



**ORIGINAL RESEARCH PAPER**

**Education**

**IMPACT OF ACADEMIC RESILIENCE IN TEACHER EDUCATION**

**KEY WORDS:** *Academic Resilience, Teacher Education, Pre-Service Teachers*

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**ABSTRACT**

Academic resilience is the capacity to persevere, adapt, and recover from academic challenges-has become central to teacher education because pre-service teachers must navigate demanding coursework, emotionally complex practicum, and iterative feedback cycles that shape professional identity and efficacy (Cassidy, 2016; Skaalvik & Skaalvik, 2025). Evidence across quantitative and mixed-method designs indicates that resilience is associated with improved well-being, adaptive coping, and sustained performance under stress among teacher candidates and early-career teachers (Skaalvik & Skaalvik, 2025; Johnson & Christensen, 2024). Intervention studies show that experiential pedagogies such as service-learning can strengthen resilience subcomponents like adaptability and tolerance through structured community engagement and guided reflection (Grau et al., 2025). Measurement advances, particularly the Academic Resilience Scale (ARS-30) and its adaptations, enable sensitive assessment of resilient responses to academic adversity and facilitate program evaluation within teacher education contexts (Cassidy, 2016; Tan & Low, 2023; Wang et al., 2025). Meditational findings highlight that perceived teacher and mentor support amplifies the benefits of resilience for engagement and performance, underscoring the value of relational pedagogy and supportive institutions (Zhang et al., 2025; Skaalvik & Skaalvik, 2025). Thus there is always scope for academic resilience in teacher training or teacher education. This narrative review synthesizes current evidence on definitions, measurement, antecedents, interventions, and outcomes of academic resilience in teacher education, and proposes program design principles for cultivating resilient dispositions ethically and sustainably (Martin & Marsh, 2013; Cassidy, 2016; Grau et al., 2025). The article concludes with recommendations for longitudinal tracking, culturally responsive measurement, and implementation research on scalable, equity-grounded resilience-building within teacher preparation (Skaalvik & Skaalvik, 2025; Mokgele & Smith, 2024).

**INTRODUCTION**

Academic resilience adapts the broader resilience construct to educational settings, emphasizing cognitive, affective, and behavioral responses that sustain learning despite setbacks such as poor grades, critical feedback, or high-stakes assessments (Cassidy, 2016; Martin & Marsh, 2013). In teacher education, these adversities are compounded by complex practicum realities, classroom behavior challenges, and emotional labor that converge as candidates form professional identities under evaluative scrutiny (Skaalvik & Skaalvik, 2025; Hiver et al., 2023). Building academic resilience is therefore not only protective for mental health but also foundational for persistence, instructional efficacy, and the capacity to enact inclusive, adaptive classroom practice as teachers-in-training transition into the profession (Skaalvik & Skaalvik, 2025; Johnson & Christensen, 2024).

Conceptual models in education frame resilience as a function of intra-individual assets (e.g., self-efficacy, self-regulation, adaptive help-seeking) interacting with contextual protective factors, including caring relationships, high expectations, and meaningful participation within program and school ecologies (Martin & Marsh, 2013). This multi-level perspective suggests that teacher education can be intentionally designed to cultivate resilience through pedagogies, mentoring structures, and institutional supports that align personal competencies with enabling environments (Skaalvik & Skaalvik, 2025; Mokgele & Smith, 2024). Given the observed strain during disruptions such as the COVID-19 pandemic, understanding how programs can buffer stress, sustain engagement, and prevent attrition through resilience-building has practical urgency and policy relevance (Hiver et al., 2023; Johnson & Christensen, 2024).

**SCOPE**

The review focuses on pre-service and early-career teacher education from 2013–2025, integrating conceptual, measurement, review, and empirical intervention studies to derive implications for curriculum, mentoring, assessment, and institutional climate (Martin & Marsh, 2013; Johnson & Christensen, 2024). Particular attention is given to validated

measures of academic resilience and their adaptations for higher education contexts, to relational mechanisms that mediate outcomes, and to scalable, equity-aware program designs suitable for diverse teacher education systems, including the Indian context (Cassidy, 2016; Tan & Low, 2023; Wang et al., 2025). The scope emphasizes pragmatic levers-pedagogy, mentoring, and support systems-through which programs can develop resilience systematically and ethically (Grau et al., 2025; Skaalvik & Skaalvik, 2025).

**REVIEW OF RELATED LITERATURE**

Conceptual and measurement work has framed academic resilience as multidimensional, spanning cognitive, affective, and behavioral responses that protect learning trajectories under adversity (Martin & Marsh, 2013; Cassidy, 2016). The Academic Resilience Scale (ARS-30) operationalizes adaptive responses to academic setbacks and is widely used with university students, with subsequent validation and adaptation studies underscoring the need for cultural and contextual fit (Cassidy, 2016; Tan & Low, 2023; Wang et al., 2025). Systematic and integrative reviews of teacher resilience highlight the interplay of personal resources, social supports, and organizational conditions in sustaining well-being and performance during preparation and early career stages (Johnson & Christensen, 2024; Skaalvik & Skaalvik, 2025).

Mixed-method intervention studies in teacher education suggest that experiential pedagogies like service-learning strengthen resilience subcomponents by coupling authentic challenge with guided reflection and mentoring (Grau et al., 2025). Evidence also points to the mediating role of teacher and mentor support in converting resilient dispositions into engagement and achievement, emphasizing relational pedagogy and coherent supervision structures (Zhang et al., 2025; Skaalvik & Skaalvik, 2025). Beyond self-report, measurement-model studies and factor-analytic evidence support reliable structure for academic resilience constructs, enabling formative program evaluation and targeted supports (Shah & Bakar, 2020; Tan & Low, 2023).

**METHODOLOGY**

This study is a narrative review synthesizing peer-reviewed literature on academic resilience and teacher education from 2013 to 2025, prioritizing conceptual papers, measurement studies, systematic reviews, and empirical interventions focused on pre-service and early-career teachers (Martin & Marsh, 2013; Johnson & Christensen, 2024). Sources include validated scales and adaptations (e.g., ARS-30 and context-specific validations), systematic reviews of teacher resilience, and mixed-method trials in teacher education (e.g., service-learning), complemented by studies of resilience during disruptions affecting pre-service cohorts (Cassidy, 2016; Tan & Low, 2023; Grau et al., 2025; Hiver et al., 2023). The synthesis emphasizes definitional clarity, measurement considerations, antecedent structures, intervention designs, and outcome pathways with attention to mediating roles of instructional and mentoring support in teacher education contexts (Zhang et al., 2025; Skaalvik & Skaalvik, 2025; Mokgele & Smith, 2024).

**ACADEMIC RESILIENCE AND TEACHER EDUCATION**

Academic resilience comprises perseverance, adaptive help-seeking, emotion regulation, problem-focused coping, and reflective reappraisal that sustain or restore functioning after academic setbacks (Cassidy, 2016; Martin & Marsh, 2013). In teacher education, these processes are exercised in coursework and intensified in practicum, where candidates must navigate classroom complexity, feedback from supervisors, and performance pressures while consolidating professional identity (Hiver et al., 2023; Skaalvik & Skaalvik, 2025). Protective factors operate at multiple levels: intra-individual (e.g., self-efficacy and self-regulation), interpersonal (e.g., peer and mentor support), and organizational (e.g., psychological safety, autonomy support, and coherent supervision), forming a context-competence alignment that either enables or constrains resilient responses (Johnson & Christensen, 2024; Skaalvik & Skaalvik, 2025).

Measurement advancements-especially ARS-30 and cultural adaptations-allow programs to assess resilience as a process construct, identify subdomain vulnerabilities, and monitor growth across program milestones, which is critical for timely and targeted supports (Cassidy, 2016; Tan & Low, 2023; Wang et al., 2025). Empirical work indicates that structured experiential learning like service-learning enhances resilience by coupling authentic community challenges with guided reflection, thereby activating both agency and social support (Grau et al., 2025). Importantly, perceived teacher/mentor support has been shown to mediate the resilience-performance pathway, suggesting that intentional relational design amplifies the impact of resilient dispositions on academic and practicum outcomes (Zhang et al., 2025; Skaalvik & Skaalvik, 2025).

**DISCUSSION**

The literature converges on two propositions: academic resilience is measurable with acceptable reliability and validity, and it is malleable through intentional program design that orchestrates challenge and support (Cassidy, 2016; Tan & Low, 2023). Designing for resilience requires aligning scaffolded tasks with high-quality, timely feedback, normalizing help-seeking, and embedding reflective practices that convert errors into growth, thereby strengthening adaptive self-regulation and perseverance (Cassidy, 2016; Johnson & Christensen, 2024). Given that relational climates mediate outcomes, robust mentoring architectures—integrating faculty supervisors and school-based mentors—become central to translating resilience into sustained engagement and performance during practicum (Zhang et al., 2025; Skaalvik & Skaalvik, 2025). In contexts marked by systemic stressors (e.g., pandemics, resource constraints), resilience-informed design can buffer stress, support retention, and foster adaptive competencies transferable to diverse school ecologies, provided that equity

and cultural responsiveness guide implementation and assessment choices (Hiver et al., 2023; Johnson & Christensen, 2024). Mixed-method evaluations that triangulate standardized scales with reflective journals and observational data are critical for uncovering mechanisms of change and for ensuring that interventions are sensitive to local program realities (Grau et al., 2025; Tan & Low, 2023).

**IMPLICATIONS IN TEACHER EDUCATION**

1. Curriculum and pedagogy: Embed structured reflection, feedback cycles, and simulation/microteaching that practice adaptive help-seeking, emotion regulation, and reappraisal in response to assessment and classroom challenges (Cassidy, 2016; Johnson & Christensen, 2024).
2. Practicum design and mentoring: Build multi-tier supervision linking university and school mentors; schedule regular triadic conferences to strengthen perceived support and the resilience-performance pathway (Zhang et al., 2025; Skaalvik & Skaalvik, 2025).
3. Experiential learning: Incorporate service-learning or community-engaged modules with guided reflection to integrate authentic challenge, purpose, and social support for resilience growth (Grau et al., 2025; Johnson & Christensen, 2024).
4. Assessment and support: Use validated instruments such as ARS-30 at entry, midpoint, and exit; provide targeted workshops or coaching for subdomain needs and ensure cultural adaptation and invariance checks where appropriate (Cassidy, 2016; Tan & Low, 2023; Wang et al., 2025).
5. Institutional climate and policy: Promote psychological safety, autonomy support, and peer learning communities; align workload and recognition systems with well-being and sustained engagement in pre-service cohorts (Skaalvik & Skaalvik, 2025; Johnson & Christensen, 2024).

**CONCLUSION**

Academic resilience is a teachable, assessable capacity that improves well-being, persistence, and adaptive performance for pre-service teachers, particularly when programs align scaffolded challenge with high-quality support, reflective practice, and coherent mentoring (Cassidy, 2016; Zhang et al., 2025). Validated measurement and culturally responsive adaptations enable formative evaluation and targeted supports, while experiential and relational designs operationalize resilience-building at scale across diverse teacher education contexts (Grau et al., 2025; Tan & Low, 2023). Future work should prioritize longitudinal links from pre-service resilience profiles to induction outcomes and classroom impact, alongside experimental comparisons of pedagogical models to guide resource allocation and policy (Skaalvik & Skaalvik, 2025; Johnson & Christensen, 2024). Thus it is concluded that academic resilience is an important construct to be explored in teacher education as it has direct role in successful completion of teacher education program among student teachers.

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