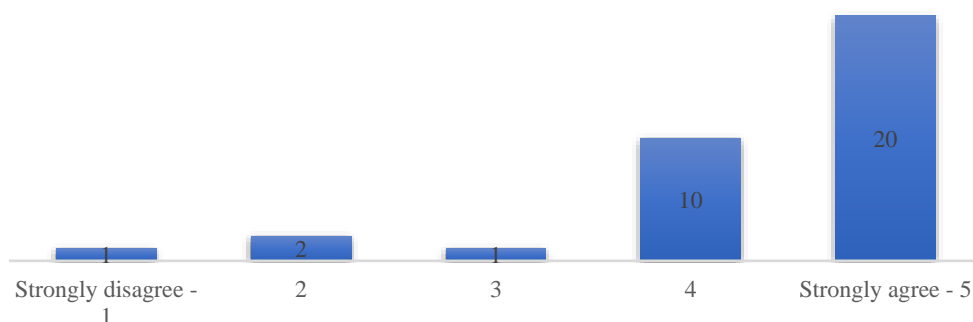
Graph 29: Consideration of students' physical and emotional health

When it comes to the teachers considering students' health and their emotional state while preparing for their classes (Graph 32: Consideration of students' physical and emotional health), the majority of teachers – 20 participants – strongly agreed with this statement and 10 participants agreed. Only one teacher strongly disagreed and two disagreed with this statement while one participant remained neutral.

4.5.7. Analysis

After the questionnaire results have been shown, it is time to move to the analysis of these findings. This aspect of research will also be divided in sections in the same way the questionnaire itself is for easier navigation and understanding.

When one observes the changes in the data regarding teachers' cognitive capabilities before and during the pandemic in Bosnia and Herzegovina it is clearly visible that there is a tremendous drop. Many teachers showed difficulties in processing visual data as well as focusing on one task for a longer period of time (Graph 5: Experienced symptoms before and during the pandemic). This is directly related to teachers' work since they need focus and ability to concentrate – which also decreased during the pandemic – in order to prepare for their classes as well as execute them without difficulties. All of the three mentioned symptoms are directly related to those that indicate burnout in early stages. These mental abilities are of crucial importance for teachers' profession and as Vatreš (2019) has stated, there are high expectations from teachers to perform well but also

to embody excellent class managing skills and executive abilities in Bosnia and Herzegovina. Both of these abilities are challenged if one has difficulties focusing or even making conclusions based on the presented data which was also challenged during the pandemic as it is visible in the Graph 6: Ability to make conclusions based on the provided data before and during the pandemic.

Moreover, according to the questionnaire, there are also differences in how teachers felt emotionally during the pandemic in comparison to the period before. Many teachers expressed feeling depressed, less confident, relaxed but also less useful (Graph 7: Emotions felt before and during the pandemic and Graph 8: Before and during the pandemic, I felt depressed). All of these emotions are quite important for teachers to feel so they could execute their jobs properly and feel motivated to do so (Hakanen, Bakker. & Schaufeli, 2006). Decrease of all of the mentioned emotions is a solid proof of most research participants experiencing either first, second or even the final stage of burnout according to Seyle (1956). To continue, many teachers expressed feeling an increase in feeling work-related stress (Graph 9: Before and during the pandemic, I felt work-related stress) which is also a sign of lack of socio-emotional resilience that is described as having the ability to cope with stress-inducing situations in "What is SEL?" (2017).

In addition, twelve teachers agreed that they felt a huge pressure to perform in front of their students (Graph 10: Before and during the pandemic, I felt a huge pressure to seem well in front of my students) which also falls under the high expectations Vatreš (2019) has mentioned that teachers in Bosnia face on a daily basis. This occurrence is tightly connected to depersonalization according to Seyle (1956) which is already the second stage of burnout. If not tackled in time and correctly, this stage easily slips into the next one where teachers consider themselves useless – which has already seen in Graph 7: Emotions felt before and during the pandemic – which in turn leads to decrease in teachers' performance overall as well as their decision to leave this profession (Seyle ,1956).

Also, a worrying number of teachers expressed feeling overwhelmed by the amount of workload they were faced with during the pandemic (Graph 11: Before and during the pandemic, I felt overwhelmed by the amount of workload.). This aspect can be seen through two lenses: it can be looked at simply through the physical one in the sense that teachers felt physically exhausted by the amoun of work they had to address during the pandemic which is the first stage of burnout (Seyle, 1956). However, it can also be observed from the point of socio-emotional resilience, or

the lack of it. Of course, the pandemic brought many challenges and their toll is yet to be measured in the sense of their effect on the teachers' overall health and motivation. As it has already been mentioned, SEL is the ability to effectively regulate one's emotions to support emotional and intellectual growth (Mayer & Salovey, 1997). With this in mind, it can be concluded that the teachers in Bosnia and Herzegovina might be having low SEL and are, therefore, having difficulties adjusting to the changes in workload that came with the pandemic. However, more research is needed to make concrete conclusions regarding this perspective.

To move on, next aspect is the social one and how teachers are perceived in the society might affect their emotional and mental states in case they do not have socio-emotional resilience (Mayer & Salovey, 1997). In this sense, most teachers disagreed with the statement of feeling respected in Bosnia and Herzegovina (Graph 12: Teachers feeling respected in Bosnia and Herzegovina) but also remained neutral regarding this topic. There was not significant difference between feeling respected before and during the pandemic which suggests that this occurrence has been present in Bosnia and Herzegovina for some time now. Further research is needed to provide more substantial data on how feeling disrespected affects teachers in Bosnia and Herzegovina.

Another social aspect is also support one receives from their community whether it is work or family related. When it comes to the work-related support, most teachers remained neutral to this statement (Graph 14: Before and during the pandemic, I felt supported by my colleagues and superiors.) whereas most of them agreed on feeling supported by their families (Graph 15: Before and during the pandemic, I felt supported as a teacher by my family.). This goes to show that the many teachers in Bosnia and Herzegovina lack support in work-related issues which can lead to feeling alienated and, later on, to burnout (Seyle, 1956). Family support may not always be sufficient when teachers are faced with an increased workload, disrespectful students or some personal challenges that affect students if the teachers lack socio-emotional resilience (Aguilar, 2018).

Moreover, having a feeling that one is paid enough for the amount of work they put in everyday is quite important on how one feels about the work itself, but also about themselves if the socio-emotional resilience is low. This aspect increases the possibility of the society not acknowledging teachers' effort but also contribution behind their work which can lead to dissatisfaction (Repišti, 2012). In the conducted survey related to this thesis, the majority of

teachers strongly disagreed with the statement that they feel like their paycheck matched the amount of effort they put every month (Graph 16: Before and during the pandemic, I felt that my paycheck matched the amount of work I do on a monthly basis.). These findings can be related to the later occurrence of burnout (Seyle, 1956).

The following aspect is the physical one where the majority of teachers reported a huge increase in worsening physical symptoms during the pandemic such as exhaustion, dizziness, insomnia, muscle tension and back issues (Graph 17: Kinds of work-related physical issues experienced before and during the pandemic). While back issues and muscle tension is strictly related to teachers sitting in front of their laptops for longer periods of time during the pandemic, symptoms such as exhaustion, dizziness and insomnia are one of the first signs of burnout (Seyle, 1956). Having this in one's mind, it is evident that teachers' needs in Bosnia and Herzegovina are not being met in the sense of holistic well-being. Teachers who have high levels of socio-emotional resilience are able to deduce their needs on all aspects of their beings and to act accordingly ("What is SEL?", 2017) which is evidently not the case when it comes to the participants in this the research used for the purposes of this thesis.

Additionally, the questionnaire researched the tools that teachers in Bosnia and Herzegovina used in order to help themselves relieve work-related stress. The saddening evidence in the 21th century is that almost none of the participants expressed seeking professional support in the sense of councilor (Graph 18: Professional support before and during the pandemic) neither during the period before nor during the pandemic. Only one teacher stated that they had regularly visited councilor during the pandemic. There is still to be researched what is the reason behind teachers straying away from such support even after having expressed the encounter of many different difficulties both before and during the pandemic. However, one of the reasons could be inadequate support system for teachers in Bosnia and Herzegovina in general. On the bright side, many teachers stated that they did seek support from their colleagues and superiors (Graph 19: Support at work before and during the pandemic). Additionally, even in this aspect it is still questionable how adequate support that was and is, so more research is required in the context of Bosnia and Herzegovina.

To continue, a high number teachers expressed not having a regular physical exercise which is quite important in upkeeping the emotional and mental health which is then connected to

the development of socio-emotional resilience ("What is SEL?", 2017). Also, the majority of teachers reported dance as their number one stress coping mechanism which makes sense since it has been proven that dance releases endorphin and reduces stress of every kind (Hanna, 2017). However, almost none of the teachers practice meditation or yoga which has also been proven to reduce stress more effectively than most other methods and it also enhances both physical and psychological performance in prisoners in Delhi (Kaur, 2017). However, there is still more research to be done to relate stress reduction in teachers.

Information that brings hope is that most teachers in Bosnia and Herzegovina are still willing to try new approaches to reducing stress and developing socio-emotional resilience since the ones they have used did not prove to be effective (Graph 26: Willingness to try new approaches). This is to say that sometime in the future, more teachers might be willing to incorporate yoga and meditation into their daily lives in order to tackle work-related stress more effectively but also to exhibit higher level of socio-emotional resilience.

In the final section of the questionnaire, teachers were asked about their methodology during the pandemic and their answers prove that they have taken into the account their students' needs as well as the importance of feedback in the online teaching setting (Graph 27: Consideration of students' individual needs and Graph 32: Consideration of students' physical and emotional health). This shows that teachers are able to understand the difficulties the students faced during the pandemic online teaching setting as well. Also, many teachers have taken into consideration the importance of social aspect of their students' lives as well as its impact on the online classroom environment by making plans for them to collaborate remotely during the pandemic (Graph 31: Positive impact on the online classroom climate).

4.6.   Research main conclusions

One of the main conclusions in this research is that the hypothesis that the current methods of working in pandemic situations do not maintain teachers in their best shape is proven to be correct. With majority of teachers facing difficulties tackling work-related stress, the amount of workload but also some physical and emotional symptom tightly connected to burnout without professional support shows that in Bosnia and Herzegovina there is not enough attention given to developing socio-emotional resilience. Also, there is no adequate support system where teachers who evidently lack SEC can turn to in need of assistance and easier transition into learning SEC skills and implementing them into their classrooms, administrational work and lives.

Another conclusion is that teachers' well-being in Bosnia and Herzegovina is scarcely been researched and that there are difficulties finding data related to teacher burnout and socio-emotional resilience before and during the pandemic in this context. There is much more attention given to the students' well-being which is positive in general. However, teachers and students are not disconnected in the learning process and the state of teachers directly influences the state of students as well as their learning process (Aguilar, 2018).

5. FINAL REMARKS AND RECOMMENDATIONS

As for the finishing touch, the author would like to reflect on the aspects that were revealed during the development of this Masters' thesis. While executing both theoretical and empirical research, saddening evidence has presented itself – there is not enough research being done on topics such as burnout and teacher resilience in Bosnia and Herzegovina. Therefore, one of the recommendations it to move further into researching these occurrences in B&H context since it is of crucial importance.

As it has been presented in the *Research Results and Analysis* in Graph 18: Professional support before and during the pandemic there is a small number of teachers who are willing to seek for professional support or help in case of experiencing burnout symptoms. This might be due to the stigma revolving around psychotherapy in general. However, there is not enough data to support this statement, so another recommendation would be to research why teachers shy away from seeking professional support when feeling exhausted by their work.

Moreover, one more recommendation is to start setting up a circle of teacher support regarding their resilience and all of the aspects that fall into that category by creating different workshops or online seminars where teachers could learn new but also practical ways of handling or, even better, preventing teacher burnout by developing their socio-emotional resilience.

Another recommendation could be to focus on researching how teacher burnout affects student achievement as well as the ability to create quality curricula in Bosnia and Herzegovina.

In the following part, here are some practical recommendations for teachers experiencing burnout at the moment.

Teachers should:

1. Try to find opportunities to go abroad for educational and social purposes.

2. Identify the problems they face both personally and academically.

3. Spend at least one hour a week doing something for themselves.

4. Try to find strategies to solve the problems they have identified.

5. Discuss their problems and express their feelings to others. Make sure that they have a clear job description.

6. Get the necessary administrative support.

7. Have their financial problems been solved? Devote more time to particular tasks.

8. Have sufficient in-service training.

9. Take action to deal with problems.

10. Recognize their limitations.

11. Have a healthy home life.

12. Plan and prioritize.

13. Try to relax after work.

14. Avoid confrontations. (Maslach, 1981).

6. TABLE OF FIGURES

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8. ATTACHMENTS

1. Questionnaire:

Teacher Professional Resilience: Building and Sustaining Teacher Support During the Pandemic in Bosnia and Herzegovina and Abroad

Dear educator, first of, I want to thank you for putting your time and effort to do this survey because I know how occupied you must be. The title above is the title of my Master thesis research. The aim of this survey is to see how educators in primary and secondary schools are handling the professional change which occurred in Bosnia and Herzegovina due to pandemic. Please take your time and try to answer the questions as honestly as possible. This survey has been made by following the principles of the one from the Teacher Wellbeing Index 2020.

*Required

1. Please state your age group *

    Mark only one oval.

    ◯ 25 - 30

    ◯ 30 - 35

    ◯ 35 - 40

    ◯ 40 - 45

    ◯ 45 - 50

    ◯ 50 - 55

    ◯ 55 - 60

    ◯ 60 - 65

2. Gender *

Mark only one oval.

◯ Male

◯ Female

◯ Other

◯ Prefer not to say

3. Years of experience *

Mark only one oval.

◯ 0 - 10

◯ 10 - 20

◯ 20 - 30

◯ 30 - 40

◯ 40 - 50

4. I am a *

Mark only one oval.

◯ Primary school teacher

◯ Secondary school teacher

◯ Private foreign language school teacher

Cognitive (the head) section

According to UNICEF Teacher Preparedness Training Package, teachers' well being is divided into four sections. One of them is the cognitive one which includes skills such as long and short term memory; auditory and visual processing; sustained, selective and divided attention as well as logical reasoning. The following set of questions focuses on such topics. If you agree with the following statements choose "strongly agree", and if not, choose "strongly disagree". In this case, the middle represents a neutral attitude towards the statement.

67

5. Symptoms I experienced before the pandemic *

    Tick all that apply.

    ☐ Forgetfulness

    ☐ Difficulty concentrating

    ☐ Inability to process what my students or colleagues are telling me

    ☐ Inability to process visual content such as books, presentations or videos

    ☐ Difficulty to pay attention to a single task for a longer period of time

    ☐ Difficulty to pay attention to what one student is saying if there is noise in the classroom

    ☐ Difficulty to multitask

    ☐ None of the above

6. I have been able to make conclusions based on the provided data before the pandemic. *

    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

7. Symptoms I experienced during the pandemic *

    Tick all that apply.

    ☐ Forgetfulness

    ☐ Difficulty concentrating

    ☐ Inability to process what my students or colleagues are telling me

    ☐ Inability to process visual content such as books, presentations or videos

    ☐ Difficulty to pay attention to a single task for a longer period of time

    ☐ Difficulty to pay attention to what one student is saying if there is noise in the classroom

    ☐ Difficulty to multitask

    ☐ None of the above

8. I have been able to make conclusions based on the provided data during the pandemic. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

Emotional (the heart) section

According to UNICEF Teacher Preparedness Training Package, teachers' well being is divided into four sections. One of them are the emotional competencies which every teacher needs. They include (1) being aware of one's own emotions; (2) being able to discern and understand other's emotions; (3) using the vocabulary of emotion and expressions; (4) being empathetic; coping adaptively with aversive emotions and distressing circumstances; (5) being aware of emotional communication within relationships; (6)differentiating internal, subjective emotional experience from external, emotional expression; (7) being aware of emotional communication within relationships, and (8) possessing the capacity for emotional self efficacy. If you agree with the following statements choose "strongly agree", and if not, choose "strongly disagree". In this case, the middle represents a neutral attitude towards the statement.

9. Emotions I felt before the pandemic *

Tick all that apply.

☐ Cheerfulness
☐ Closeness with other people
☐ Confidence
☐ Feeling good about myself
☐ Being loved
☐ Optimism for the future
☐ Relaxation
☐ Usefulness
☐ None of the above

10. Before the pandemic, I felt depressed. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

11. Before the pandemic, I felt work-related stress. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

12. Before the pandemic, I felt a huge pressure to seem well in front of my students. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

13. Before the pandemic, I felt overwhelmed by the amount of workload. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

70

14.   Emotions I felt during the pandemic *

Tick all that apply.

☐ Cheerfulness
☐ Closeness with other people
☐ Confidence
☐ Feeling good about myself
☐ Being loved
☐ Optimism for the future
☐ Relaxation
☐ Usefulness
☐ None of the above

15.   During the pandemic, I felt depressed. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

16.   During the pandemic, I felt work-related stress. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

71

17.   During the pandemic, I felt a huge pressure to seem well in front of my students. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

18.   During the pandemic, I felt overwhelmed by the amount of workload. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

Social (the hands) section

According to UNICEF Teacher Preparedness Training Package, teachers' well being is divided into four sections. One of them is the social one which includes how teachers perceive themselves in the social context (i.e. their relationships with their families and colleagues; stigma towards them; paycheck; cultural perception of their perception). If you agree with the following statements choose "strongly agree", and if not, choose "strongly disagree". In this case, the middle represents a neutral attitude towards the statement.

19.   Before the pandemic, teachers were well-respected in my country. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

72

20. Before the pandemic, I felt supported by my colleagues and superiors. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

21. Before the pandemic, I felt that my paycheck matched the amount of work I do on a monthly basis. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

22. Before the pandemic, I felt supported as a teacher by my family. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

23. Before the pandemic, as a teacher, I was respected by my students. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

24. During the pandemic, teachers are well-respected in my country. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

25. During the pandemic, I feel supported by my colleagues and superiors. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

26. During the pandemic, I feel that my paycheck matched the amount of work I do on a monthly basis. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

27. During the pandemic, I feel supported as a teacher by my family. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

28. During the pandemic, as a teacher, I am respected by my students.

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

Physical (the legs) section	According to UNICEF Teacher Preparedness Training Package, teachers' well being is divided into four sections. One of them is the physical one which focuses on the physical health of teachers. Please choose all conditions which you experience(d).

29. Before the pandemic, I experienced these work-related physical health issues *

Tick all that apply.

☐ High blood pressure
☐ Insomnia
☐ Back issues
☐ Muscle tension
☐ Dizziness
☐ Exhaustion
Other: ☐ _____

30. During the pandemic, I experience these work-related physical health issues *

Tick all that apply.

☐ High blood pressure
☐ Insomnia
☐ Back issues
☐ Muscle tension
☐ Dizziness
☐ Exhaustion
Other: ☐ _____

Tools

In the following section, please provide information about the tools you used in order to handle all of the four aspects of teachers' well-being before and during the pandemic. If you practiced the following scenarios regularly (every day) choose "strongly agree", and if you did not practice them at all, choose "strongly disagree". In this case, the middle represents an optimal practice (once a week).

31. Before the pandemic, I visited a councilor regarding work-related issues. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

32. Before the pandemic, I sought support from my colleagues and superiors regarding work-related issues. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

33. Before the pandemic, I sought support from my family regarding work-related issues. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

34. Before the pandemic, I had a regular physical exercise. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

35. Before the pandemic, my physical exercise consisted of *

Tick all that apply.

☐ Pilates
☐ Swimming
☐ Gym exercises
☐ Dance
☐ Jogging
☐ Yoga
Other: ☐ _____

36. Before the pandemic, I regularly practiced meditation. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

37. Before the pandemic, the tools I found the most helpful in reducing stress were: *

Tick all that apply.

☐ Pilates
☐ Swimming
☐ Gym exercises
☐ Dance
☐ Jogging
☐ Yoga
☐ Meditation
Other: ☐ _____

38. During the pandemic, I visit a councilor regarding work-related issues. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

39. During the pandemic, I seek support from my colleagues and superiors regarding work-related issues. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

40. During the pandemic, I seek support from my family regarding work-related issues. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

41. During the pandemic, I have a regular physical exercise. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

42. During the pandemic, my physical exercise consists of *

Tick all that apply.

☐ Pilates
☐ Swimming
☐ Gym exercises
☐ Dance
☐ Jogging
☐ Yoga
Other: ☐ _____

43. During the pandemic, I regularly practice meditation. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

44.   During the pandemic, the tools I find the most helpful in reducing stress are: *

Tick all that apply.

☐ Pilates
☐ Swimming
☐ Gym exercises
☐ Dance
☐ Jogging
☐ Yoga
☐ Meditation
Other: ☐ _____

45.   During the pandemic, I enrolled in different professional development courses to help me navigate the online teaching environment. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

46.   I am willing to try new approaches because the ones I used did not help. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

Methodology During the Pandemic	Please state with which of these statements you agree (this will mean that you also practice them in your classroom). "Strongly agree" means that you agree and that you use these practices, whereas "strongly disagree" means you do not agree with the statement and do not practice it in the classroom. The middle means you somewhat agree and you practice the statement to some extent.

80

47. I consider individual student needs with homework tasks and why feedback is important. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

48. When teaching remotely, I create my own lesson plans. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

49. I often assign homework to students, focusing on students learning in groups and/or extracurricular learning activities. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

50. I review content, plans, and tasks at the beginning of every day. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

51. I review content, plans, and tasks at the beginning of every week. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

52. I review content, plans, and tasks at the beginning of every month. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

53. I think making a plan for students to collaborate remotely makes positive impact on the online classroom climate. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

54. During the pandemic, I considered students' health and emotional state while preparing the material for the class. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree