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SOCIAL-PSYCHOLOGICAL FACTORS IN THE DEVELOPMENT OF STRESS RESILIENCE AMONG PRE-SERVICE TEACHERS

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Abstract. The development of stress resilience among pre-service teachers is an important psychological and educational issue because teacher candidates encounter multiple academic, interpersonal, emotional, and professional challenges during their university education and teaching practice. Stress resilience enables future teachers to maintain psychological stability, regulate emotions, adapt to demanding situations, and continue performing professional tasks effectively despite stressful circumstances. This article examines the major social-psychological factors contributing to the development of stress resilience among pre-service teachers. Particular attention is given to self-efficacy, emotional regulation, coping strategies, psychological flexibility, professional motivation, social support, mentoring, peer relationships, and the psychological climate of teacher education institutions. The analysis indicates that stress resilience should not be understood exclusively as an individual psychological characteristic. Rather, it develops through the interaction of personal psychological resources and supportive social environments. Effective mentoring, constructive feedback, positive peer relationships, institutional support, and opportunities for successful professional practice can strengthen individual resilience resources. The article proposes an integrated social-psychological model for developing stress resilience among pre-service teachers and identifies practical implications for teacher education programs.
Keywords: pre-service teachers, stress resilience, social-psychological factors, self-efficacy, emotional regulation, social support, mentoring, coping strategies, teacher education.

Introduction. Teaching is a profession characterized by substantial emotional, interpersonal, and organizational demands. These demands can begin before individuals enter the teaching profession, particularly during initial teacher education and teaching practice. Pre-service teachers are expected to acquire theoretical knowledge, develop pedagogical competencies, manage classroom situations, communicate with pupils and experienced teachers, complete academic assignments, and demonstrate professional competence during practicum.

Teaching practice represents a particularly important developmental period. During this stage, pre-service teachers move from predominantly theoretical learning toward direct professional activity. They may experience uncertainty about their professional competence, difficulties with classroom management, evaluation anxiety, workload, communication problems, and concerns about their future professional identity.

Stress in teacher education is not necessarily negative in every situation. Moderate levels of challenge can stimulate learning, adaptation, and professional development. However, persistent or poorly

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managed stress may contribute to emotional exhaustion, reduced motivation, lower academic and professional engagement, and difficulties in developing a stable professional identity.

For this reason, stress resilience has become an important concept in teacher education. Resilience refers not simply to the absence of stress but to the capacity to adapt successfully to demanding circumstances, recover from difficulties, and maintain effective functioning.

Recent research conceptualizes teacher resilience as a multidimensional construct influenced by personal characteristics and contextual conditions. A systematic review by Lu et al. (2024), based on 54 studies, demonstrated that teacher resilience is associated with both job demands and resources, as well as personal demands and resources. This perspective suggests that resilience development should involve both individual psychological development and improvement of the professional environment.

The purpose of this article is to analyze the major social-psychological factors involved in the development of stress resilience among pre-service teachers and to propose an integrated framework for strengthening resilience during teacher education.

Literature review. Stress resilience has increasingly been considered a significant component of successful teacher development. Earlier approaches often conceptualized resilience primarily as an individual characteristic. Contemporary perspectives, however, emphasize the dynamic interaction between individuals and their environments.

Beltman, Mansfield, and Price (2011) conceptualized teacher resilience as a dynamic process involving personal, relational, and contextual resources. Similarly, Mansfield et al. (2016) emphasized the importance of resilience development within teacher education rather than treating resilience as a fixed personality trait.

Recent systematic reviews have further supported this multidimensional perspective. Lu et al. (2024) found that teacher resilience is influenced by job demands, job resources, personal demands, and personal resources. Another systematic review published in 2025 identified personal competence and coping style, psychological and emotional resilience, professional competence and motivation, social support, and adaptability as important dimensions of teacher resilience.

These findings are particularly relevant for pre-service teachers because professional identity, coping patterns, self-efficacy, and interpersonal networks are still developing during initial teacher education.

Self-Efficacy. Self-efficacy refers to an individual's belief in their capacity to successfully perform specific tasks and manage challenging situations. In teacher education, self-efficacy may influence how future teachers interpret difficulties and respond to professional demands.

Pre-service teachers with stronger teaching self-efficacy may be more likely to interpret classroom difficulties as manageable challenges rather than as evidence of personal inadequacy. A 2024 meta-analysis examining teacher self-efficacy and teacher resilience found a moderate positive association between these constructs, indicating that stronger beliefs in professional capability are related to greater resilience.

Teaching involves continuous emotional interaction with pupils, colleagues, parents, and supervisors. Consequently, the ability to recognize, understand, and regulate emotional reactions is essential for professional adaptation. Emotional regulation helps pre-service teachers manage anxiety, frustration, disappointment, and emotional overload. Difficulties in emotional regulation may intensify the subjective experience of stress and contribute to maladaptive responses.

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Research on teachers has increasingly demonstrated associations among emotional regulation, stress, burnout, and well-being. Developing emotional regulation skills during teacher education may therefore contribute to stronger resilience and more adaptive professional functioning.

Coping strategies. Coping refers to cognitive and behavioral efforts used to manage stressful demands. Lazarus and Folkman's transactional model distinguishes between problem-focused and emotion-focused coping.

Problem-focused coping may include:

- planning;
- seeking information;
- time management;
- problem solving;
- requesting professional assistance;
- modifying ineffective strategies.

Emotion-focused coping may involve:

- emotional expression;
- relaxation;
- cognitive reframing;
- acceptance;
- temporary psychological disengagement.

Adaptive coping does not mean eliminating all emotional responses. Instead, resilient pre-service teachers need to develop flexibility in selecting coping strategies according to the characteristics of a stressful situation.

Psychological flexibility represents the capacity to remain behaviorally effective while experiencing difficult thoughts and emotions. For pre-service teachers, flexibility is particularly important because classroom and practicum situations cannot always be predicted.

A psychologically flexible teacher candidate can acknowledge uncertainty, modify expectations, learn from mistakes, and continue professional activity despite temporary discomfort.

Thus, psychological flexibility may serve as a bridge between stressful experiences and adaptive professional behavior.

Social support. Social support is one of the most important contextual resources associated with resilience. Pre-service teachers may receive support from university lecturers, practicum supervisors, mentor teachers, peers, family members, and professional communities.

Social support can perform several functions:

1. Emotional support – providing empathy, encouragement, and reassurance.
2. Informational support – providing advice and professional knowledge.
3. Instrumental support – providing practical assistance.
4. Evaluative support – providing constructive feedback about professional performance.

A supportive social environment can reduce the perceived intensity of professional stress and increase access to adaptive coping resources.

Peer relationships provide an additional source of psychological security. Pre-service teachers often encounter similar academic and practicum challenges, making peer interaction an important mechanism of shared experience and social comparison.

Constructive peer relationships may facilitate:

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- emotional sharing;
- collaborative problem solving;
- exchange of teaching strategies;
- mutual encouragement;
- reduction of professional isolation.

Peer support can also contribute to the development of a collective professional identity.

institutional psychological climate. The psychological climate of the teacher education institution can either strengthen or weaken resilience. Institutions that provide clear expectations, accessible academic support, constructive assessment, respectful communication, and opportunities for professional development create conditions favorable to resilience. In contrast, excessive competition, unclear requirements, limited feedback, interpersonal conflict, and insufficient supervisory support may increase stress and undermine adaptive coping. Therefore, resilience development should not be limited to psychological training for individual students. Institutional conditions must also be considered.

Professional motivation is another important psychological resource. Pre-service teachers who perceive teaching as meaningful and personally valuable may demonstrate greater persistence when facing difficulties.

Intrinsic motivation can encourage future teachers to interpret challenging experiences as opportunities for professional growth. However, motivation alone does not eliminate stress. Its protective function is stronger when combined with self-efficacy, social support, adaptive coping, and realistic professional expectations.

Professional identity development is closely related to this process. When teacher candidates gradually develop a coherent understanding of themselves as future professionals, uncertainty associated with professional demands may become more manageable.

Methodology. The article employs a theoretical and analytical research design based on a review and synthesis of contemporary psychological and educational literature concerning teacher resilience, stress, coping, self-efficacy, social support, and teacher education.

The analysis focuses on studies addressing:

- resilience among teachers and pre-service teachers;
- psychological resources associated with stress adaptation;
- social and interpersonal factors influencing teacher well-being;
- teaching-practice stressors;
- mentoring and peer support;
- coping and emotional regulation.

A conceptual synthesis approach was used to integrate individual psychological and social-contextual factors into a unified framework for understanding stress resilience among pre-service teachers.

The interaction between these resources is particularly important. For example, a pre-service teacher may possess adequate self-efficacy but experience substantial stress if mentoring and institutional support are weak. Conversely, strong social support may partially compensate for temporary uncertainty and help the individual develop stronger psychological resources.

This indicates that resilience cannot be reduced to a stable personality characteristic. It is partly constructed through learning, social interaction, professional experience, and institutional conditions.

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The findings have several implications for teacher education programs.

First, stress-resilience training should be incorporated into teacher preparation curricula rather than offered only as an optional psychological activity.

Second, teacher education institutions should establish structured mentoring systems. Mentors should receive preparation in constructive feedback, psychological support, and reflective supervision.

Third, peer-support mechanisms can be developed through collaborative teaching projects, peer discussion groups, reflective seminars, and professional learning communities.

Fourth, pre-service teachers should receive practical training in:

- emotional regulation;
- stress recognition;
- cognitive restructuring;
- problem-focused coping;
- time management;
- communication skills;
- conflict management;
- reflective practice.

Fifth, assessment practices should emphasize developmental feedback rather than exclusively performance judgment. Constructive feedback can help students transform mistakes into learning experiences.

The central implication is that resilience should be developed systematically throughout teacher education. Preparing future teachers for stressful professional situations requires more than increasing pedagogical knowledge. It requires the development of psychological competencies, supportive interpersonal relationships, reflective professional practice, and institutional conditions that facilitate adaptation.

An integrated resilience-oriented teacher education model can therefore contribute to the psychological readiness, professional adaptation, and long-term well-being of future teachers.

Conclusion. Stress resilience among pre-service teachers is a complex social-psychological phenomenon shaped by the interaction of individual psychological resources and social-contextual conditions.

Self-efficacy, emotional regulation, adaptive coping, psychological flexibility, optimism, and professional motivation represent important psychological resources. At the same time, mentoring, peer relationships, social support, supervisory relationships, and a supportive institutional climate provide essential contextual resources.

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