

## TEACHER RESILIENCE

*by:*

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Due to its intellectual, emotional, and service-providing nature, teaching is undoubtedly one of the most intricate and complex careers in the world. Teachers, as "paragons of virtue," must concurrently know "the content to teach," "the process to educate," and "adapt with educational setbacks and hurdles." Educators convey their individual views, sentiments, and morals to the classroom, thus, preserving their psychological state and inner moods is critical in all scholastic realm.

As a basis, it is imperative for the teachers to be resilient. Teacher resilience or the prowess to persevere in the face of foreseeable hardships and impediments is ultimate in all academic contexts so it can translate to myriads of positive outcomes. Work assignment, receptivity, feeling of pride, competence, personal independence, interpersonal relations, proficiency, self-efficacy, enthusiasm, empathy, individuality, and emotionally stable teachers are all contributory factors to resiliency.

Analyzing teachers extends a unique lens on what compels teachers to endure in the face of adversity, and it enriches studies of anxiety, burnout, and desertion. We have known for ages that educating can be taxing, primarily for novice teachers, but it sounds that little has progressed.

With this, teacher education programs confront a daunting task in gearing up a resilient teaching force that is both methodologically and socio-emotionally tough when directly confronted with the trials and tribulations inherent in teaching, particularly in large and diverse populations of learners, in a context with various obstacles in the education sector. Fostering resilient teachers is not an insurmountable endeavor.

As a final note, it is determined that teacher resilience is a learned behavior that may be reinforced through training and intervention. To triumph so, radical advances in this educational arena will require dynamic and methodical training.

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