Investigation of primary education teachers' perceptions about resilience in schools

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ABSTRACT
This study focused on exploring the perspectives of primary education teachers in the Heraklion region regarding the resilience of both their students and themselves. Initially, the theoretical framework concerning resilience as a concept is presented, along with its correlation to the school environment. Special attention is given to the resilience of the teachers themselves. Subsequently, the methodological design and the core questions of the research, which were answered through conducting interviews, are outlined. A total of 13 primary education teachers participated, providing insights into their knowledge of resilience and their perceptions regarding the factors shaping it. The interviews specifically addressed the role of the school and the family, as well as the resilience of the teachers within the context of today's Greek educational system. The data from the interviews were categorized, analyzed, and presented in relation to existing literature. The primary aim of the study was to draw initial conclusions concerning the teachers' knowledge on this particular matter, as well as their opinions regarding the role of the school in shaping the resilience of their students and themselves. Through thematic analysis, it became evident that the teachers who participated in the research possessed theoretical knowledge about resilience, as well as specific proposals regarding its enhancement among students and teachers.

KEYWORDS
Resilience, school, family, teachers

RÉSUMÉ
Cette étude s'est concentrée sur l'exploration des perspectives des enseignants de l'enseignement primaire de la région d'Héraklion concernant la résilience de leurs élèves et d'eux-mêmes. Dans un premier temps, le cadre théorique concernant la résilience en tant que concept est présenté, ainsi que sa corrélation avec l'environnement scolaire. Une attention particulière est accordée à la résilience des enseignants eux-mêmes. Par la suite, la conception méthodologique et les questions centrales de la recherche, auxquelles il a été répondu par la réalisation d'entretiens, sont esquissées. Au total, 13 enseignants de l'enseignement primaire y ont participé, donnant un aperçu de leurs connaissances sur la résilience et de leurs perceptions des facteurs qui la façonnent. Les entretiens ont spécifiquement porté sur le rôle de l'école et de la famille, ainsi que sur la résilience des enseignants dans le contexte du système éducatif grec d'aujourd'hui. Les données issues des entrevues ont été catégorisées, analysées et présentées par rapport à la littérature existante. L'objectif principal de l'étude était de tirer des conclusions initiales concernant les connaissances des enseignants sur ce sujet particulier, ainsi que leurs opinions sur le rôle de

l'école dans la formation de la résilience de leurs élèves et d'eux-mêmes. Grâce à l'analyse thématique, il est devenu évident que les enseignants qui ont participé à la recherche possédaient des connaissances théoriques sur la résilience, ainsi que des propositions spécifiques concernant son amélioration chez les élèves et les enseignants.

INTRODUCTION

Bellanca and Brandt (2010) refer to the plethora of challenges that characterize the 21st century. The demands on both young and old are numerous, and circumstances leave little room for personal development and the search for individual identity. The Covid-19 pandemic exemplified the difficulties encountered by every individual in their developmental journey from childhood to adulthood. Children, in particular, were seen to be in high-risk groups, as changes in their daily routine affected them to a greater extent compared to adults, according to relevant studies (Cusinato et al., 2020).

In the Greek context, the implementation of distance learning led children away from the traditional school environment, impacting their psychosocial development (Golbertstein et al., 2020). The role of school is undeniably significant, as the stimuli children receive, the relationships they develop, and the experiences they form within this framework shape their entire future trajectory (Henderson & Milstein, 2003).

One of the fundamental questions posed in the field of education, especially in "crisis" situations, is how some children manage to cope and overcome adversities. What helps them persist despite the challenges they face? How do they continue their learning and psychosocial development? This study aims to explore the concept of resilience and its correlation with shaping factors during a child's development. Concurrently, it seeks to investigate the relevant knowledge and experiences held by teachers, who represent "significant others" for children, fostering a "secondary attachment bond" with them (Ainsworth, 1991). Through interviews based on the aforementioned issues, we examined the perspectives, knowledge, and ideas of teachers, which will be presented later following a detailed presentation of the theoretical framework.

THEORETICAL FRAMEWORK

Resilience

In recent years, the Social and Pedagogical Sciences have shifted their research focus from a model that emphasized deficits (deficit model) to a holistic and systemic model that aims to promote the mental health of students (Kourkoutas & Xavier, 2010). Furthermore, according to Tugade (2010), while previous research focused on studying negative emotions, the balance now leans toward positive emotions and their experience by individuals.

Within this framework, numerous studies delve into the issue of resilience, which involves exploring the ability of certain individuals to adapt to difficult situations and progress in all aspects of life and development despite challenging circumstances (Masten, 2001). It is important to note that when discussing resilience, it does not refer to a separate and select group of "superhumans" (Masten, 2011) but to the "everyday magic" present in people's lives that allows them to cope with various difficulties. According to Neenan (2009), resilience is found in the "ordinary many" rather than the "extraordinary few". For this reason,

he chooses to use the term "routine resilience," meaning the resilience that all of us can exhibit on a daily basis.

Resilience and the school

Many times, when the correlation between school and the resilience of children is discussed, several researchers might refer to the academic journey of children coming from high-risk environments. However, the main essence of this concept is about how children from such environments manage to adapt socio-psychologically (Cefai, 2007). According to the same, if a student excels academically but their behavior doesn't align with the school environment, then it cannot be claimed that they are successfully coping with life's demands. Under appropriate conditions, the school can manage its existing strength in shaping the child's socio-psychological identity, contributing to the development of fundamental life skills such as self-esteem, mental resilience, among others (Henderson & Milstein, 2003).

The school environment serves as an arena where all students are called upon to struggle and adapt cognitively and socially (Cefai, 2007). According to Khorasani-Zavareh et al. (2018), the school environment can act as a "safe base" for strengthening resilience. In other words, it can provide an environment of acceptance and security despite the difficulties a student may face. The same researchers highlight that the sense of 'belongingness' to a group that appreciates and accepts the child is the key factor for the resilience of some children growing up in high-risk environments.

According to Lee (2020), the quality of the student-teacher relationship can positively influence not only the academic achievements of the former but also their overall socio-psychological well-being. This significant role, however, might not be recognized by all teachers, as in a study by Johnson et al. (1999), responses from surveyed teachers were divided into two categories. In the first category were those who believed that whatever they did would have little impact on the lives and future of their students, while the second category comprised those who believed they could significantly influence the psychosocial characteristics and adaptive skills of the children. In fact, in the same study, most teachers seemed to correlate the resilience of their students more with characteristics such as school performance and achieving academic goals, rather than the establishment and maintenance of stable and healthy interpersonal relationships.

In their study, Russo and Boman (2007) demonstrated the difference between the theoretical knowledge and practical ability of teachers to handle issues related to the resilience of their students. Specifically, while their theoretical knowledge was sufficient and their self-confidence in their abilities high, in practice, they were unable to recognize which students had access to specific protective factors and which did not.

Resilience of teachers

According to Gu and Day (2013), although teaching requires the demonstration of resilience, the resilience of teachers has not been an area of thorough and systematic study. On the contrary, it constitutes a nascent scientific field (Beltlman et al., 2011). While at the international level, the resilience of teachers has been studied to some extent, Greek research data on this specific subject are minimal (Daniilidou & Platsidou, 2018).

"Life in school", indeed, for an educator, is filled with various challenges, such as dealing with difficult parents (Goddard & Foster, 2001), difficulties related to organizational issues or communication with school leadership (Flores, 2006), as well as transfers/relocations to rural or remote areas (Sharplin et al., 2011). Moreover, in recent years, the demands are increasingly growing, with teachers having to respond to new requirements for school improvement in order to meet the new high social and economic expectations, all under particularly challenging conditions (Silva et al., 2018).

More and more teachers are leaving the profession within the first five years of work (Gu & Day, 2007). Research now focuses not on why those who leave do so, but on what keeps some committed to their teaching role (Gu & Day, 2007). Regarding the resilience of teachers, studies conducted are both qualitative, examining in-depth case studies, and quantitative, gathering data from a large number of teachers. The subject of research in this area is not merely the retention of teachers in the profession as a form of resilience. What is examined is the 'quality retention' in the performance of their educational duties (Beltlman et al., 2011). The shift of research to these subjects is related to researchers' interest in the effectiveness of teachers and the maintenance of their motivations and dedication to their profession (Hong, 2012).

Simultaneously, the role of the school and the educator has extended beyond the school framework and its traditional functions, opening up to the broader local community, aiming at many more goals beyond the cognitive ones (Wentzel & Ramani, 2016). In this light, the profession of the educator in the 21st century is primarily associated with creating bonds/relationships but also with continuous effort (Noddings, 2012; Zembylas, 2014). Gu and Day (2013) argue that the classical definition of resilience as the 'ability to recover from adversity' is not sufficiently comprehensive to cover the field of teachers. Specifically, they claim that the educator's ability to recover from some inevitable difficulties in their daily school routine is an integral part of their work. Consequently, they conclude that the resilience of teachers is the ability to manage the unforeseen uncertainties arising in school life and to be guided by a corresponding purpose and ethical code. It is, therefore, a broad concept influenced by a myriad of factors within and outside the school context, combined with the personal characteristics of teachers. It is evident from the above that the resilience of both children and teachers is a dynamic process dependent on a plethora of factors (Masten, 2011). Although theoretically a challenging and multidimensional concept, its significance appears essential for all of us.

The Covid-19 pandemic has been the greatest global disruption to the educational system ever recorded (Crompton et al., 2023). Teachers abandoned the traditional school setting and conducted online classes, attempting to meet cognitive and social goals for students within a new educational framework (Fathayatih et al., 2023). Research data indicated that teachers experienced emotional and psychological turmoil during remote teaching (Crompton et al., 2021) for various reasons, such as isolation from their colleagues (Trikoilis & Papathanasiou, 2020). In a very recent study by Fathayatih et al. (2023) involving ten teachers from South Africa and the USA, it was found that teachers' resilience during remote learning was mainly influence by various challenges they faced, including time management, student difficulties, anxiety, isolation, responsiveness to students needs, technology use, and students engagement.

Regarding Greek data, the research by Perifanou et al. (2021) investigated the perceptions of 806 primary and secondary education teachers regarding their digital skills in teaching and their professional responsibilities during the pandemic period. While most managed to use digital tools, find, evaluate, and develop educational resources, design new material, they encountered significant difficulties in interacting and communicating with their students. This finding in also echoed in the research by Giannouli et al. (2021). In the study by Papazis et al. (2023), Greek teachers exhibited moderate to high levels of resilience during Covid-19 pandemic.

Research Purpose - Research Questions

The main purpose of the research was to explore the perspectives of primary education teachers in the Heraklion region regarding resilience, primarily focusing on their students. Specifically, after an extensive study of both older and contemporary research data regarding

the resilience of students and teachers, a research gap was indentified concerning the investigation of the knowledge Greek teachers have regarding resilience, the exploration of their views on the schools' role in enhancing students' resilience, and finally, their personal experiences regarding resilience. The research questions that formed the basis for conducting the interviews were as follows:

- What are the teachers' knowledge regarding resilience and its formation during childhood?
- What do teachers believe about the school's influence on students' resilience?
- Do primary education teachers feel empowered within the school context?

METHODOLOGY

Interview Guide
The selected interview questions are general and open-ended in content, allowing the interviewees to express their knowledge and opinions on the matter. The chosen questions to address our research queries are as follows:

1. How would you define resilience?
2. What characteristics would you say a student with high resilience possesses?
3. According to you, what factors determine a student's resilience? What makes them cope'?
4. Do you believe that the school can strengthen the resilience of its students? If yes, how?
5. Do you feel empowered within the school context? In what ways? If not, what would you propose to become stronger yourself.

The first three questions examined the teachers' knowledge about resilience at a theoretical level and the factors shaping it. The selection of these specific questions was based on the teachers' potential to express their comprehensive understanding of the concept and its developmental process. Through the fourth question, we aimed to investigate their perceptions regarding whether the school environment and practices adopted within it can act as supplementary factors in strengthening resilience. Finally, the last question was chosen to allow them to express their personal experiences and perceptions concerning how empowered they feel within their work context. The methodology of the research describes the use of open-ended research interviews. These interviews allowed participants to freely express their ideas and thoughts without limitations. The researcher intervened minimally, allowing the interviewee to express their thoughts.

Two pilot interviews were conducted with teachers of the same level to observe, improve, and modify the process and questions. Observations from these interviews highlighted the need for questions to relate to the school context and focus on the personal experiences of teachers.

Additionally, the researcher has previous experience in conducting research interviews and has undergone training in educational research and data analysis, such as undergraduate courses and postgraduate seminars. This has enabled her to maintain objectivity and distance herself as much as possible from the role of the researcher.

Sample Size - Interview Analysis
Thirteen primary education teachers from the Heraklion prefecture, aged between 30 to 55, participated in the interviews, forming a convenience sample. All participants were graduates of Departments of Primary Education, comprising three men and ten women. Among the 13

participants, eight held postgraduate degrees. Regarding their teaching experience, four had 0-5 years, five had 6-15 years, and four had 16 years and above of teaching experience.

The interviews were conducted in comfortable and familiar places for the participants, ensuring a relaxed environment between the interviewees and the researcher. The interviews were recorded with participants' informed consent and later transcribed into a Word document. The transcription aimed to comprehensively capture the conversation's flow and used appropriate punctuations and coding to represent both verbal and non-verbal elements of speech.

The analysis adopted a thematic analysis approach, systematically identifying, organizing, and understanding recurring patterns within the data (Braun & Clarke, 2012, p. 57). The steps involved transcription, familiarization with data, gathering excerpts related to each research question, coding, transitioning from codes to themes, and presenting findings (Zaimakis, 2018).

The encoding for the analysis was based on the possible answers according to the question and, of course, on the criteria of existing literature. Specifically, for the 1st question requesting the definition of resilience, the commonly accepted definition of the concept by Masten (2011) was used, stating that resilience refers to an individual's ability to overcome difficult circumstances and thrive. Regarding the 2nd question, the characteristics of students with high levels of resilience were used as codes, as reported in the literature (Khorasani-Zavareh et al., 2018). These characteristics include humor, self-esteem, locus of control regarding an event, and more. For the 3rd question, all possible influencing factors of resilience found in the literature were used as codes, such as the individual itself, family, school, local community, and wider society (Petrogiannis, 2004). Concerning the last two questions, the codes emerged from the teachers' own responses since the nature of the questions required their personal opinions on the subject. For the fourth question, the codes included possible ways in which the school can strengthen the resilience of students (e.g., implementing relevant programs, discussing with teachers, organizing activities, etc.). In the last question, the codes primarily included what teachers mentioned they need for their own empowerment (good management, good colleague relationships, seminars, support from a psychologist within the school, etc.).

It's important to note that due to the limited sample size, the findings presented are not generalizable but rather indicative for further research involving a larger number of participants.

FINDINGS

Definition of resilience

The teachers appeared to adequately and accurately define the concept of resilience in most cases (11/13). Almost all referred to the individual's ability to overcome difficulties and manage life in general. For instance, participant E2 stated, "When life's problems don't bring you down. And you can continue..." while participant E3 emphasized it as "the ability of the individual to respond to any situation, especially the difficult ones". Other participants indicated that these difficulties assist in "daily school life, in the learning and social aspect". References were made to "fears", "challenges", "difficult situations", and "events". It appears that resilience exists as a concept around us on a daily basis, whether in significant and stressful events or in the small, everyday difficulties and challenges we face as individuals. Participant E7 vividly expressed it as, "Resilience, for me, is a child who, regardless of whether they are doing well in class or not, can be happy and calm. Concerning interactions

with other children, they don't identify themselves with everyone's opinion and believe in themselves, remaining happy and calm in the end".

Characteristics of students with high resilience
In this question, teachers shared experiences of students they believed had high resilience. These children, for the most part, possess characteristics such as dynamism, determination, optimism, effort, good interpersonal relationships, and more. E12 vividly states, "I have in mind some kids whom I consider to have resilience. Because the school is very demanding and doesn't allow them space to relax and express themselves as much as they wanted, they managed to handle both 'shoulds' and difficulties by saying 'OK, let's do it,' 'I will do it,' 'I might not like it, but let's do it since you want it, ma'am.' While others would react by saying 'I won't do it,' sulk, or anything else. They were the kids who could cope". E6 shares the following thoughts, "I would say they should have resilience in the face of difficulties and failures, have developed emotional intelligence, possess patience and gratitude, behavioral flexibility, vision, and goals. These give meaning to life". A notable incident from the experience of E9 is described as, "a resilient child who, even if offended, would turn it into a relaxed situation where they wouldn't feel upset (or at least wouldn't show that they were upset) and would try to manage it on their own, internally. And I can tell you an example: I entered the class 25 days ago, and a little girl who is adopted was absent. Another child came and said, "I want to tell you something about her", and said that she is adopted. Simultaneously, the girl came, heard it, and very skillfully didn't bother, overcame it, didn't even show that she was upset, and I think this child was the definition of resilience". From the aforementioned, it is evident that teachers encounter children in their daily lives who stand out through various small and significant characteristics. These are children who manage to adapt, respond, and handle both daily school life and unexpected negative events that may arise. These children have developed abilities as described by E13, "traits such as perception of emotional and cognitive state, readiness, composed decision-making... maturity...".

Factors that influence and shape resilience
In response to this question, some teachers answered more succinctly while others elaborated further on their thoughts. All mentioned the decisive role of the family (13/13), with several emphasizing the importance of each person's temperament through genetics and personality (8/13). Finally, almost all referred to school as a shaping factor for children who can have high resilience (12/13). For example, E1 contends, "Firstly, I believe it starts from birth, if one has it. But, I think the family also plays a role. I grew up in such a family that 'built' me to be resilient...", echoing a similar sentiment expressed by E6, "I believe that one's personality plays a significant role here, which, of course, is based on genetics as well as on the family environment and life conditions". E12 delved deeper into her thoughts on how a child's resilience is shaped in the early stages of life and the role that personality, family, and school play in this direction: "Certainly the family, how they raise them, and how parents teach them to handle difficulties and teach them mechanisms. I don't know if we are born with these mechanisms or if we can be educated. I think these children were given time and space by their parents to develop it. That is, stricter parents who would say, 'this will be done,' 'this will happen,' and do not allow space for children to explain what 'should' be, their spontaneity, and what they can do. I believe parents play a big role, and school certainly helps. It requires programs for emotional education and such... But I believe emotional education happens all day, someone needs to invest in that aspect, not only in learning, rules, and their proper application by the child".

All teachers, in response to this question, highlighted the importance of the broader framework in which a child grows and develops. They agree with the opinion expressed by

E4, "Perhaps our character plays a role in general, but I believe that the most significant role is played by the environment around us and how supportive it is". According to E11, this environment should be stable and engage in appropriate discussions and planning. As she states, "Certainly, a stable family framework, planning, discussions with parents on anything they face in their routine so that the child understands how to externalize something they want or something that bothered them. Then, undoubtedly, the school framework with corresponding actions".

The role of school in shaping students' resilience

Teachers seemed to attribute significant importance to the role of the school, which through corresponding programs and activities, can help students develop resilience (12/13). Some emphasized the role of the teacher (7/13), such as E1: "... the teacher. Not deceiving the children. Being strict enough, even from the early grades, to clarify certain things from the start", and E10: "... the educator, how much they have shaped the classroom atmosphere. That is, if they make children work on group activities. Thus, I believe resilience is cultivated in all children". The majority of teachers referred to the importance of organizing corresponding programs, lessons, actions, and discussions that would assist children's development (8/13). For example, E3 mentions "... engaging in activities, developing the child's self-confidence, their self-image", E4 talks about "... certain activities that would take place in school, also through discussions", while a more comprehensive view is provided by the response of E6: "... if it emphasizes not only the cultivation of knowledge but also the cultivation of emotional intelligence over time (in both primary and secondary education) and when it pays closer attention to the child's needs".

Examples and ideas are provided by E7: "I believe that through many discussions, through various programs we can work on in the classroom regarding emotions, when we put the children through the process of thinking about how others feel when they criticize them, when they say bad things... Through such programs". Similarly, E8 mentions "... there are similar methods such as, for example, adopting (a classroom from an older class), programs and actions we have, emotional education programs".

Empowerment and resilience of teachers within the school context

In the last question regarding whether teachers feel empowered within the school context, the participants highlighted the needs and gaps within the Greek educational system. They referenced the support they require and the need for substantial support from the state, administration, and colleagues.

An illustrative response is provided by E13: "Personally, I do not feel mentally empowered at all in school. Not at all. Unfortunately, even though I am one of the teachers who integrate such programs and goals into the learning process every year. Everything starts from me, without substantial help from the authorities, with personal struggle and effort, with personal cost for the seminars I attend for further training. However, I see that still, my students benefit. There is a significant need in society for these things as we live in harsh times, and children sometimes experience this very difficultly. We need to support our teachers if we want to support our children. Therefore, I would suggest supporting the teachers, addressing their personal needs, having psychologists in our schools, not one for seven schools and 700 children... But for all this to function effectively and not superficially. And, of course, there should be free time in school to run programs and not to try to label everything as teaching hours under the pretext of some innovation introduced without preparation, financial, and pedagogical support, but as a top-down bureaucratic order. If we want results, we need to understand our society and support our teachers".

The same need for training, a stable framework, and support are expressed by other teachers as well. For example, E2 states, "I would also like, like any person, to be able to talk to a specialist and specialized personnel, to a psychologist... at any time during the day... And to have a climate of trust".

The need for substantial support and flexibility is also evident from the words and example provided by E6: "Good cooperation and mutual support among teachers play a significant role, the support we receive from the state - not throwing obstacles in our way - and good collaboration with parents. I'll give you an example related to the state: the skills labs were introduced this year, which is nice; you have very good material as a first try, which we could use. However, some flexibility is needed. Being told to conduct four labs, regardless of the difficulties and issues that arise from time to time in each school, is, I think, too demanding. The 'flexible zone', which used to exist, had exactly this purpose, to provide flexibility. So, as they were introduced, there is no flexibility".

Teachers referred to the role of colleagues and school administration, which can act supportively. "I believe that the principal plays a crucial role in this, in how they will organize and structure the entire year, what we could do. And the training so that we are all sure we can do something and achieve it". (E3) "I would like there to be a supportive environment for us, among us as colleagues, to support each other. Surely, some actions should be taken, such as workshops and training on this topic to know as much as possible and process it" (E4).

The need for substantial guidance and support is also evident from the example provided by E8 during the period of distance learning: "Also, since the demands of our work continue, and we are in constant training, it would be good for the State to try to ensure 'lifelong learning' for us. Because, really, in situations where we feel weak - like with distance learning, where I felt mentally not resilient - we need help, training, guidance, and support".

Therefore, it appears that teachers need continuous and stable guidance, trust, and support. Good interpersonal relationships and the provision of assistance to adults, just as with children, provide a sense of security for the development of mental resilience, based on the above-supported claims.

DISCUSSION AND CONCLUSION

From the analysis of the interviews, it was evident that teachers have adequate theoretical training regarding resilience. Specifically, in their responses, they cover all the fundamental points of the concept's definitions. Mainly, reference is made to individuals' ability to overcome difficulties and manage to cope (Masten, 2001). The conclusion drawn by our study aligns with the international literature. As previously mentioned, teachers often possess a comprehensive theoretical knowledge of the issue of resilience (Russo & Boman, 2007). However, research shows that they are distant from practical implementation of corresponding actions and the adoption of suitable practices and attitudes towards their students.

Regarding the questions related to the factors associated with the formation of resilience, teachers mostly seemed to include both the individual characteristics of each child, as well as the family and the role of the school. These views are supported by the literature, which argues that a crucial factor in resilience is an individual's 'mindset', the so-called mindset related to temperament and personal characteristics (Goldstein & Brooks, 2005). However, beyond individual characteristics as protective factors (e.g., humor, self-regulation, ability to seize opportunities, etc.), the family framework also holds a significant position. Through the attachment bond with caregivers, children internalize protective mechanisms and a sense of security in their interpersonal relationships (Dimakos & Papakonstantinopoulou,

2012). This seems to be confirmed unanimously by all teachers through their experience and knowledge. The role of the family is considered decisive and of primary importance by all participants in the research.

Moreover, teachers seem to share the perspective found in literature about the role of the school in shaping the resilience of their students (Khorasani-Zavareh et al., 2018). The school, for them as well, constitutes a secure base where children can develop holistically through appropriate interventions, targeted activities, and programs.

In a study by Johnson et al. (1999), teachers were divided into two categories: those who believe they can influence the development and resilience of their students and those who feel they cannot contribute much in that direction. In this specific research, teachers emphasized the role of the school, which can help students through suitable programs and interventions (Sanders et al., 2016).

Regarding the last question about the resilience of teachers themselves, the given responses seemed to confirm what contemporary researchers support. Specifically, it appeared that teachers' resilience depends on a variety of factors related to their knowledge, professional path, and resources available (Fernandes et al., 2019). They confirm what Benard suggested back in 2003: the need for resources, guidance, skill development, and professional support.

Even though the research sample was limited, it seems that the interview results affirm what existing international literature proposes. It is important to conduct further similar research on an even larger scale to provide a more comprehensive understanding of the perceptions and knowledge of teachers in Greece on these specific issues. The fact that teachers stated they often don't feel empowered within the school framework should concern the state to find ways to empower its educational workforce. Furthermore, teachers, despite possessing theoretical knowledge as a profession that undergoes ongoing training (e.g., in-service training, seminars, etc.), stress the need for support and assistance in their work. They consider the role of the educator and the school, in general, as highly significant in promoting resilience.

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