



# Amitrakshar International Journal

of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

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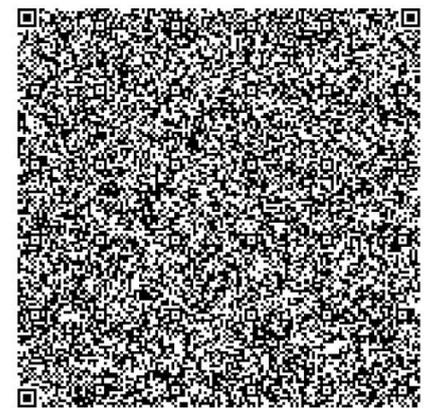
## Student Teachers' Emotional Resilience and Teaching Commitment: A Thematic Literature Review

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### Abstract

Teacher education represents the essential stage in shaping both professional identity and psychological resilience in upcoming educators. However, worldwide trends in teacher stress and turnover suggest that teaching skills by themselves do not ensure sustained involvement in the field. This thematic literature review explores how emotional resilience, understood as the ability to adapt positively to professional challenges, affects student teachers' dedication to teaching. An analysis of 27 peer-reviewed articles released from 2000 to 2024 revealed three interrelated areas influencing resilience growth: (a) experiences on campus, (b) experiences in schools, and (c) the merging of emotional resilience with the changing identity of teachers. Results indicate that reflective practice, nurturing mentorship, peer connections, and emotionally attuned learning settings greatly enhance resilience and sustained dedication. The review suggests a conceptual framework that views emotional resilience as a factor leading to and resulting from professional commitment. Implications emphasize the importance of integrating emotional learning, mindfulness, and reflective supervision into teacher-education programs to develop resilient, dedicated educators.

**Keywords:** emotional resilience, teacher commitment, student teachers, pre-service teacher education, reflective practice, mentoring



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### 1. Introduction:

The retention of teachers and their well-being have emerged as critical issues in education systems worldwide. Many new teachers exit the field within their initial five years, even with considerable instructional training (Ingersoll & Smith, 2003; OECD, 2005). Researchers contend that this phenomenon cannot be blamed exclusively on factors related to workload or pay. Rather, it mirrors the emotional challenges of teaching, including constant interaction with student behaviour, differing values, institutional demands, and significant accountability, all of which challenge teachers' emotional resilience and sense of mission (Day & Gu, 2014; Kelchtermans, 2017).

Emotional resilience has thus become an essential concept in teacher-education research. Gu and Day (2007) define resilience as the capacity to uphold moral purpose, motivation, and effectiveness when confronted with challenges. For student teachers, resilience isn't fixed; instead, it develops through experiences in teacher education programs that influence both mental skills and emotional strength.

Teacher commitment, in turn, pertains to a teacher's emotional connection and readiness to dedicate their energy and identity to teaching, students, and the profession (Tyree, 1996). When resilience is lacking, commitment often diminishes; in contrast, resilient student teachers view challenges as chances for development, thus maintaining their motivation and involvement (Beltman et al., 2011).

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While both concepts have been extensively examined, there is a scarcity of reviews that consolidate the ways in which teacher-education experiences particularly foster emotional resilience, which subsequently appears as teaching commitment. This thematic literature review fills that void.

**Research Question:** Which fundamental themes in teacher education affect the emotional resilience of student teachers and their dedication to teaching?

Through the examination of these themes, the review offers research-backed insights to enhance curriculum development, mentoring frameworks, and institutional policies.

### Methodology

#### 2.1 Design

This review utilized a thematic literature-review framework, following Braun and Clarke's (2006) six-phase method: familiarization, coding, theme creation, review, definition, and final synthesis. Thematic synthesis facilitates the combination of diverse research designs while preserving interpretive richness, making it appropriate for examining emotion-focused phenomena in intricate social environments like teacher education.

#### 2.2 Search Strategy

Searches in databases were performed in ERIC, Scopus, Web of Science, Springer Link, Taylor & Francis Online, JSTOR, and SAGE Journals. Searches encompassed every pertinent article released from January 2000 to March 2024

#### Search terms included:

- “teacher education” OR “initial teacher education” OR “pre-service training”  
AND
- “emotional resilience” OR “well-being” OR “stress coping” OR “emotional intelligence”  
AND
- “teacher commitment” OR “motivation for teaching” OR “teacher retention”

#### 2.3 Inclusion and Exclusion Criteria

##### Inclusion criteria

- Empirical studies (qualitative, quantitative, mixed-methods).
- Focus on student teachers or pre-service teachers.
- Direct examination of emotional resilience, coping, or affective variables related to commitment.
- Peer-reviewed and published in English (2000–2024).

##### Exclusion criteria

- Studies on in-service teachers only.
- Non-empirical commentaries or conceptual papers.
- Articles lacking clear connections between resilience and commitment.

##### Article selection process

- Initial retrieval: 456
- After removing duplicates: 423
- Title/abstract screening: 214
- Full-text review: 27 articles included.

#### 2.4 Quality Appraisal

Articles were assessed with a modified CASP checklist, focusing on methodological clarity, sampling transparency, and analytical precision. Studies assessed as "low quality" were omitted.

#### 2.5 Data Retrieval and Classification

Essential details gathered comprised:

- Nation, setting, and sample traits
- Concepts of emotional resilience
- Elements affecting resilience and dedication
- Consequences for educator training

Inductive coding generated 78 initial codes, which were combined into 12 themes across three main domains:

- Experiences on campus
- School-centered experiences
- Combining resilience and professional identity

#### 2.6 Limitations



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Differences in how research defined resilience (e.g., well-being, coping) restricted comparability. The assessment also observed a Western prejudice in existing studies. Nonetheless, thematic alignment across contexts enabled significant synthesis.

### 3. Findings and Discussion

The three main categories are outlined below.

#### 3.1 On-Campus Experiences

Campus-based experiences encompass coursework, faculty engagement, peer relationships, and reflective learning environments that influence emotional growth prior to student teachers commencing practicum placements. Five main subthemes appeared.

##### 3.1.1 Reflective Practice as a Basis for Emotional Resilience

Reflective practice is repeatedly recognized as the emotional foundation of teacher-education programs (Larrivee, 2000; Mansfield et al., 2016). By using journaling, analyzing critical incidents, and engaging in guided discussions, student teachers navigate emotional tension, uncertainty, and initial teaching challenges.

Beauchamp and Thomas (2009) discovered that organized reflection facilitates:

- Emotion management
- Point of view adoption
- Flexible coping strategies

These abilities strengthen what Gu and Day (2007) describe as moral purpose resilience—the concordance of emotional fortitude with professional principles. Consequently, reflection transforms rather than just expresses, enhancing both resilience and dedication (Flores, 2020).

##### 3.1.2 Emotional Support and Modelling for Faculty

Educators of teachers significantly exemplify empathy, calmness, and emotional awareness. Emotionally attentive educators foster psychologically secure learning settings that boost motivation and trust (Jennings & Greenberg, 2009).

Studies indicate:

- A supportive faculty demeanor forecasts enhanced dedication to teaching (Sinclair, 2008).
- Adverse faculty interactions heighten anxiety and diminish self-efficacy (Kelchtermans, 2017).
- Faculty transparency regarding difficulties normalizes emotional distress.

Students frequently reflect the emotional behaviors they see in teacher educators, highlighting the importance of faculty modeling in building resilience (Hong, 2010).

##### 3.1.3 Academic Demands and Coping Abilities

Teacher-training classes especially micro-teaching and performance assessments can cause anxiety. Emotional exhaustion can occur when the demands placed on students surpass their perceived ability to cope (Beltman et al., 2011).

Nonetheless, controllable educational obstacles strengthen resilience. Sinclair (2008) differentiates between:

- Challenge stressors: inspiring, beneficial
- Obstacles causing stress: discouraging, unclear, punitive

Programs focused on resilience, wellness workshops, and mindful evaluation cycles assist students in managing stress effectively (Mansfield et al., 2016).

##### 3.1.4 Peer Networks and Cooperative Emotional Assistance

Peer networks offer affirmation, understanding, and collaborative troubleshooting. Collaborative learning groups act as "emotional communities," alleviating stress and fostering shared efficacy (Tschannen-Moran & Hoy, 2001).

Research indicates that peer support enhances:

- Positivity
- Adaptability skills
- Motivation in teaching (Helm, 2015; Mansfield et al., 2016)

Peers function as initial professional networks, enhancing a sense of belonging and dedication.

##### 3.1.5 Establishing a Consistent Professional Identity

Professional identity develops as student teachers blend their personal beliefs with the demands of the teaching profession (Beauchamp & Thomas, 2009). Clarity of identity forecasts resilience: learners who find teaching significant exhibit enhanced emotional stability and determination (Day & Gu, 2014).



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Identity dissonance arising from conflicting values and institutional norms leads to disengagement and attrition (Hong, 2010). Narrative inquiry, autobiographical writing, and role-modeling practices assist students in expressing purpose and developing resilience.

**Table 1. Campus-Centered Factors Affecting on Emotional Resilience and Dedication**

Theme	Mechanism of Influence	Outcome on Commitment	Representative Studies
Reflective Practice	Builds emotional awareness, cognitive reframing	Professional growth, adaptive coping	Mansfield et al. (2016); Beauchamp & Thomas (2009)
Faculty Modelling	Demonstrates emotional intelligence	Increased trust and morale	Jennings & Greenberg (2009); Hong (2010)
Course Demands & Coping	Develops structured tolerance for stress	Enhanced perseverance	Sinclair (2008); Beltman et al. (2011)
Peer Support	Social buffering, shared reflection	Collective efficacy, optimism	Helm (2015); Mansfield et al. (2016)
Identity Formation	Aligns personal values with teaching	Long-term attachment	Day & Gu (2014); Hong (2010)

### 3.2 Experiences within Schools

The practicum stage reveals the emotional truths of teaching to student educators. Seven topics surfaced.

#### 3.2.1 Initial Practicum: The Initial Emotional Shift

The initial practicum is a deeply emotional milestone (Caires & Almeida, 2005). Positive early encounters serve as emotional vaccines, whereas negative experiences lacking debriefing may lessen dedication.

Structured reflection meetings following practicum improve emotional control and teaching purpose (Cheng et al., 2015).

#### 3.2.2 Guidance from Mentors and Emotional Guidance

Mentors are the key players during practicum (Hudson, 2013). Successful mentors combine constructive feedback with emotional support.

Key findings:

- The tone of feedback has a significant impact on emotional investment (Christophersen et al., 2016).
- Emotional guidance (empathy, affirmation) holds greater sway than technical guidance (Tang et al., 2014).
- Student teachers frequently emulate the emotional actions of their mentors.

#### 3.2.3 Assistance from Institutional Supervisors

Supervisors connect theory with practice, facilitating reflective discussions that boost security and motivation. Remote or erratic oversight heightens stress (Chambers et al., 2010).

#### 3.2.4 Support from Peers and Colleagues in Educational Institutions

Collaborative planning, teaching peers, and exchanging experiences form micro-communities of support (Le Cornu, 2013). These diminish isolation and enhance professional connection.

#### 3.2.5 Educational Environment and Emotional Atmosphere

The culture of a school, whether cooperative or fraught with conflict, influences emotional health. Supportive educational environments foster an emotional spread of positivity (Gu & Day, 2007), while adverse cultures deplete spirits (Johnston, 2010).

#### 3.2.6 Overseeing Student Conduct and Emotional Effort

Emotional labor in managing emotional regulation during difficult circumstances significantly contributes to stress (Hargreaves, 1998). Strategies for regulating emotions enhance compassion satisfaction and diminish burnout (Mansfield et al., 2016).

#### 3.2.7 Contextual Stress Factors



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Class size, administrative requirements, and differences in rural/urban placement affect stress levels. Nonetheless, with adequate support, difficult situations enhance adaptive resilience (Van Rensburg et al., 2015).

**Table 2. School-Based Themes Influencing Emotional Resilience and Commitment**

Theme	Mechanism of Influence	Outcome on Commitment	Representative Studies
Initial Practicum	Tests adaptability	Boosts efficacy when positive	Caires & Almeida (2005); Flores (2020)
Mentor Support	Emotional and pedagogical coaching	Builds trust and persistence	Hudson (2013); Rots et al. (2014)
Supervisor Support	Emotional reflection, clarity	Strengthens confidence	Hsu (2004); Chambers et al. (2010)
Peer/Collegial Support	Shared empathy	Enhances optimism, belonging	Tang et al. (2014); Le Cornu (2013)
School Culture	Norms of trust, care	Sustains motivation	Gu & Day (2007); Johnston (2010)
Emotional Labor	Emotion regulation skills	Reduces burnout	Jennings & Greenberg (2009)
Contextual Stressors	Exposure to diverse challenges	Builds adaptive resilience	Van Rensburg et al. (2015)

### 3.3 Combining Emotional Resilience with Professional Identity

#### 3.3.1 Interconnectedness of Identity and Resilience

Resilience develops with identity; each strengthens the other. Educators with a robust vocational purpose exhibit higher emotional stability (Hong, 2010). Clarity in identity fosters perseverance, even in tough times (Day & Gu, 2014).

#### 3.3.2 Emotional Reflexivity as a Connection

Emotional reflexivity that analyzes emotional reactions within context transforms emotional unease into knowledge. Reflective educators view frustration as input instead of defeat (Zembylas, 2003).

#### 3.3.3 Commitment as a Result of Emergence

Commitment arises from:

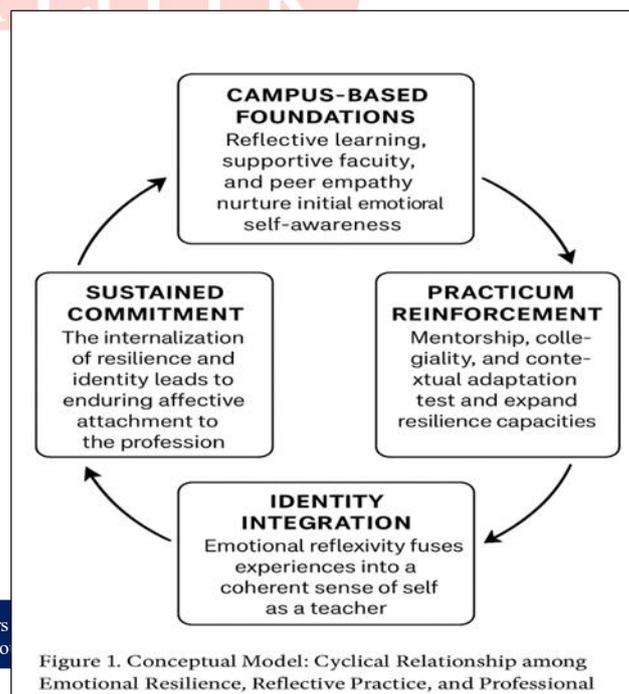
- Emotional bond
- Motivation for persistence
- Ethical intention (Tyree, 1996)

Resilient educators uphold all three.

#### 3.3.4 Conceptual Model:

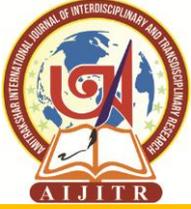
Based on a synthesis of 27 studies, this presents a conceptual model (Figure 1) that depicts the cyclical interaction between emotional reflective practice, and professional

- **Campus-Based Foundations:** Reflection, faculty example, and peer assistance enhance emotional awareness.
- **Practicum Reinforcement:** Mentors educational environments assess and enhance resilience skills.



review depicts the resilience, commitment:

and



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- **Identity Integration:** Emotional reflexivity combines experiences into the identity of a teacher.
- **Sustain Commitment:** Resilience and identity support one another, maintaining involvement.

This loop continues as fresh challenges emerge.

#### 4. Implications for Teacher Education

##### Embedding Emotional Resilience in Curriculum

- Integrate emotional intelligence training.
- Use mindfulness and stress-management modules.
- Prioritize reflective pedagogies.

##### Strengthening Mentorship

- Implement dual mentorship (academic + emotional).
- Train mentors in emotionally responsive supervision.

##### Fostering Supportive Learning Communities

- Use peer circles, collaborative reflection, storytelling, and group journaling.

##### Policy Recommendations

- Recognize resilience as a core teaching competency.
- Encourage school–university partnerships focused on emotional development.

#### 5. Conclusion

This analysis shows that emotional resilience is fundamental to teaching dedication. Experiences of student teachers in campus and practicum environments influence their interpretation of challenges, emotional regulation, and the development of professional identity. When teacher-education programs consciously promote emotional learning via reflective practice, compassionate mentorship, and nurturing environments, they equip not just proficient but profoundly dedicated educators. Emotional resilience and teacher dedication consistently enhance each other, maintaining teachers' motivation and effectiveness over their careers.

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