

Perceived Resilience and Intention to Quit among College Teachers in Selected HEIs in Cabanatuan City

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Abstract. The current study focused on the perceived resilience and intention to quit among college teachers in the context of online learning. This is descriptive-correlational research which aimed to assess the moderating effect of perceived resilience on intention to quit of college teachers. This research utilized adapted instrument which measured intention to quit and perceived resilience. The instrument was employed to 172 college teachers in selected Higher Educational Institutions in the province. The researcher was conducted to selected HEIs in Cabanatuan City, Nueva Ecija including, College of the Immaculate Concepcion, PHINMA-Araullo University, Our Lady of Fatima University-Cabanatuan Campus, and Nueva Ecija University of Science and Technology. The researcher used the electronic way of gathering data using Google form. After the collection of data, descriptive statistics was used such as weighted means to describe the intention to quit and perceived resilience. Results showed that the intention to quit of college teachers was described as “in a small degree” while their perceived resilience was in “normal level”. More so, perceived resilience did not affect the intention to quit of the participants. The findings would be beneficial to future researchers to explore the level of perceived resilience in terms of culture on their job satisfaction and commitment in workplace in the midst of pandemic.

Keywords: College Teacher; Intention to Quit; Online Learning; Pandemic; Perceived Resilience

Introduction

In today's fast-paced society, organizations and individuals continue to face risks at work brought about by economic changes and uncertainties. Even prior to the COVID-19 pandemic, numerous studies had already identified stress, burnout, and negative teaching experiences as major contributors to teachers' intention to leave the profession (Ryan et al., 2017). Stress remains a critical concern in many educational institutions, with academic stress strongly associated with teachers' intention to quit.

During the pandemic, these challenges intensified. Teachers, particularly in public schools, reported high stress levels due to increased working hours, the demands of navigating unfamiliar remote learning platforms, and technical difficulties associated with online instruction. Research findings revealed that while fewer than one in ten teachers cited instructional challenges as their primary reason for leaving, more than four in ten who resigned early during the pandemic acknowledged that difficulties with remote or hybrid instruction contributed to their decision (Diliberti, Schwartz, & Grant, 2019).

In the post-pandemic era, however, the focus has shifted toward understanding the long-term implications of these experiences. While the immediate disruptions of COVID-19 have subsided, the residual effects on teacher well-being, resilience, and retention remain evident. Building resilience is now recognized as essential for sustaining motivation, commitment, and performance amid ongoing uncertainties in the educational landscape. Resilience has been shown to buffer against the negative impacts of workplace stress, enabling individuals to adapt to challenging environments and maintain psychological well-being (Gurman et al., 2021).

International studies further highlight that teacher attrition is not confined to pandemic-related circumstances. For instance, Dupriez et al. (2016) reported high turnover rates among early-career teachers, often linked to credentials and school characteristics. Similarly, Park and Johnson (2019) found unfavorable correlations between job satisfaction and intention to leave among career and technical education teachers, while Bowles and Arnup (2016) emphasized that increasing job satisfaction could help reduce attrition in the Australian context.

Despite these insights, there remains a gap in exploring the moderating role of perceived resilience in the relationship between stress and teachers' intention to quit, particularly in the context of higher education institutions (HEIs).

Research Objectives

This study addresses that gap by examining college teachers in selected HEIs in Cabanatuan City, Nueva Ecija. Specifically, it aims to:

1. Assess the levels of stress and perceived resilience among college teachers in the selected HEIs in Cabanatuan City.
2. Determine the relationship between stress and intention to quit.
3. Examine the moderating effect of perceived resilience on the relationship between stress and intention to quit.

Scope and Delimitation of the Study

This study focused on 172 college teachers from selected higher education institutions in Cabanatuan City, Nueva Ecija during the pandemic's online learning period. Using a descriptive-correlational design and purposive sampling, the findings cannot be generalized beyond this group. Data were collected through self-reported Google Forms using the Brief Resilience Scale and an intention-to-quit measure, which may be subject to bias. The study examined only the statistical relationship between resilience and intention to quit, excluding other possible influences such as job satisfaction, organizational culture, mental health, salary, workload, or administrative support. Being quantitative, it also did not capture deeper personal experiences that qualitative methods could have revealed.

Literature Review

Teacher Stress and Intention to Quit

Stress and burnout have long been identified as major contributors to teachers' intention to leave the profession (Ryan et al., 2017). During the pandemic, these challenges intensified, with teachers reporting difficulties in navigating remote learning and technical issues that heightened stress levels (Diliberti, Schwartz, & Grant, 2021). Studies also highlight that job fatigue and negative workplace experiences strongly correlate with turnover intentions (Bowles & Arnup, 2016; Park & Johnson, 2019). These findings emphasize that stress remains a critical factor influencing teacher attrition across different contexts.

Resilience as a Protective Factor

Resilience has been conceptualized as a buffer against the negative impacts of workplace stress, enabling individuals to adapt and maintain performance despite adversity (Athota, Budhwar, & Malik, 2019). Research during the pandemic showed that resilience positively influenced teachers' psychological well-being, reducing burnout and stress associated with online learning (Gurman et al., 2021). Moreover, resilient individuals tend to engage in proactive coping strategies, acting on problems rather than being overwhelmed by them (Mamood, 2017). These insights suggest that resilience plays a vital role in sustaining teachers' commitment during periods of uncertainty.

Organizational and Cultural Influences

Beyond individual resilience, organizational culture and workplace conditions significantly shape teachers' retention. Carlson et al. (2021) found that organizational culture strongly influenced turnover intentions during the pandemic, while Suzuki et al. (2021) emphasized that lack of collegial ties and unethical practices contributed to resignation decisions. Similarly, Barros et al. (2021) reported that satisfaction with promotion criteria, compensation, and work culture correlated with retention. These studies highlight that institutional support and organizational dynamics are crucial in mitigating teachers' intention to quit, complementing the role of personal resilience. The reviewed studies collectively underscore that teacher attrition is a multifaceted issue shaped by stress, resilience, and organizational dynamics. Stress and burnout consistently emerge as primary drivers of teachers' intention to quit, with pandemic-related challenges such as remote learning and technical difficulties further intensifying these pressures (Ryan et al., 2017; Diliberti, Schwartz, & Grant, 2021; Bowles & Arnup, 2016; Park & Johnson, 2019). At the same time, resilience functions as a protective factor, enabling teachers to adapt to adversity, maintain psychological well-being, and engage in proactive coping strategies that sustain their professional commitment (Athota, Budhwar, & Malik, 2019; Gurman et al., 2021; Mamood, 2017). However, resilience alone does not fully account for retention, as organizational culture and workplace conditions significantly influence teachers' decisions to stay or leave. Findings highlight that collegial ties, ethical practices, compensation, and promotion systems are critical institutional supports that complement personal resilience in mitigating turnover intentions.

(Carlson et al., 2021; Suzuki et al., 2021; Barros et al., 2021). Taken together, the literature suggests that while resilience can buffer individual stress, sustainable teacher retention requires a dual focus on strengthening personal coping capacities and fostering supportive organizational environments. This integrated perspective provides a foundation for examining the interplay between resilience and intention to quit among college teachers, particularly in the context of pandemic-driven online learning.

Methodology

Research Design

The study employed a descriptive-correlational design to examine the relationship between perceived resilience and intention to quit among college teachers. This design was appropriate because it allowed the researcher to describe the variables and assess their statistical association without manipulating conditions.

Respondents and Sampling

The respondents consisted of 172 college teachers from selected higher education institutions (HEIs) in Cabanatuan City. They were chosen through purposive sampling, as the study specifically focused on teachers in higher education. This sampling method ensured that participants were relevant to the objectives of the research.

Data Gathering Procedure

Data collection was conducted electronically using Google Forms. Prior to distribution, the researcher secured permission from the deans of the selected HEIs and obtained approval from the research panel and advisers. Informed consent was provided to participants, and confidentiality was strictly observed in compliance with the Data Privacy Act of 2012 and ethical standards in research.

Research Instruments

Two adapted instruments were utilized in the study to measure the key variables. The first was the Intention to Quit Measure developed by Morgan Viklund (2017), which assessed teachers' likelihood of leaving their job or profession. The second was the Brief Resilience Scale (BRS) by Smith et al. (2008), designed to evaluate individuals' ability to recover from stress and adversity. Both instruments employed a 5-point Likert scale to capture responses, ensuring consistency in measurement. These tools were selected because of their established validity and reliability, making them appropriate for examining the constructs of resilience and intention to quit among college teachers.

Data Analysis

The collected data were processed using SPSS software. Descriptive statistics, including weighted means and standard deviations, were computed to describe the levels of intention to quit and perceived resilience. To test the relationship between the two variables, regression analysis was performed, determining whether resilience had a significant impact on teachers' intention to quit.

Results and Discussions

Research Question 1: Assess the levels of stress and perceived resilience among college teachers in the selected HEIs in Cabanatuan City?

Table 1. Respondents' resilience in the context of online learning

Parameters	Mean	Sd	Verbal Interpretation
1. I tend to bounce back quickly after hard times	3.81	1.01	Normal Resilience
2. I have a hard time making it through stressful events.	2.85	1.05	Low Resilience
3. It does not take me long to recover from a stressful event.	3.47	0.99	Normal Resilience
4. It is hard for me to snap back when something bad happens	2.89	1.08	Low Resilience
5. I usually come through difficult times with little trouble.	3.35	0.95	Normal Resilience
6. I tend to take a long time to get over setbacks in my life.	2.9	1.1	Low Resilience
Pooled Mean	3.21	0.53	Normal Resilience

Table 1 presents respondents' perceived resilience to online learning across six factors. The overall mean score was 3.21 with a standard deviation of 0.53, verbally described as normal resilience. This level indicates that college teachers occasionally experience emotional fluctuations but are generally able to manage challenges in a healthy manner. In the post-pandemic context, teachers continue to encounter

stressors related to online and hybrid learning environments, yet they demonstrate the capacity to adapt and recover. While institutional policies must still be followed, the need to adjust to evolving conditions can heighten negative emotions such as stress, which in turn may reduce subjective well-being (Nguyen, 2020). Resilience, therefore, is understood as the ability to respond productively to adversity, enabling individuals to withstand pressure and adapt to difficult circumstances. As Mamood (2017) emphasized, resilience can be a decisive factor between success and failure in professional and personal life. This finding implies that college teachers are actively managing adverse situations in their current teaching roles, particularly in the delivery of education through online modalities that emerged during the pandemic and continue in the post-pandemic era. For instance, Statement No. 1, "I tend to bounce back quickly after hard times" ($\bar{x} = 3.81$, $SD = 1.01$), and Statement No. 3, "It does not take me long to recover from a stressful event" ($\bar{x} = 3.47$, $SD = 0.99$), yielded the highest mean scores, reflecting teachers' ability to recover from setbacks. Wang and Gordon (2020) similarly noted that individuals with academic resilience can transform challenging environments into sources of motivation by maintaining hope, setting goals, and applying problem-solving skills. Conversely, Statement No. 2, "I have a hard time making it through stressful events" ($\bar{x} = 2.85$, $SD = 1.05$), and Statement No. 4, "It is hard for me to snap back when something bad happens" ($\bar{x} = 2.89$, $SD = 1.08$), recorded the lowest mean scores. These results suggest that sudden changes and pressures—such as reduced face-to-face interaction and the demands of online learning—can trigger stress and frustration, thereby weakening resilience (Salahaddin, 2020). Intention to quit, in this context, refers to an individual's perceived likelihood of leaving or remaining in an organization. Retention is described as teachers' willingness to stay, which is strongly influenced by job satisfaction and well-being. Teachers who are satisfied with their work are more committed to delivering quality education and fostering positive relationships with students and colleagues, even within the challenges of online and hybrid learning (Denton, 2020).

Research Question 2: Determine the relationship between stress and intention to quit?

Table 2. Respondents' intention to quit in the context of online learning

Parameters	Mean	SD	Verbal Interpretation
1. Do you have intentions to quit your job?	2.32	1.36	In a small degree
2. Do you have thoughts about leaving your organization?	2.38	1.25	In a small degree
3. Do you have thoughts about leaving your profession?	2.44	1.3	In a small degree
4. Have you applied for a new job during the last year?	2.15	1.47	In a small degree
5. Is the physical work environment a reason for your thoughts about changing your job?	2.47	1.35	In a small degree
6. Is the psychosocial work environment a reason for your thoughts about changing your job?	2.45	1.38	In a small degree
7. Is salary the reason you are thinking about changing your job? (Zigzag your way up to better wages)	2.59	1.43	In a small degree
8. Is your schedule/working hours a reason why you have thoughts about quitting your current job?	2.43	1.4	In a small degree
9. Is your manager the reason for your thoughts about leaving your job?	2.25	1.4	In a small degree
10. Are organizational factors a reason for you having thoughts about quitting your job?	2.33	1.32	In a small degree
11. Are organizational factors reasons you have thoughts about quitting in your organization?	2.36	1.32	In a small degree
12. Is career a factor for you thinking thoughts about changing your job?	2.55	1.39	In a small degree
13. Is your health a reason for you having thoughts about changing your job?	2.42	1.36	In a small degree
14. Is lack of development a reason for thinking thoughts about changing your job?	2.46	1.39	In a small degree
Pooled Mean	2.4	1.16	In a small degree

Table 2 presents the 14 factors influencing respondents' intention to quit online learning. The overall mean score was 2.40 with a standard deviation of 1.16, verbally described as "in a small degree." This indicates that the intention of college teachers in selected HEIs to leave their current teaching positions remains low. Findings suggest that despite the challenges posed by online and hybrid modalities during and after the pandemic, teachers tend to remain in their jobs due to family responsibilities and the difficulty of

securing alternative employment opportunities. Carlson et al. (2021) found that organizational culture strongly influences employees' retention decisions, explaining differences in turnover intentions and organizational involvement during the pandemic. In contrast, Suzuki et al. (2021) emphasized that weak departmental ties and unethical workplace practices contributed to frustration and eventual resignation among faculty members. In the post-pandemic context, this study implies that college teachers continue to demonstrate only a small degree of intention to leave their current teaching jobs, even with the ongoing integration of online learning. This is reflected in Statement No. 7, "Salary cannot be the reason for changing the job" ($\bar{x} = 2.59$, $SD = 1.43$), and Statement No. 12, "Career is not a factor for changing the job" ($\bar{x} = 2.55$, $SD = 1.39$), which recorded the highest mean scores among the fourteen parameters. Conversely, Statement No. 4, "I have applied for a new job during the last year" ($\bar{x} = 2.15$, $SD = 1.47$), and Statement No. 9, "My manager was the reason for my thoughts about leaving" ($\bar{x} = 2.25$, $SD = 1.40$), yielded the lowest mean scores. Barros et al. (2021) concluded that satisfaction with the work environment—such as clear promotion criteria, fair salary compensation, interdepartmental relationships, and organizational culture—was more strongly correlated with retention than external employment opportunities. Similarly, studies on university faculty highlight that retention rates are closely tied to commitment to the institution and satisfaction with the educational environment. This section presents the results of the last objective which aimed to determine the moderating effect of perceived resilience to intention to quit. Using regression analysis, the moderating effect of perceived resilience on respondent's intention to quit regression analysis was computed.

Research Question 3: Examine the moderating effect of perceived resilience on the relationship between stress and intention to quit?

Table 3. Impact of Perceived Resilience to Intention to Quit

Perceived Resilience	B	Std. Error	t	p-value
Intention to Quit	.417	.315	1.323	.188

Table 3 presents the impact of perceived resilience on the relationship between respondents' intention to quit. Results show that perceived resilience does not significantly affect teachers' intention to quit ($t = 1.323$, $p > 0.188$). This indicates that regardless of resilience levels among college teachers, their likelihood of leaving the profession remains relatively unchanged. Other factors may play a stronger moderating role in shaping teachers' decisions to stay or leave. Elements such as impulse control, optimism, self-efficacy, problem-solving, emotion regulation, empathy, and social support have been identified as contributors to resilience and workplace retention during periods of uncertainty (Reivich & Shatté, 2020). Findings further suggest that even high levels of resilience did not directly determine teachers' intention to quit. Instead, organizational commitment emerged as a more influential factor compared to job satisfaction. Commitment reflects an individual's emotional attachment to the institution as a whole, while satisfaction pertains to specific aspects of the job. In the post-pandemic era, this distinction is critical. Farley and Chamberlain (2021) reported a decline in teachers' general mental health even before the pandemic, with early evidence pointing to an increased mental health burden during and after COVID-19. Stress continues to be linked to burnout, reduced job satisfaction, and poor retention (García-Carmona et al., 2019; Diliberti et al., 2021). These findings highlight that stress not only affects teachers' psychological well-being but also contributes to retention challenges in higher education institutions. Thus, while resilience remains an important personal resource, organizational culture, institutional support, and mental health interventions are more decisive in influencing teachers' long-term commitment in the post-pandemic educational landscape.

Ethical Considerations

In conducting this study among selected higher education institutions (HEIs) in Cabanatuan City, Nueva Ecija namely the College of the Immaculate Concepcion, PHINMA-Araullo University, Our Lady of Fatima University-Cabanatuan Campus, and Nueva Ecija University of Science and Technology ethical considerations were carefully observed to ensure the protection and integrity of participants. Prior to data collection, formal permission was secured from the respective deans of these institutions, and informed consent was obtained from all respondents. The purpose of the research and the instruments to be used were clearly explained, and participation was strictly voluntary. Data were gathered electronically through Google Forms, with full compliance to the Data Privacy Act of 2012 and established research ethics,

thereby ensuring confidentiality and anonymity of responses. The researcher emphasized that the information provided would be used solely for academic purposes, and participants retained the right to withdraw at any point without penalty. These measures safeguarded the rights, dignity, and well-being of the college teachers involved in the study.

Conclusion

The research on exploring the intention to quit and perceived resilience among college teachers in selected HEIs in the province was participated by majority of female respondents as compared to males, most of them were single pursuing their master's degree of specialization, aging from 21-25 years old dominantly, and majority were affiliated to private institution. Their intention to quit in online learning was described as "in a small degree". The perceived resilience of college teachers in online learning was described as "normal resilience". However, there is no significant impact of perceived resilience on intention to quit among college teachers in selected HEIs in the province of Nueva Ecija. In connection, future research should focus on the mental health of teachers through implementation of quality program such as social support, group dynamics, and focused-grouped discussion for those who intend to quit and leave the job due to various online learning-related factors. Also, other factor such as organizational culture, bullying, as well as mental health should be explored. Qualitative data should be obtained through interview for substantial discussion regarding this workplace concern.

Recommendations

Based on the findings, it is recommended that higher education institutions in Cabanatuan City and similar contexts strengthen support systems for young, predominantly female faculty members who are pursuing graduate studies while teaching. Since their intention to quit was only described "in a small degree" and resilience was at a "normal level," institutions should proactively implement programs that enhance mental health and workplace well-being, such as structured social support, mentoring, and group dynamics activities. Furthermore, organizational factors like culture, fair promotion systems, and protection against bullying should be prioritized to sustain teacher commitment. Future research should also employ qualitative approaches, including interviews and focus group discussions, to capture deeper insights into teachers' lived experiences and provide a more holistic basis for policy and intervention design.

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