

A Scoping Review of Psychometric Instruments Measuring Teachers' Resilience

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Over the past two decades, rising concerns about teacher stress and professional sustainability have fueled the development of instruments assessing teacher resilience. This review aims to map the existing resilience assessment tools specifically designed for educators, evaluating their theoretical frameworks, psychometric soundness, and contextual relevance. Twelve instruments were analyzed through an extensive literature review of peer-reviewed studies published over the past twenty years, including general, preservice, EFL, and teacher-specific scales for special education. Findings reveal a progression from early instruments emphasizing intrapersonal traits to current tools incorporating ecological and contextual dimensions. While several scales demonstrate satisfactory reliability and cross-cultural applicability, many still suffer from conceptual limitations, insufficient cultural adaptation, or marginal psychometric robustness. This review concludes that despite significant advances, future research must prioritize culturally grounded frameworks, broader subgroup validation, and advanced psychometric methodologies to ensure accurate, inclusive, and practical assessments of teacher resilience across diverse educational settings.

resilience

teacher

assessment

measurement

instruments

review

Scholarly interest in teacher resilience has grown substantially over the last years, reflecting increased recognition of the complex and frequently demanding nature of the teaching profession [1]. Over time, the understanding of teacher psychological resilience has evolved from being viewed as an innate, unchangeable quality to being recognized as a complex and dynamic process involving constructive responses to persistent challenges [2]. Rather than merely coping with difficulties, resilient educators actively thrive in their roles by utilizing personal strengths and drawing on supportive environments [3]. From this perspective, teacher resilience involves the dynamic interplay between personal attributes (e.g., perseverance, optimism, motivation), social parameters (e.g., relationships with colleagues, interactions with students), and physical conditions (e.g., school infrastructure) in managing risk factors that emerge within the school context.

Drew and Sosnowski [4] developed a framework highlighting three core aspects of teacher resilience. First, resilient educators are strongly connected to their school communities and guided by a clear sense of mission, which helps them manage challenges and take advantage of favorable conditions. Second, they exhibit psychological flexibility, approaching uncertainty with openness and transforming setbacks into learning experiences, thereby preserving autonomy and emotional equilibrium amid diverse influences. Finally, they cultivate and depend on supportive interpersonal relationships with peers, students, and leadership as essential sources of encouragement and resilience during times of stress.

The factors that safeguard and strengthen teachers' psychological resilience are commonly grouped into two broad categories: internal (personal attributes) and external (environmental supports). Mansfield et al. [5] describe the internal category as consisting of two main elements: (a) the personal strengths and motivational factors teachers possess, and (b) the methods they use to activate and implement those strengths. In contrast, external protective elements relate to the social and organizational environment. Gu [6] highlights three critical relational contexts within schools that shape teachers' professional lives: their interactions with students, colleagues, and connections with school leadership. Support systems outside of the school, such as family, friendships, religious affiliations, and community ties, also play an essential role in fostering resilience, acting as buffers against occupational stress [7].

Drawing from extensive empirical work, Mansfield and colleagues [8] developed a holistic, four-part model that captures the core components of teacher resilience. This framework sees resilience as a multifaceted concept, shaped by the dynamic interrelation of personal qualities and professional demands. The *professional component* refers to classroom-related competencies, such as planning, instructional strategies, and self-reflection, often cultivated through formal teacher training. The *emotional component* involves managing the psychological pressures of the job, including stress regulation and emotional coping skills. The *motivational component* addresses inner psychological drivers, like confidence in one's teaching abilities, a strong commitment to growth, and perseverance in adversity. Finally, the *social component* emphasizes relational skills within the workplace, such as forming supportive professional relationships, asking for assistance when needed, and accepting constructive feedback.

However, it is essential to establish a clear conceptual distinction between the construct of resilience itself and the protective factors that facilitate it. Resilience is better perceived as a dynamic, process-oriented capacity that enables individuals to adapt positively, recover, and grow in response to adversity. In contrast, resilience protective factors, whether internal (e.g., personal traits, coping strategies) or external (e.g., social support, institutional resources), serve as antecedents or enabling conditions that nurture and sustain this adaptive capacity, rather than constituting resilience per se.

Drawing on advancements in the resilience literature, various assessment instruments have been developed to evaluate resilience within educational settings, aiming to capture its multifaceted dimensions as they pertain specifically to teachers. This review provides a critical examination of the current tools used to assess teacher resilience and/or its protective factors. It focuses on their underlying concepts, psychometric soundness, and suitability for various educational environments, providing a thorough overview that can guide future research, policy development, and interventions focusing on enhancing resilience among educators.

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