

## The Impact of Resilience Training on Employee Well Being and Productivity in the Workplace Among the Teaching Profession: A Scoping Review

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### ABSTRACT

In relation to education, resilience is the capacity of educators to handle and adjust to difficulties while preserving their health and productivity in the classroom. According to a recent study by Andrea Bordas (2023) 'the dynamic interactive model of resilience highlights the interaction between systemic and individual elements, such as possibilities for professional development and institutional support'. Teachers frequently deal with elevated stress levels, burnout, and emotional demands in their line of work such as classroom conduct, fulfilling academic standards, attending to the many needs of students, and coping with administrative demands. This study carried out a scoping study using 6 electronic databases and followed the PRISMA Guidelines. Data sources are Electronic databases including PsychINFO, ProQuest, ResearchGate, PubMed, Google Scholar, and ScienceDirect. From about 1750 (approximately) studies 57 were selected for screening. After the screening, 19 studies were reviewed and it was found that Resilience training helps teachers manage stress and anxiety, resulting in improved mental health which leads to well-being which gives more productivity. However, variations in program design, draw attention to the necessity of more study and defined methods. To guarantee long-lasting advantages for educators, future studies should concentrate on creating standardized, evidence-based resilience frameworks, adding culturally appropriate content, and assessing long-term results.

**Keywords:** Resilience training, teacher well-being, productivity, stress management, occupational health, education sector

### Resilience

Resilience theories provide a crucial framework for understanding how individuals adapt to adversity and maintain psychological well being despite challenges. One of the most influential perspectives is Masten's (2001) concept of resilience as "ordinary magic", which suggests that resilience rises from normal human adaptive processes rather than extraordinary traits. Protective factors such as supportive relationships cognitive abilities and self-regulation play a vital role in helping individuals navigate difficult circumstances. Similarly, Rutter's (1987) model emphasizes the dynamic interplay between risk and

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protective factors, highlighting how positive influences such as social competence and family support, can mitigate the negative effects of adversities.

Bronfenbrenner's (1978) ecological systems theory further extends this understanding by proposing that resilience is shaped by interactions within multiple environmental systems including family, school, community, and broader societal structures. This idea aligns with the findings of Werner and Smith (1982), whose longitudinal study demonstrated that even children exposed to severe hardships could develop into competent adults when provided with supportive caregiving and opportunities for personal growth. Additionally, Ungar (2008) introduced a social-ecological perspective, emphasizing that resilience is not solely an individual trait but is also influenced by cultural and environmental resources available within a given society.

By some estimates 70% of professionals are under frequent stress, with over 20% estimated to be suffering from burnout. Teachers, in particular, face a considerable amount of daily pressure, stress, and fatigue due to their classroom challenges and other professional activities. Stressors contributing to teacher burnout include classroom management problems due to student misbehavior, high workloads, the feeling of time pressure, excessive administrative tasks, and other organizational factors (Laurent Valosek et al, 2021).

### ***Employee Well Being***

Productivity in the office, job happiness, and general organizational success all depend critically on employee well being. Various psychological and organizational theories have explored the determinants of well-being in professional settings. The Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) suggests that employee well-being is shaped by the balance between job demands, such as workload and emotional strain, and job resources, such as autonomy and social support. Similarly, the Self-Determination Theory (Deci & Ryan, 1985, 2000) highlights the importance of fulfilling employees' psychological needs for autonomy, competence, and relatedness to enhance motivation and well-being.

Seligman's PERMA Model (2011) outlines five fundamental pillars of well-being—Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment—all of which contribute to greater job satisfaction and overall psychological resilience. Complementing this perspective, Hobfoll's Conservation of Resources (COR) Theory (1989) asserts that stress arises when employees perceive a loss of essential resources, such as time, energy, or social support, whereas the accumulation of these resources fosters resilience, motivation, and enhanced well-being. Additionally, Herzberg's Two-Factor Theory (1959) differentiates between motivators—intrinsic factors like recognition, career advancement, and personal growth, which actively enhance job satisfaction—and hygiene factors, such as salary, job security, and work conditions, which do not directly increase satisfaction but play a crucial role in preventing dissatisfaction. Together, these theories provide a comprehensive framework for understanding and improving employee well-being within organizational settings.

Teachers frequently deal with heavy workloads, emotional strain, difficulties with student conduct, and administrative demands since teaching is a hard career. This pressure can result in burnout, a decline in motivation, and a reduction in the efficacy of instruction if proper coping strategies and support networks are not in place. Teachers who possess greater

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resilience and well being, however, are better able to manage these difficulties and maintain their passion, engagement, and work performance over time. To ensure long-term, resilience helps instructors deal with student-related challenges, adjust to curricular changes, manage classroom stress, and avoid burnout. Despite challenges at work, resilient educators maintain their motivation and engagement because they have better emotional regulation, problem-solving abilities, and a proactive perspective. Targeted interventions to improve teacher's resilience and well being are becoming more and more necessary in light of the mounting challenges in the education sector. It has been discovered that stress management seminars, mindfulness training, peer support programs, and workplace well being efforts greatly enhance teacher's capacity to handle obstacles in the workplace. To guarantee work happiness and improve student results and educational quality, schools and policymakers must fund initiatives that support teacher's resilience and well being.

Mindfulness-Based Stress Reduction (MBSR), which teaches teachers deep breathing, meditation, and emotional regulation skills to lessen burnout and increase attention in the classroom, is one useful strategy. Similar to this instructors who get Cognitive Behavioral Therapy (CBT)-Based Training can improve their emotional stability and work performance by reframing negative beliefs, creating coping strategies, and honing their problem-solving abilities. Additionally, to promote a more cooperative and encouraging work environment, Social-Emotional Learning (SEL) programs urge teachers to improve their interpersonal connections, communication abilities, and emotional intelligence. Peer mentorship, professional development seminars, and wellness programs are examples of workplace well being efforts that offer ongoing support and encouragement, lowering teacher isolation and raising job satisfaction levels. Schools may increase student engagement, instructional effectiveness, and teacher retention by using these resilience-building techniques, which will result in more motivated, productive, and psychologically sound teaching staff.

### **METHODOLOGY**

A scoping review (SR), a popular research technique for mapping the body of literature from a particular field of interest, was chosen as the methodology for this study to better understand the scope and character of prior research activity (Arksey and O'Malley 2005). Scoping reviews can be used to group literature according to time (e.g., year of publication), location (e.g., country or continent), source (e.g., journal paper ranking), and discipline area (e.g., based on FOR code) (Anderson et al. 2008). They are particularly effective at "bringing together literature in disciplines with emerging evidence, as they are suited to addressing questions beyond those related to the effectiveness or experience of an intervention" (Peters et al. 2015, 142).

The suitability of the source material to be included in the study was determined using the following inclusion criteria: 1) Papers must be published in the English language; 2) peer-reviewed journal articles only; 3) studies within 15 years; 4) specific disciplinary area; and 5) no articles were eliminated based on the quality rating of the journal. Likewise, the subsequent exclusion standards were used: 1) non-English language publications; 2) book chapters, conference papers, and so forth; and 3) articles that look into other populations. To extract as many peer-reviewed journal articles as possible, a variety of databases and other sources were used.

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## Review question

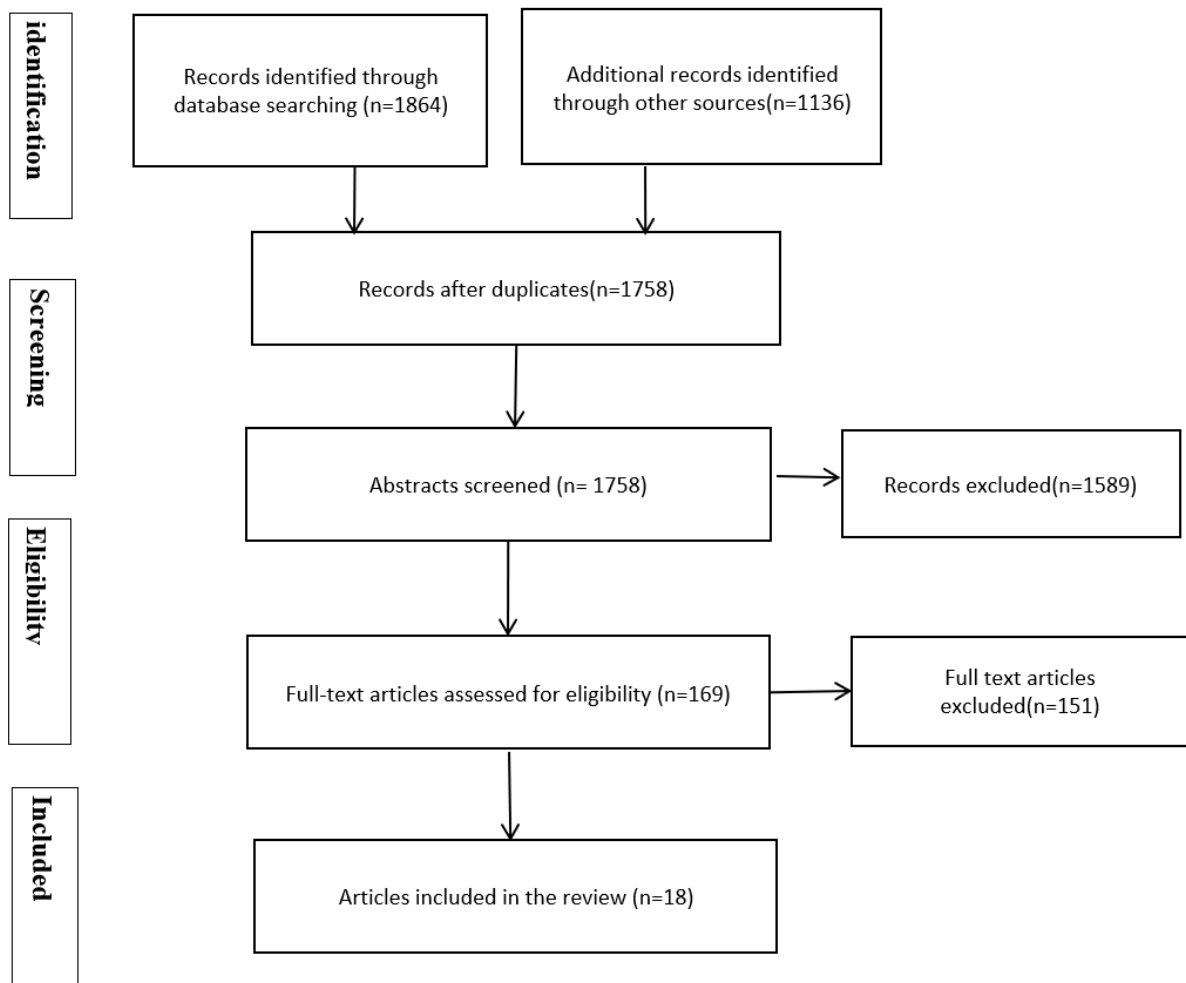
This scoping review was conducted to address the following questions:

1. How does resilience training affect the mental well-being of teachers in the workplace?
2. What is the relationship between resilience training and teacher productivity in terms of classroom performance and engagement?

## Study design

All study designs were included in the study. The records included in this study were identified using the methodological guidance, and four-step process, found in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews (the PRISMA-ScR) flow diagram and checklist (Peters et al. 2020): Identification, Screening, Eligibility, and Included (see Figure 1).

**Figure 1. PRISMA flowchart illustrating the identification, screening, and eligibility steps taken during this review.**



1769 and 1136 entries were found in the initial database search. After the first identification stage, the duplicates were eliminated from the sample, leaving 1758 that needed to be screened. After screening the titles and abstracts of every remaining article, 1589 more were eliminated from the sample because they were deemed unrelated to this line of investigation.

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Following screening, the entire texts of 169 articles were assessed to determine their eligibility. At this stage, a further 151 articles were eliminated from the sample due to inadequate exploration, and lack of availability, some were research summaries and some were book chapters. This resulted in a final sample of n=18 being included in the scoping review.

### **RESULT**

#### *General Overview*

We found 18 pertinent articles that focused on resilience that correlates with employee well being and productivity in the teaching profession (see Table 1). The number of studies in this field has been steadily rising since 2019, with over half of them published after 2019. The reviewed studies were conducted in various countries and different sections of the teaching profession like elementary teachers, higher secondary teachers, P-12 teachers, physical education teachers, university teachers, and resource teachers, and Western countries accounted for most of the total articles. Also, different types of resilience programs or methods are executed to achieve well being and improve productivity. The earliest article selected dates back to 2010, and another one in 2012. Then 1 each in 2018,2019,2020,2021, 3 in the 2022 and 9 in the 2023.

#### *Data analysis and outcome measures*

Teacher burnout and psychological stress are pressing concerns in the education sector, often resulting in emotional exhaustion, reduced output, decreased job satisfaction, and high attrition rates. Various factors contribute to burnout, including excessive workloads, time pressures, administrative responsibilities, and classroom management challenges (Arunima & Joseph, 2023). The COVID-19 pandemic further exacerbated these issues, requiring teachers to quickly adapt to online and hybrid teaching environments, increasing stress levels and job dissatisfaction (Bryan & von Suchodolets, 2023). Research highlights that psychological resilience plays a crucial role in mitigating these effects, as teachers with higher resilience levels experience better emotional well being, greater job satisfaction, and improved mental health (Incien, 2023). Studies indicate that resilience is influenced by several factors, including supportive work environments, psychosocial well being, and regular physical activity, all of which contribute to reducing burnout and enhancing teaching effectiveness (González-Valero et al., 2023).

Interventions such as mindfulness-based practices, including meditation and mindful coloring, have shown promising results in reducing stress and increasing resilience among educators (Lacková et al., 2023). Additionally, structured teacher training programs that integrate emotional intelligence, stress management, and innovative pedagogical strategies have proven effective in promoting well being and resilience (Pozo-Rico et al., 2023). Programs such as the Mindfulness and More for School Personnel (MMSP) initiative have been successful in lowering burnout rates and improving coping strategies among teachers (Ansley, 2018). Furthermore, schools that prioritize institutional support, leadership engagement, and collaborative work environments tend to have lower burnout rates and higher teacher satisfaction (Bryan & von Suchodoletz, 2023). Research also indicates a strong correlation between teacher well being and teaching effectiveness, with resilient teachers demonstrating better classroom management, student engagement, and overall performance (Djeutcha, 2023)

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Given these findings, it is imperative for educational institutions and policymakers to implement holistic well being initiatives that encompass resilience training, mindfulness practices, and social-emotional health support. Creating a supportive and resourceful work environment for teachers is essential in sustaining a motivated and productive teaching workforce while enhancing overall student outcomes. Therefore, investing in resilience-building strategies and mental health support can significantly contribute to long-term professional engagement, reduced teacher attrition, and improved educational quality (Pretsch, Flunger, & Schmitt, 2012).

***Subject matter analysis***

In order to identify themes, two researchers independently read all articles to develop initial codes using an inductive method, with no pre-given codes (Campbell, Quincy, and Osserman 2013). This process generated a theme and that theme allowed for the sense-making process to begin, looking at the larger meaning of the data (Creswell 2012). The theme identified was: western literature and eastern literature.

**Theme - western literature and Indian literature**

Teacher stress, burnout, and well being are extensively studied in both Indian and Western literature, highlighting both commonalities and contextual differences. In India, excessive workload, administrative burdens, low salaries, role ambiguity, and lack of institutional support are primary stressors, worsened by rapid technological advancements and growing managerial expectations, particularly in private institutions (Daneesh & Iswarya, 2023; Chaudhry & Chhajer, 2023). In contrast, Western studies emphasize classroom management challenges, lack of autonomy, and policy constraints, with financial concerns being less prominent due to better salary structures and government support (Pretsch et al., 2012; Bryan & von Suchodoletz, 2023). Despite these differences, both perspectives recognize psychological resilience as a key factor in reducing stress and improving well being, with Indian literature focusing on self-regulation strategies, social support, and professional autonomy (Pozo-Rico et al., 2023). Similarly, stress management interventions differ, with India advocating individual-focused solutions such as meditation and personal stress programs, whereas Western studies highlight organizational interventions like workplace wellness programs and leadership support (Valosek et al., 2021). Both contexts agree that teacher well being significantly influences job performance, but while Western systems prioritize policy-driven interventions like workload reduction and digital mental health support, Indian research underscores the need for institutional reforms, salary improvements, and leadership engagement. To effectively support teachers, India must focus on enhancing structural and institutional support, while Western education systems should continue refining policy-based mental health and well-being frameworks.

***Table. 1 Articles selected for the scoping review.***

No.	Title of the paper	Year	Author	Summarization
1	Meditation Effective in Reducing Teacher Burnout and Improving Resilience: A Randomized Controlled Study	2021	Laurent Valosek, Staci Wendt, Jan Link, Allan Abrams, Jerry Hipps, James Grant, Randi Nidich, Marie Loiselle, Sanford Nidich	The study found that meditation significantly reduces teacher burnout by decreasing emotional exhaustion, perceived stress, and fatigue while improving resilience and psychological well-being. A randomized controlled trial with 78 teachers showed that those practicing Transcendental Meditation experienced significant reductions in stress, burnout symptoms, and depression,

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No.	Title of the paper	Year	Author	Summarization
				suggesting that meditation-based wellness programs can enhance teacher resilience and job performance.
2	The impact of staff training and development on teacher's productivity.	2019	Sohail khan & Nabaz Nawzad Abdullah	The study examined the impact of training and development on teacher productivity in Kurdistan. Using survey data from 58 teachers, the research found a strong positive correlation between training and productivity. Technical/technology training was the most effective, while reward systems and motivation played key roles in encouraging participation. The study recommends institutional investment in training programs to enhance teacher performance and overall education quality.
3	Psychosocial Well-Being, Resiliency, and Performance of Elementary Teachers.	2023	Virgil C. Incien	The study examined the relationship between psychosocial well-being, resiliency, and job performance of elementary teachers. Findings revealed a strong positive correlation between teachers' well-being and their performance. Teachers with higher levels of self-awareness, self-regulation, optimism, and strength of character exhibited better coping mechanisms and adaptability. Psychosocial well-being factors such as physical, social, mental, emotional, and intellectual health significantly influence job effectiveness.
4	A Pilot Study of an Online Stress Intervention for P-12 Teachers.	2018	Brandis M. Ansley	The study found that P-12 teachers experience high levels of stress and burnout, negatively affecting their health, job performance, and student outcomes. An online stress intervention, Mindfulness and More for School Personnel (MMSP), significantly reduced burnout, increased teacher efficacy, and improved coping strategies, suggesting its effectiveness in supporting teacher well-being.
5	Could the Complying with WHO Physical Activity Recommendations Improve Stress, Burnout Syndrome, and Resilience? A Cross-Sectional Study with Physical Education Teachers.	2023	Gabriel González-Valero, Carlos David Gómez-Carmona, Alejandro Bastida-Castillo, Juan Antonio Corral-Pernía, Félix Zurita-Ortega, Eduardo Melguizo-Ibáñez	The study found that physical activity is associated with lower stress, burnout, and higher resilience among physical education teachers. Teachers who complied with WHO's physical activity recommendations (150 minutes of moderate or 75 minutes of vigorous exercise per week) showed reduced emotional exhaustion, stress, and burnout symptoms compared to those who did not. Regular physical activity was identified as a preventive factor for occupational stress and burnout, enhancing teachers' ability to cope with work-related adversities.
6	Mediating Effect of Resilience on Spirituality and Psychological Well-being	2022	Mamta and Dr. Sandeep Singh	The study found that resilience significantly mediates the relationship between spiritual intelligence and psychological well-being among teachers. Teachers with higher resilience demonstrated greater

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				psychological well-being, including better autonomy, personal growth, environmental mastery, and self-acceptance. The findings suggest that enhancing resilience through training and support programs can improve teachers' mental health and professional effectiveness.
7	Indicators of Social Emotional Health (SEHS-T) and Resilience in the Latvian Teachers' Sample	2022	Guna Svence, Ilze Briška, Vineta Apse	The study found a significant correlation between teachers' social-emotional health (SEHS-T), resilience, and work engagement. Teachers with higher resilience and engagement reported better psychological well-being and lower emotional burnout, whereas low resilience scores were observed in 18% of the sample, indicating a need for support programs to enhance teachers' self-confidence and coping strategies, especially during crisis situations like the COVID-19 pandemic.
8	Revamping Teacher Training for Challenging Times: Teachers' Well-Being, Resilience, Emotional Intelligence, and Innovative Methodologies as Key Teaching Competencies	2023	Teresa Pozo-Rico, Rosa Poveda, Raúl Gutiérrez-Fresneda, Juan-Luis Castejón, Raquel Gilar-Corbi	The study found that teacher training programs focusing on resilience, well-being, emotional intelligence, and innovative teaching methodologies significantly improve teachers' mental health, job satisfaction, and classroom effectiveness. A 14-week intervention program showed that teachers who participated experienced higher resilience, better stress management, and improved teaching efficacy, emphasizing the need for continuous teacher training to address modern educational challenges.
9	Promoting the Development of Resilience in University Teachers Through the Practice of Mindfulness	2023	Lucía Lacková, Petr Franiok, Daniel Hanuš, Radmila Burkovičová, Antonia R. García	The study found that daily mindfulness practice for at least 20 minutes significantly improved resilience among university teachers. Over a 19-year longitudinal study with 124 participants, teachers reported reduced stress, better emotional regulation, and improved work performance due to mindfulness training. The research highlights that mindfulness fosters calmness, enhances concentration, and helps educators manage stress in professional and personal interactions.
10	Psychological Well-Being and Resilience Quotient and Their Relationship to Teaching Effectiveness: Basis for Intervention Plan	2023	Clovis Nyami Djeutcha	The study found a significant correlation between psychological well-being, resilience quotient, and teaching effectiveness among 96 teachers. Self-acceptance and autonomy were the strongest psychological well-being indicators, while flexibility and adaptability were the highest resilience traits. Teachers with higher resilience and well-being demonstrated greater teaching effectiveness, particularly in cognitive presence, social presence, and instructional performance. The study recommends intervention plans to enhance teachers' well-being and resilience to improve their teaching effectiveness.

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<b>No.</b>	<b>Title of the paper</b>	<b>Year</b>	<b>Author</b>	<b>Summarization</b>
11	The Impact of Training on Employee Work Performance Behavior – A Case Study of Government-Aided Secondary Schools in Ibanda District, Uganda	2010	Albert Mwesigwa	The study found that training has a positive impact on teachers' work behavior and performance, particularly in teamwork, lesson planning, curriculum coverage, and student-teacher relationships. However, challenges such as lack of promotion after training, limited financial support, and inadequate training policies negatively affect teachers' attitudes toward training. The research recommends better training policies, increased financial support, and structured selection processes for teacher training programs to improve performance in government-aided secondary schools.
12	Teachers and Mindful Colouring to Tackle Burnout and Increase Mindfulness, Resiliency, and Wellbeing	2020	Natasha Czerwinski, Helen Egan, Amy Cook, Michail Mantzios	The study found that mindful colouring significantly reduces teacher burnout, stress, anxiety, and depressive symptoms, while also increasing mindfulness, resilience, and overall well-being. A 5-day mindfulness-based colouring intervention with 35 teachers showed statistically significant improvements compared to the control group. The findings suggest that mindful colouring is an inexpensive, accessible, and effective self-help tool for enhancing teacher well-being.
13	Teachers' Resilience and Burnout in the United Arab Emirates: Teaching Through the COVID-19 Pandemic	2023	Christopher Bryan & Antje von Suchodoletz	The study found that supportive organizational environments significantly increased teachers' resilience and reduced burnout during the transition from remote to in-person teaching amid COVID-19. Challenges such as workload pressure, job insecurity, and social isolation contributed to burnout, while organizational support, leadership recognition, and emotional resources played a key role in promoting resilience. The study emphasizes the need for systemic interventions that go beyond individual coping strategies, focusing on improving workplace environments to enhance teacher well-being.
14	The Role of Psychological Resilience in Reducing Psychological Stress Among Teachers	2022	Nahed El-Sayed	The study found that psychological resilience significantly reduces occupational stress among teachers, especially those working with students with disabilities. Teachers with higher resilience levels exhibited better stress management, emotional stability, and professional well-being. The study highlights the need for counseling and psychological training programs to enhance teacher resilience and reduce workplace stress.
15	Resilience Predicts Well-Being in Teachers, but Not in Non-Teaching Employees	2012	Johanna Pretsch, Barbara Flunger, Manfred Schmitt	The study found that resilience significantly predicts well-being in teachers, particularly influencing general health perception and job satisfaction, whereas, for non-teaching employees, neuroticism played a stronger

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				role in determining well-being. This suggests that teachers require resilience to manage occupational stress and maintain job satisfaction, while in other professions, simply having low neuroticism may be sufficient for overall well-being.
16	Burnout, General Well-Being, and Resilience Among School Teachers	2023	Arunima C. & Fr. Binny Joseph	The study examined the relationship between burnout, general well-being, and resilience among 180 school teachers in Kerala. Findings revealed a positive correlation between general well-being and personal accomplishment, while resilience was negatively correlated with emotional exhaustion and depersonalization—two key burnout dimensions. Teachers with higher resilience exhibited better well-being and lower burnout levels.
17	Enhancing Psychological Well-Being of School Teachers in India: Role of Energy Management, Thriving, and Stress	2023	Smita Chaudhry and Raina Chhajer	The study found that effective energy management positively influences psychological well-being among school teachers by reducing stress and promoting thriving in their profession. Using a cross-sectional survey of 356 school teachers in Rajasthan, India, the study employed hierarchical regression analysis to examine how energy management impacts well-being, with thriving and stress acting as mediating factors.
18	Stress Management Intervention Program for Teaching Staff at Private Engineering Colleges in Tamil Nadu to Improve Their Job Performance and Well-being	2023	R. Dhaneesh and V.S. Iswarya	The study found that workload, working hours, salary, role ambiguity, and lack of social support were the primary stressors affecting teaching staff in private engineering colleges, significantly impacting their job performance and well-being. Using a quantitative survey of 370 faculty members (with 260 valid responses) to analyze the effectiveness of primary and secondary stress management interventions, concluding that primary interventions (e.g., job redesign and decision-making authority) were more effective in reducing stress.

**DISCUSSION AND CONCLUSION**

Research has consistently shown that more resilient teachers have lower levels of burnout, higher job satisfaction, and improved teaching performance. Additionally, well being interventions like Mindfulness Based Stress Reduction (MBSR), Mindfulness and More for School Personnel (MMSP), Cognitive Behavioral Therapy (CBT)- based training, and Social Emotional Learning (SEL) programs have been found to improve teacher’s mental health, engagement, and overall classroom effectiveness. As a result of the heavy workload, emotional difficulties, and stress that educators endure, resilience training has become a crucial strategy in improving employee well being and productivity in the teaching profession.

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The gaps persist despite the demonstrated benefits of resilience training in educational institutions. The lack of standardized resilience training programs that are tailored to different teaching levels, given the unique challenges faced by primary, secondary, and higher education teachers, as well as the need for longitudinal studies to evaluate the long-term effects of resilience training on teacher productivity and well being, are among the major research gaps; another is the context-specific gaps (Western vs Indian perspective), while Indian studies stress personal coping mechanism, western literature concentrates on policy-driven resilience initiatives and institutional assistance. However, there is limited comparative research on how cultural and systemic factors influence the effectiveness of resilience training. Also, the lack of integration of resilience training in professional development curricula is a gap, given that many teachers lack access to structured well being programs due to institutional constraints and limited funding.

Future studies should compare various resilience training approaches, examine the direct effects of resilience training on productivity indicators, examine context-specific effects in various educational settings, and concentrate on longitudinal evaluations to close these gaps. To guarantee sustainability and long-term efficacy, research should also look at how resilience training may be incorporated into institutional structures. To develop a more resilient and helpful teaching staff, schools should also fund workplace well being programs including mentoring programs, peer support networks, and mental health courses. Furthermore, more research should examine the connection between resilience training and learning outcomes for students, evaluating the effects of teacher well being on student performance and classroom engagement. Also, I would like to add that if the teachers at the school level are given more resilience training for increased productivity it could be more effective compared to the rest of the teaching staff population as teachers at the school level should be more productive as if the fundamental education is served better then the students will develop a solid understanding of basic subjects, making it easier for them to excel in higher education. Also, it helps the students to select their field of higher education and profession as it still is a great confusion for students after PUC.

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