

Teachers' Adaptability And Emotional Resilience: A Systematic Literature

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Abstract: Teachers' adaptability and emotional resilience have gained increasing attention as essential competencies in managing the complexities of modern educational landscapes. Despite the growing body of literature, there remains a lack of comprehensive synthesis on how resilience is shaped, sustained, and enacted across different teaching contexts. This systematic literature review aims to explore the key dimensions, contextual factors, and relational dynamics that underpin teacher resilience and adaptability. The study employed a rigorous search strategy using the SCOPUS and Web of Science databases, guided by the PRISMA framework for systematic reviews. The keyword "teacher resilience" was used to extract relevant peer-reviewed publications, resulting in 151 articles after the final screening process. The data were thematically analysed, and three dominant themes were identified: (1) Dimensions and Determinants of Teacher Resilience, which examines the psychological, emotional, and professional factors that influence individual resilience; (2) Contextual Challenges and Resilience in Diverse Teaching Environments, which highlights how geographical, cultural, and institutional settings shape the resilience process; and (3) Student-Teacher Interactions and Resilience Transfer, which explores how teacher resilience influences and is influenced by student behaviour and classroom relationships. The findings demonstrate that resilience is a multidimensional construct influenced by both internal capacities and external support systems and that it plays a critical role in teacher well-being, professional identity, and long-term retention. This review contributes to a more sophisticated understanding of teacher resilience and offers insights for policymakers, educational leaders, and teacher educators in designing effective support systems and training programs. The article concludes by emphasising the need for more studies that address underexplored contexts and longitudinal impacts of resilience-based interventions in education.

Keywords: Teacher resilience Emotional resilience Teacher adaptability, Stress management Coping strategies Emotional regulation Burnout prevention Professional challenge

INTRODUCTION

The evolving demands of 21st-century education have placed unprecedented pressure on teachers to adapt swiftly to diverse classroom challenges while maintaining emotional stability and professional integrity [1][2]. Global changes, such as technology integration, educational reforms, growing student diversity, and disruptions like the COVID-19 pandemic, have made teaching increasingly challenging and emotionally draining. In this context, teachers' adaptability, such as the capacity to adjust cognitive, behavioural, and emotional responses in dynamic environments, and emotional resilience, other than the ability to recover from adversity and maintain psychological well-being, have emerged as critical competencies for sustaining effective teaching and ensuring positive educational outcomes. These attributes are not only essential for personal and professional longevity but are also strongly linked to student achievement, school climate, and overall system performance [3][4]. As such, their study is increasingly relevant in the fields of educational psychology, teacher education, and policy development [5].

In the past decade, interest in these constructs has increased significantly. Empirical research shows that teachers with higher adaptability are more effective in classroom management, more innovative in their pedagogical approaches, and more responsive to student needs [6][7]. Emotional resilience, in turn, is strongly associated with lower burnout, greater job satisfaction, and a stronger sense of

professional identity [8]. Mansfield et al. (2016) and Howard and Johnson (2004) stress that resilience is not a fixed trait but a developmental process shaped by personal factors (e.g., self-efficacy, optimism) and external supports (e.g., collegial relationships, leadership quality, professional learning). However, despite extensive research on teacher stress, coping, and well-being, adaptability and emotional resilience are still often treated as separate constructs or as secondary outcomes rather than as interconnected and evolving capacities that develop throughout a teacher's career. In addition, the predominance of studies conducted in Western contexts limits the broader applicability and cultural sensitivity of their findings.

Several key gaps and unresolved issues remain within the existing body of research. First, there is insufficient understanding of how adaptability and resilience interact in high-stakes [9], resource-constrained, or culturally diverse educational environments, particularly in developing countries or remote regions. Second, much of the literature relies on cross-sectional data, which does not capture the longitudinal development of these traits or the long-term impact of institutional support systems [10]. Third, there is ongoing debate over whether these qualities can truly be taught, deliberately developed, or effectively embedded in teacher training programmes. While some interventions have shown promise, there is limited empirical evidence on their scalability and sustainability across different school systems. In light of these challenges, future research should adopt a more integrative and longitudinal approach that captures the complexity of teachers' professional trajectories. It is recommended that future investigations focus on context-sensitive strategies, including culturally responsive leadership, mentorship, and reflective practice, to foster both adaptability and resilience [11]. By bridging these research gaps, educational stakeholders can better support teacher development, improve retention, and ultimately enhance the quality of education in an increasingly unpredictable world.

LITERATURE REVIEW

Teachers' adaptability and emotional resilience are vital for effective teaching and for safeguarding psychological well-being amid diverse challenges. Adaptability refers to the capacity to adjust to changing conditions, while emotional resilience denotes the ability to manage and recover from stress. This literature review draws on findings from multiple studies to examine how these two constructs interact and what their combined influence means for teachers' professional practice and personal lives.

Adaptability in Teaching

Adaptability in teaching is the capacity to make cognitive, behavioural, and emotional adjustments in order to respond effectively to the demands of the educational environment. Early career teachers (ECTs) often face significant challenges that require high levels of adaptability and resilience. These challenges include managing classroom dynamics, interacting with colleagues, and responding to the diverse needs of students [12]. Self-reflection and supportive relationships within the school community are essential in enhancing teachers' adaptability and resilience [12]. Additionally, the transition to online teaching during the COVID-19 pandemic highlighted the importance of adaptability, as teachers had to quickly acquire new skills and adjust their teaching methods [13]. Emotional intelligence (EI) and self-efficacy also play crucial roles in teachers' adaptability, with higher levels of EI and self-efficacy being associated with better adaptability to new teaching environments [11].

Emotional Resilience and Well-being

Emotional resilience is essential for teachers to cope with the emotional demands of their profession and to maintain their psychological health. Resilient teachers are better able to manage stress, prevent burnout, and sustain long-term careers in teaching [14]. Contributing factors include job resources such as performance feedback, autonomy, social support, and opportunities for professional growth [15]. Emotional intelligence is also closely linked to resilience, with higher levels of EI associated with greater resilience and improved psychological outcomes [16] [17]. Research further shows that resilience mediates the relationship between EI and psychological health, suggesting that emotionally intelligent teachers are more likely to develop resilient traits that strengthen their overall well-being [16] [18]. In addition, resilience has been shown to enhance job satisfaction and reduce teachers' intention to leave the profession [15].

Interplay Between Adaptability and Emotional Resilience

The relationship between adaptability and emotional resilience is complex and multifaceted. Teachers who exhibit high levels of emotional resilience are more likely to adapt effectively to changing circumstances and challenges in their professional environment. This adaptability, in turn, reinforces their resilience, creating a positive feedback loop [19]. Emotional intelligence serves as a critical mediator in this relationship, as it enhances both adaptability and resilience [16] [20]. For instance, teachers with high EI are better at regulating their emotions, which helps them adapt to new situations and recover from setbacks more effectively [17]. Additionally, the development of socio-emotional competencies, such as empathy and collaboration, further strengthens teachers' resilience and adaptability [20]. Professional development programs that focus on enhancing these competencies can significantly improve teachers' ability to navigate the complexities of their roles and maintain their emotional well-being [20] [11].

MATERIAL AND METHOD

3.1 Identification

Within the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, the identification phase marks the starting point for ensuring a transparent, replicable, and comprehensive systematic literature review (SLR). This stage involves the meticulous retrieval of potentially relevant records from electronic databases based on a predefined set of keywords. In the current study, the search term "teacher resilience" was systematically applied to two of the most reputable scholarly databases: Scopus and Web of Science (WoS). The search yielded a total of 7,853 records, with 3,902 articles identified through Scopus and 3,951 through WoS. These databases were purposefully selected for their extensive indexing of high-impact journals and multidisciplinary coverage, which are critical for capturing the breadth and depth of research in education and psychology. The substantial volume of articles retrieved underscores the academic interest and growing scholarly attention to the construct of teacher resilience over the years, particularly in the face of increasing educational demands, policy changes, and global disruptions such as the COVID-19 pandemic.

TABLE 1

Scopus	TITLE-ABS-KEY (teacher resilience) TITLE-ABS-KEY (teacher resilience) AND (LIMIT-TO (PUBYEAR, 2025)) AND (LIMIT-TO (SUBJAREA, "SOCI")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (SRCTYPE, "j")) Date of Access: June 2025
Wos	Results for teacher resilience (Topic) Refine results for teacher resilience (Topic) and 2025 (Final Publication Year) and Article (Document Types) and English (Languages) and Social Sciences Other Topics (Research Areas) Date of Access: June 2025

3.2 Screening

Following the identification phase of the PRISMA framework, the screening stage plays a crucial role in refining the dataset by applying clearly defined inclusion and exclusion criteria to ensure relevance, quality, and focus. From the initial total of 7,853 records retrieved through Scopus (n = 3,902) and Web of Science (n = 3,951), a total of 7,659 articles were excluded. These exclusions were applied using rigorous and transparent criteria, including the removal of non-English publications, articles published before 2025, non-primary research outputs (e.g., conference papers, books, and review articles), articles still “in press”, and studies in unrelated fields such as mathematics, computer science, engineering, and decision science. This filtering process reduced the dataset to 194 articles (Scopus: 185; WoS: 9), enabling a more precise and relevant focus on empirical studies addressing teacher resilience within educational and social science contexts. The exclusions were justified not only to ensure linguistic and topical relevance but also to maintain methodological rigour by including only peer-reviewed, published research articles.

TABLE 2

The selection criterion is searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time line	2025	< 2025
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press
Subject	Social science	Besides Social science, computer Science and engineering

3.3 Eligibility

In the third step, known as the eligibility phase, 185 articles were prepared for review. During this stage, the titles and key content of all articles were carefully examined to ensure they met the inclusion criteria and aligned with the current research objectives. Consequently, 34 articles did not meet the inclusion criteria, as they were outside the field, had titles lacking relevance, contained abstracts unrelated to the study's objective, or did not provide full-text access to empirical evidence. This resulted in a final dataset of 151 articles for the review.

3.4 Data Abstraction and Analysis

This study employed an integrative analysis approach as the main assessment strategy to examine and synthesise diverse research designs, with particular attention to those using qualitative methods. The aim was to identify, categorise, and organise the relevant themes and subthemes. The process began with systematic data collection, forming the foundation for theme development. As illustrated in Figure 2, the authors conducted a thorough analysis of 151 selected publications, focusing on statements or content pertinent to the study's core topics. Subsequently, significant existing research on teacher resilience was critically evaluated, including the methodologies employed and key findings. Theme development was carried out collaboratively, with the lead author working closely with co-authors to ensure that the emerging themes were grounded in the evidence relevant to the study's context. Throughout the analysis, a reflective log was maintained to document interpretations, analytical decisions, uncertainties, and insights related to data interpretation. In the final stage, the authors cross-checked their findings to identify any inconsistencies in the thematic structure. Any disagreements that emerged during the process were resolved through collaborative discussions within the research team.

The authors compared the findings to address any discrepancies in the theme development process. When inconsistencies arose, they were resolved through discussion. The final themes were refined to ensure consistency. To validate the findings, two experts reviewed the themes. This expert review phase helped establish domain validity by confirming the clarity, relevance, and adequacy of each sub-theme. Adjustments were made at the author's discretion based on expert feedback and comments. The questions are presented below:

1. What are the personal, emotional, and professional factors that influence the development and sustainability of teacher resilience in various educational contexts?
2. How do socio-cultural, institutional, and geographical contexts shape the resilience-building processes among teachers working in challenging and diverse educational settings?
3. In what ways do teacher-student relationships contribute to or hinder the emotional resilience and adaptability of teachers in the classroom environment?

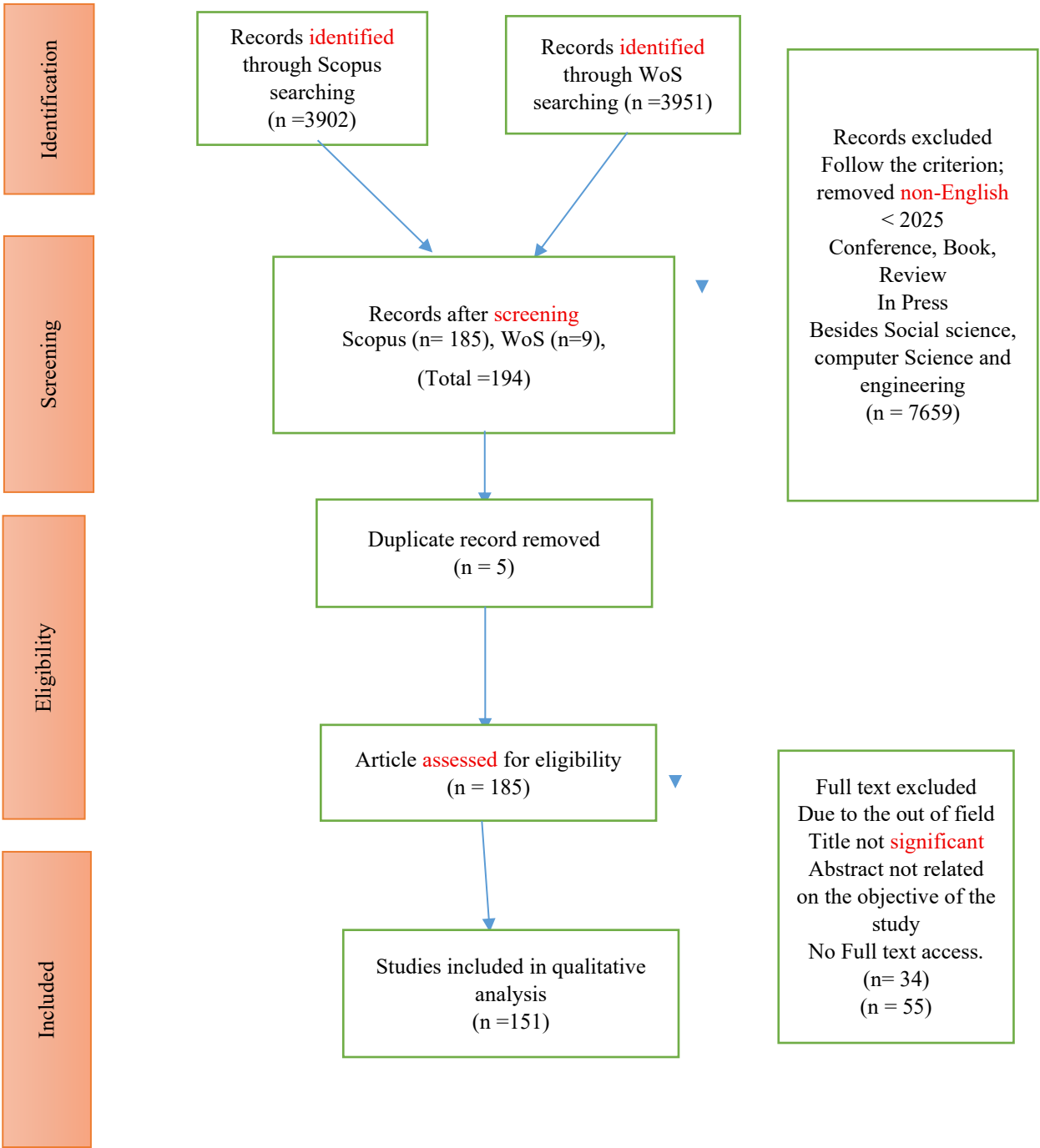


FIGURE 2. Flow diagram of the proposed searching study [1]

RESULT AND DISCUSSION

Theme 1: Dimensions and Determinants of Teacher Resilience

Teacher resilience emerges as a multifaceted construct shaped by both personal attributes and contextual influences, which collectively affect emotional well-being, burnout levels, and professional efficacy. Numerous studies emphasise that resilience is not a fixed trait but rather a dynamic process influenced by factors such as self-efficacy, identity formation, emotional competence, and psychological resources. Wang et al., in a large-scale survey, demonstrated that personal (e.g., motivation, self-efficacy) and contextual (e.g., family and school) resources significantly predict positive outcomes such as well-being and professional commitment, mediated by resilience. Similar patterns were found in the structural modelling study by Ding et al. [21], where resilience accounted for a more substantial proportion of variance in teacher burnout than well-being, positioning it as a stronger predictor of coping capacity. Mieres-Chacaltana et al. [22] further confirmed that resilience significantly affects

prosocial behaviour, with self-efficacy acting as a mediator, thus linking inner strength with broader social functioning in educational contexts.

Emotional resilience is also closely associated with cognitive and experiential strategies teachers use to reframe adversity and foster well-being. For instance, Clarà et al. [23] investigated the cognitive transformations involved in teacher reappraisal and highlighted mechanisms such as “elaboration of antecedents” and “identification” as key narrative techniques to strengthen resilience. These mechanisms enabled teachers to shift from depersonalisation toward improved emotional management and identity clarity. Similarly, the PD-REW program evaluated by Mateu-Pérez et al. [24] revealed that structured experiential learning significantly enhances resilience, emotional development, and personal well-being among student teachers, underlining the relevance of proactive, hands-on approaches. Lo and Punzalan [25] identified mindfulness and gratitude as two core positive psychology practices instrumental in cultivating emotional resilience, with participants reporting enhanced professional relationships and classroom positivity, suggesting that emotionally grounded interventions hold substantial promise for stress regulation.

Teacher identity and role adaptation further shape the resilience process, particularly during career transitions or in complex educational environments. The longitudinal qualitative study by Dawborn-Gundlach et al. [26] on career-change teachers found that supportive school culture, access to professional learning, and evolving perceptions of teaching roles were crucial for resilience development. Over time, these individuals demonstrated a broadened view of challenges, integrating both technical and relational dimensions of the profession. Sun et al. [27] reinforced this connection between professional identity and resilience by examining how ego-resilience and competence moderate empathy, finding that teachers with a stronger professional identity and resilience showed higher levels of empathetic engagement. This aligns with Jonker et al. [28], who studied pre-service teachers in South Africa and observed that resilience correlated with both teacher and self-efficacy, suggesting that early interventions targeting identity development and contextual understanding can prepare novice teachers for long-term emotional sustainability in the classroom.

Institutional and environmental factors also play a critical role in shaping resilience, especially in settings marked by adversity or high-stress demands. Salvo-Garrido et al. [29] illustrated that emotional support systems, self-care, and school-based alliances with families form a core triad that enhances resilience in Chilean elementary educators. Similarly, the Czech-based study by Wiegerová et al. [30] demonstrated that higher education levels, longer teaching experience, and age positively correlated with resilience, especially in the dimensions of comprehensibility and manageability. Gender-related variations in resilience were documented in a Kazakhstan-based study by Yerezhepov et al. [31], showing that female physical education teachers reported higher resilience and lower depersonalisation compared to their male counterparts. These findings advocate for differentiated support structures, adapted to demographic and experiential teacher profiles.

Finally, the integration of psychological constructs with workplace satisfaction further reinforces the critical interplay between resilience and professional well-being. Lu and Chen [19], through a cross-lagged panel analysis, evidenced reciprocal relationships between various forms of resilience (physical, emotional, psychological, and spiritual) and well-being. Their results confirm that resilience contributes to well-being over time, and vice versa, forming a self-reinforcing loop that underscores the temporal dynamics of psychological adaptation. Complementing this, Moser et al. [32] found that mid-career world language teachers in the U.S. South maintained professional satisfaction despite rural challenges. Their findings provide evidence that resilience can be sustained in resource-constrained settings when supported by peer networks and intrinsic motivation.

Theme 2: Contextual Challenges and Resilience in Diverse Teaching Environments

Educators' resilience is strongly shaped by contextual challenges that differ across socio-cultural, institutional, and geographical settings. Evidence from several studies shows that psychological resilience in both teachers and students is significantly influenced by the interaction between internal capacities and external conditions. In the context of post-disaster recovery, for example, Parrott et al. [33] found that teachers in Indonesia served as pillars of community support following a major earthquake and tsunami, facilitating not only psychoeducational continuity but also practical aid delivery. These educators operated within cultural frameworks, drawing on practices such as *gotong royong* (mutual aid) and *tutura* (storytelling) to strengthen resilience. Similarly, Santiago et al. [34], through the STRONG program, illustrated how educators in urban public schools supported refugee

and immigrant students by creating trauma-informed environments, although differences in coping efficacy and school type warrant further investigation. Çeven et al. [35] further contributed by revealing the burden on Turkish vice principals, who had to manage financial limitations, bureaucratic inertia, and professional disillusionment, yet managed to sustain resilience through social networks and personal fortitude. These findings highlight the need for resilience interventions that are both culturally contextualised and systemically supported to better assist educators in high-stress environments (Parrott et al. [33]; Santiago et al. [34]; Çeven et al. [35]).

In multilingual and marginalised teaching environments, interpersonal dynamics and institutional leadership emerged as key determinants of educator resilience. Moser et al. [32] found that Spanish teachers in the U.S. South experienced both burnout and satisfaction, with professional resilience bolstered by positive relationships and strong administrative support. Yeh [36] provided insight into Filipino English teachers in Taiwan, who navigated racial discrimination and identity challenges but remained motivated by personal growth and economic opportunities. Despite facing structural inequality, these educators demonstrated resilience by negotiating cultural expectations and professional recognition. The professional trajectories examined by both Moser et al. and Yeh indicate that resilience is both a coping mechanism and a strategic adaptation to external validation pressures. In a separate examination of new high school teachers in Malaysia, Yamin and Lian [37] expanded Mansfield's resilience model by identifying spiritual resilience as a critical dimension, adding to the traditional domains of emotional, motivational, professional, and social resilience. Together, these studies highlight that personal beliefs, socio-professional networks, and administrative empathy constitute core resilience resources in diverse teaching contexts (Moser et al. [38]; Yeh [36]; Yamin & Lian [37]).

Teachers' early career experiences were also found to be transformative in terms of resilience development. Wu et al. [39] discovered that negative emotional experiences served as catalysts for growth among novice English teachers in China. These educators developed adaptive strategies that enhanced their instructional capabilities, emotional regulation, and professional dedication. Vestal et al. [40], in their study on rural STEM teachers in the U.S., reported that the Noyce Professional Learning Community contributed significantly to professional resilience through continuous mentoring, peer interaction, and skill-building activities. The use of a structured support system allowed teachers to remain effective and motivated despite professional isolation. Yang and Zhang [41] also observed that music teachers undergoing curriculum reform in China employed diverse resilience strategies, including problem-solving, pedagogical innovation, and relational management, depending on whether the reform was mandatory or conditional. These findings confirm that resilience can be intentionally cultivated when novice or mid-career teachers are engaged in professional ecosystems that promote self-reflection and collaboration (Wu et al. [39]; Vestal et al. [40]; Yang & Zhang [41]).

In contexts involving student diversity, teachers' views and capacities to nurture resilience in learners also played a defining role. Özen Altınkaynak et al. [42] reported that science teachers in Turkey lacked the pedagogical skills necessary to foster resilience in students with learning disabilities, particularly in the domains of stress management, communication, assertiveness, and problem-solving. The inability to implement resilience-building strategies was often linked to gaps in professional development. Teachers proposed that approaches such as project-based learning, hands-on experiences, and collaboration with external institutions could strengthen students' psychological resilience. Zhang [41], in a large-scale quantitative study, highlighted that psychological resilience not only mediates the effect of teacher support on student performance goals in China but also plays a central role in sustaining student motivation and achievement. Notably, the study revealed that although both parental and teacher support influenced student outcomes, parental support had a stronger mediating effect through psychological resilience. Collectively, these studies underscore the dual role of teachers as both recipients and facilitators of resilience, particularly within inclusive or performance-driven educational contexts (Özen Altınkaynak et al. [42]; Zhang [41]; Yamin & Lian [37]).

Theme 3: Student-Teacher Interactions and Resilience Transfer

Resilience transfer through student-teacher interactions manifest significantly across diverse educational contexts, with both teacher behaviour and classroom climate shaping student adaptability. A study by Wen et al. [43] demonstrated that perceived teacher and peer support plays a protective role against maladaptive behaviours in elementary students. Negative emotions were found to mediate this relationship, and mindfulness emerged as a moderating factor that buffered the effects of stress on

student behaviour. Similarly, Yang et al. [44] explored the psychological development of left-behind children in rural China, concluding that strong teacher–child relationships positively influence both emotional competence and resilience. These findings suggest that sustained positive engagement with educators can significantly improve children’s psychological adaptability and socio-emotional well-being. Hollstein et al. [45] also emphasised that trauma-experienced educators, when supported appropriately, can foster emotionally safe learning environments that benefit students. Collectively, these studies establish that teacher-student interactions serve as conduits through which emotional regulation and behavioural resilience are developed (Wen et al. [43]; Yang et al. [44]; Hollstein et al. [45]).

The integration of resilience-focused curriculum and context-specific teaching programs reinforces emotional strength and social cohesion among students. Özel and Sümer [46] adapted UNESCO’s peace education framework for refugee-receiving schools in Türkiye, emphasising empathy, conflict resolution, and cultural awareness. The educational intervention addressed aggravating factors such as language barriers and socioeconomic disparities while promoting unity through tailored learning activities. Similarly, Rodríguez et al. [47] introduced disaster risk education in a rural Argentinian school, focusing on natural hazards and community vulnerability. Their work revealed enhanced student understanding of local risks, and it empowered children to formulate disaster response strategies, thereby nurturing community-wide resilience. Sampson et al. [48], while not focused on trauma directly, advocated for equitable informatics education in Europe, suggesting that well-designed curricula and inclusive pedagogy contribute to social and cognitive resilience by addressing student-related and institutional challenges. These cases illustrate how pedagogical strategies that emphasise psychosocial growth, cultural context, and student participation foster both individual and collective resilience (Özel & Sümer [46]; Rodríguez et al. [47]; Sampson et al. [48]).

Educators’ internal motivation and psychological adaptability influence their capacity to transfer resilience to students. Beltman and Poulton [49] categorised strategies that teachers use to maintain motivation, highlighting practices such as focusing on student outcomes, maintaining wellbeing, and creating engaging lessons. These strategies, aligned with ecological theories of resilience, enable educators to model adaptive behaviours and provide consistent support to learners. Shi et al. [50] found that digital competence and psychological resilience in online language teachers positively predicted self-efficacy, a key factor in effective teaching. The interplay of these variables, moderated by digital literacy, enhanced instructional delivery and emotional support in virtual settings. In the context of left-behind children, Yang et al. [51] emphasised that emotionally competent teachers who maintain close relational ties with students can significantly uplift those facing parental absence. These studies collectively point to the interdependent nature of teacher resilience, instructional quality, and student emotional development (Beltman & Poulton [49]; Shi et al. [50]; Yang et al. [51]).

CONCLUSION

This systematic literature review set out to examine the key dimensions, contextual factors, and relational dynamics underpinning teachers’ adaptability and emotional resilience. Guided by the PRISMA framework, the review systematically searched and screened SCOPUS and Web of Science databases, focusing on peer-reviewed journal articles published in 2025 within the social sciences domain. A total of 151 eligible studies were thematically analysed to explore three central research questions: the determinants of resilience, the role of diverse contexts, and the impact of student–teacher relationships.

The synthesis revealed three interconnected themes. First, resilience is a multidimensional and dynamic construct shaped by personal attributes such as self-efficacy, emotional competence, and professional identity, alongside contextual influences including collegial support and institutional culture. Second, resilience development is highly sensitive to socio-cultural, geographical, and institutional contexts, with unique strategies emerging in post-disaster, resource-constrained, and culturally diverse settings. Third, student–teacher interactions serve as significant channels for resilience transfer, with emotionally competent and adaptable educators fostering resilience, socio-emotional skills, and academic engagement among learners. Across the literature, mindfulness, positive psychology practices, culturally grounded interventions, and structured professional support systems emerged as recurrent strategies for strengthening both adaptability and resilience.

This review contributes to the field by integrating fragmented evidence into a coherent framework that highlights the interplay between internal capacities, external support systems, and relational processes. This analysis offers a nuanced understanding of resilience as both an individual competency and a relationally mediated phenomenon, extending existing scholarship by identifying novel sub-dimensions such as spiritual resilience and resilience transfer. The categorisation of determinants and contextual moderators developed in this study serves as a valuable reference for policymakers, school leaders, and teacher educators aiming to integrate resilience-building strategies into teacher development and retention programmes.

Practically, the findings underscore the importance of designing professional development initiatives that foster emotional competence, adaptive pedagogy, and context-sensitive coping strategies. Institutional policies should prioritise mentoring, peer networks, and culturally responsive leadership to mitigate stressors and enhance teacher well-being. In classrooms, resilience-informed pedagogies and strong student-teacher relationships can have a multiplier effect, enhancing resilience outcomes for both educators and learners.

While the review employed a rigorous methodology, its scope was limited by its focus on English-language publications, the 2025 publication year, and the exclusion of non-article literature. These criteria, while ensuring methodological focus, may have omitted relevant perspectives from earlier studies, other languages, or grey literature. Future research should adopt longitudinal and cross-cultural designs to explore the sustained impacts of resilience-based interventions, investigate under-represented regions, and examine how emerging challenges such as digital transformation and global crises reshape teacher adaptability and resilience over time.

Overall, this systematic review reaffirms the critical role of adaptability and emotional resilience in sustaining teacher effectiveness and well-being in an era of rapid educational change. By synthesising empirical evidence into a structured understanding, it provides a foundation for advancing theory, informing practice, and guiding future research in the ongoing effort to support teachers in increasingly complex and unpredictable teaching environments.

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