

Developing an Educational Policy-Making Model for Enhancing Teachers' Resilience: A Case Study of Bushehr City

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Article Info

Article type:

Original Research

How to cite this article:

Nikbakhsh, M. (2026). Developing an Educational Policy-Making Model for Enhancing Teachers' Resilience: A Case Study of Bushehr City. *Iranian Journal of Educational Sociology*, 9(6), 1-18.
<https://doi.org/10.61838/kman.ijes.1557>



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ABSTRACT

Purpose: This study aimed to develop and empirically validate an educational policy-making model for enhancing teachers' resilience in Bushehr City.

Methods and Materials: This applied study employed an exploratory sequential mixed-methods design. In the qualitative phase, 18 experts in educational administration, educational policy, psychology, and human resource management were selected through purposive and snowball sampling and participated in semi-structured interviews until conceptual saturation was achieved. Interview data were analyzed through systematic coding and constant comparison to extract the main dimensions and components of the model. In the quantitative phase, 300 public-school teachers in Bushehr City were selected through stratified random sampling. A researcher-developed questionnaire based on the qualitative findings was used for data collection. Confirmatory factor analysis and structural equation modeling were applied to evaluate the measurement model, assess model fit, and test the hypothesized structural relationships.

Findings: Structural equation modeling indicated an acceptable fit for the proposed model ($\chi^2/df = 2.17$, GFI = 0.907, CFI = 0.946, IFI = 0.947, TLI = 0.939, RMSEA = 0.063, and SRMR = 0.051). Policy antecedents and drivers significantly predicted resilience-oriented policy strategies ($\beta = 0.61$, $p < 0.001$). Institutional and contextual conditions significantly predicted policy strategies ($\beta = 0.54$, $p < 0.001$), teacher capacity development ($\beta = 0.47$, $p < 0.001$), and implementation mechanisms ($\beta = 0.29$, $p < 0.001$). Teacher capacity development significantly predicted policy strategies ($\beta = 0.38$, $p < 0.001$) and individual and organizational outcomes ($\beta = 0.31$, $p < 0.001$). Resilience-oriented policy strategies strongly predicted implementation mechanisms ($\beta = 0.72$, $p < 0.001$) and outcomes ($\beta = 0.41$, $p < 0.001$), while implementation mechanisms had the strongest direct effect on outcomes ($\beta = 0.58$, $p < 0.001$).

Conclusion: The findings support a multidimensional and systemic model in which teacher resilience is strengthened through coordinated policy formulation, supportive institutional conditions, capacity development, and effective implementation mechanisms, ultimately improving both individual and organizational educational outcomes.

Keywords: Educational policy-making, teacher resilience, institutional conditions, teacher capacity development, policy implementation, organizational outcomes, Bushehr City

1. Introduction

Teachers constitute one of the central human resources of educational systems, and their psychological, professional, and organizational functioning is directly related to the continuity, quality, and effectiveness of teaching and learning processes. Contemporary schools operate in increasingly complex environments characterized by rapid social change, technological transformation, growing accountability demands, diverse student needs, administrative pressures, curriculum reforms, and heightened expectations from families and communities. Under such conditions, teachers are required not only to perform instructional responsibilities but also to adapt continuously to uncertainty, interpersonal challenges, organizational change, and emotionally demanding situations. These circumstances have increased scholarly and policy attention to teacher resilience as a critical capacity that enables educators to maintain effective professional functioning while responding adaptively to adversity, stress, and change (Lu et al., 2024; Mercer & Kostoulas, 2024). Teacher resilience is therefore increasingly conceptualized not merely as an individual psychological trait, but as a dynamic process emerging from interactions among personal resources, professional competencies, organizational conditions, social relationships, leadership practices, and broader educational policies.

The importance of teacher resilience becomes more evident when the demanding nature of the teaching profession is considered. Teachers frequently encounter workload intensification, administrative responsibilities, classroom management difficulties, emotional labor, pressures associated with student achievement, limited organizational resources, and uncertainty resulting from educational reforms. When these demands accumulate without sufficient personal and institutional resources, teachers may experience emotional exhaustion, reduced motivation, job dissatisfaction, and burnout. A systematic perspective based on the Job Demands–Resources framework suggests that resilience develops when educators have access to adequate personal and organizational resources that allow them to manage occupational demands effectively and sustain professional engagement (Lu et al., 2024). Similarly, models developed to alleviate work pressure emphasize that resilience can be strengthened by reducing unnecessary job stressors while simultaneously enhancing coping resources, supportive working conditions,

professional autonomy, and institutional responsiveness (Al-Jarf, 2024). Thus, teacher resilience should be viewed as an important policy concern because the organizational structures and policy environments within which teachers work can either strengthen or undermine their capacity for successful adaptation.

Resilience also has substantial implications for teachers' psychological well-being and professional sustainability. Research indicates that resilient teachers tend to demonstrate greater emotional stability, stronger coping capacities, higher levels of professional commitment, and greater persistence when faced with difficult educational circumstances. In contrast, insufficient resilience may increase vulnerability to occupational stress, emotional exhaustion, and disengagement. Evidence from teachers working in disadvantaged urban settings has shown that emotional resilience is shaped by the continuous interaction between professional challenges, personal meaning, relational support, and school context (Day & Hong, 2024). Likewise, research conducted during periods of widespread social disruption has demonstrated a close association between resilience and teachers' mental health, indicating that resilience can function as a protective resource under prolonged conditions of uncertainty and stress (Vergara et al., 2024). These findings demonstrate that the resilience of teachers is not peripheral to educational quality; rather, it forms an important basis for psychological health, sustained professional functioning, and institutional stability.

Recent research has further emphasized the relationship between resilience and professional well-being. Among early childhood teachers, resilience has been associated with professional well-being through mechanisms involving pedagogical competence and self-efficacy, suggesting that resilient functioning may be reinforced by teachers' perceptions of their professional capability and their confidence in managing instructional responsibilities (Song et al., 2024). Similar findings among middle-school teachers indicate that self-efficacy contributes to teacher well-being partly through teaching satisfaction and resilience, highlighting the interconnected nature of psychological resources and occupational experiences (X. Wang et al., 2024). In the Iranian educational context, resilience has also been structurally associated with psychological well-being and professional development among teachers, supporting the proposition that resilient educators are better positioned to maintain positive psychological functioning while continuing to develop professionally (Sattari et al., 2024). These findings suggest that policies intended to improve

teacher performance should not focus solely on technical competencies or instructional outcomes, but should also address the psychological and organizational resources that sustain teachers over time.

The relationship between resilience and burnout provides another important justification for educational policy intervention. Teaching is a profession characterized by sustained interpersonal engagement and emotional responsibility, making teachers particularly vulnerable to burnout when organizational demands are persistent and resources are inadequate. Research examining career resilience among university physical education teachers has indicated that resilience can reduce burnout through mechanisms related to job satisfaction and job performance (T. Wang et al., 2024). This relationship has significant policy implications because burnout cannot be effectively addressed only after it has emerged. Preventive organizational strategies are needed to create supportive work environments, distribute workload reasonably, provide psychological and professional assistance, enhance job satisfaction, and strengthen teachers' ability to recover from occupational adversity. Accordingly, resilience-oriented policy-making can provide a framework for shifting educational management from reactive responses to teacher distress toward proactive systems of prevention, support, empowerment, and sustainable professional development.

Teacher resilience is also closely linked to broader dimensions of professional performance. Evidence from elementary education indicates that resilient teachers are more capable of maintaining well-being while sustaining effective performance, particularly when they possess adequate psychological, professional, and relational resources (Garrido et al., 2025). Resilience may enable teachers to remain engaged with students, adapt their instructional approaches, manage unexpected problems, and maintain a constructive orientation toward professional challenges. Leadership conditions are particularly important in this respect. Transformational leadership has been associated with teachers' creativity through professional resilience and job satisfaction, demonstrating that managerial practices can strengthen resilience and, through it, contribute to desirable professional outcomes (Kaya, 2024). This suggests that resilience-enhancing educational policies should include not only teacher-focused interventions but also leadership development, supportive supervision, participatory management, and mechanisms that improve the quality of organizational relationships.

Social support represents another critical dimension in the development of teacher resilience. Teachers do not function as isolated individuals; their adaptive capacities are shaped by relationships with colleagues, administrators, students, families, and wider professional networks. Evidence from inclusive elementary schools indicates that self-efficacy and perceived social support are significant predictors of teacher resilience, suggesting that confidence in professional abilities and access to supportive relationships work together to strengthen adaptive functioning (Kusuma & Fathiyah, 2024). In challenged educational contexts, social connectedness has similarly been identified as a major pathway through which teacher resilience develops (Versfeld et al., 2025). These findings reinforce an ecological understanding of resilience in which professional adaptation depends on the availability and quality of relational resources. Consequently, educational policies that promote collaborative cultures, mentoring, peer support, professional learning communities, and accessible managerial assistance may substantially contribute to teacher resilience.

This ecological interpretation is also supported by studies conducted in culturally and geographically diverse contexts. Research on teachers working in rural Chinese schools has shown that resilience develops through patterns influenced by local cultural expectations, interpersonal relationships, community conditions, and contextual resources (Sun et al., 2024). Such findings indicate that resilience cannot be separated from the cultural and organizational environment in which teachers work. Similarly, studies of novice teachers in diverse educational settings show that structured support systems, mentoring, professional guidance, and responsive school environments play important roles in helping early-career teachers cope with uncertainty and remain committed to the profession (Diab & Green, 2024). These findings are particularly relevant to policy-making because standardized interventions may be insufficient when educational environments differ substantially in local resources, organizational culture, teacher needs, and community expectations. Resilience policies should therefore be context-sensitive and adaptable to the specific characteristics of local educational systems.

Professional support is especially important for teachers working with students who have specialized or complex educational needs. Special education settings often involve intensified emotional, instructional, and relational demands, making resilience particularly important for sustained professional functioning. Research in special needs

education has emphasized the need to strengthen teacher resilience through targeted support, professional development, and organizational resources (Kasim & Rathakrishnan, 2025). Related evidence among teachers of special schools has shown that resilience is associated with happiness and job attachment, highlighting its broader role in occupational well-being and commitment (Javanshir et al., 2025). These results suggest that resilience-oriented educational policy should acknowledge differences among teacher groups and provide differentiated forms of support according to professional demands, educational levels, student characteristics, and local organizational conditions.

The importance of educational environments in resilience formation is also evident before teachers formally enter the profession. Research among physical education teacher education students indicates that school climate plays an important role in academic resilience, demonstrating that supportive institutional environments can strengthen future educators' capacity to manage academic and professional challenges (Panganiban et al., 2025). Similarly, emotional and cognitive competencies contribute to resilience among pre-service teachers. Emotional intelligence has been linked to resilience and critical thinking dispositions, suggesting that teacher preparation programs should cultivate psychological and adaptive capacities alongside pedagogical knowledge (Zhao et al., 2025). Among student-teachers, resilience has also been shown to mediate the relationship between cognitive emotion regulation strategies and test anxiety, indicating that resilience can function as a psychological mechanism through which adaptive emotional processing reduces educational stress (Jahanbakhsh & Vafaeizadeh, 2025). These findings support the inclusion of resilience development within teacher education and professional preparation policies rather than limiting resilience interventions to practicing teachers after occupational difficulties arise.

Resilience can also be strengthened through deliberate educational and psychological interventions. An educational intervention conducted among schoolteachers demonstrated improvements in resilience and self-efficacy, providing evidence that adaptive capacities can be intentionally developed through structured programs (Nadeem et al., 2024). Mind-body techniques have also been proposed as useful approaches for improving teachers' resilience and adaptability by strengthening stress regulation, self-awareness, and coping processes (Miller & Ahmed, 2024). Such evidence challenges the assumption that resilience is a fixed personal characteristic and instead supports its

conceptualization as a developmental capacity that can be cultivated through institutional support, professional learning, psychological training, and appropriately designed policies. This has direct implications for educational policy-making because governments and educational organizations can actively influence resilience through training programs, counseling services, preventive interventions, professional development structures, and supportive organizational practices.

The growing importance of resilience is not confined to routine occupational stress but is also evident in crisis, disaster, and emergency contexts. Reviews of community-based disaster education have highlighted the importance of teacher resilience and well-being in promoting broader community resilience, given the central role of teachers in maintaining educational continuity, supporting students, and transmitting adaptive knowledge during crises (Fu & Zhang, 2024). Teachers often serve as both professionals and community figures during periods of disruption, meaning that their capacity to cope effectively may influence students, families, and institutional recovery. This broader social role further strengthens the argument that teacher resilience should be addressed systematically at the policy level rather than solely through individual-level psychological interventions.

Teachers' resilience also influences students and the quality of teacher-student interactions. Supportive teacher behavior can contribute to learner resilience and self-regulated learning, showing that resilient and supportive educators may foster adaptive learning processes among students (Xie, 2024). Teacher emotional support has likewise been linked to student learning engagement through academic self-efficacy and academic resilience, indicating that the psychological and relational capacities of teachers can indirectly influence students' academic functioning (Guo et al., 2025). At the elementary level, positive teacher-student relationships have been associated with students' school adjustment through resilience-related mechanisms (Park & Kim, 2024). These findings demonstrate that strengthening teacher resilience has effects extending beyond teachers themselves. A resilient teacher may be better equipped to provide emotional support, sustain constructive classroom relationships, respond adaptively to student needs, and contribute to students' own resilience and adjustment. From a policy perspective, investment in teacher resilience can therefore be viewed as an investment in both workforce sustainability and student development.

The international literature nevertheless indicates that resilience remains strongly dependent on the organizational context in which teachers work. Global examinations of teacher well-being and resilience emphasize that professional adaptation is shaped by institutional culture, employment conditions, social recognition, workload, relationships, professional identity, and the availability of meaningful support structures (Mercer & Kostoulas, 2024). Resilience should consequently not be interpreted as a policy tool for encouraging teachers to tolerate unfavorable working conditions without organizational reform. Such an interpretation risks transferring responsibility for structural problems from institutions to individuals. Instead, resilience-oriented policy-making should combine development of individual capacities with improvement of job resources, leadership quality, work organization, professional participation, psychological support, and institutional fairness. This distinction is essential because effective resilience policy should reduce avoidable pressures while strengthening teachers' capacity to manage unavoidable professional challenges (Al-Jarf, 2024; Lu et al., 2024).

The accumulated evidence therefore points toward a multidimensional model of teacher resilience. Personal competencies such as self-efficacy, emotional intelligence, emotion regulation, adaptability, and psychological coping are important, but they operate within broader relational and organizational systems (Kusuma & Fathiyah, 2024; Zhao et al., 2025). Leadership and job satisfaction can shape the translation of resilience into creativity and professional performance (Kaya, 2024). Social connectedness can create protective professional networks (Versfeld et al., 2025). Institutional climate influences resilience among both practicing and future teachers (Panganiban et al., 2025). Structured interventions can strengthen resilience and self-efficacy (Nadeem et al., 2024). Contextual characteristics can influence the ways in which resilience develops across schools and communities (Sun et al., 2024). Collectively, these findings indicate that resilience emerges through the interaction of individual, interpersonal, organizational, cultural, and policy-level factors.

Despite the expansion of research on teacher resilience, an important gap remains between psychological research on resilience and systematic educational policy-making. Much of the existing literature examines resilience as an outcome, predictor, mediator, or individual resource, while fewer studies attempt to formulate an integrated policy model that identifies the conditions under which resilience-enhancing

policies should be designed, implemented, monitored, and evaluated. Existing evidence demonstrates the importance of well-being, self-efficacy, social support, professional competence, leadership, school climate, job satisfaction, and organizational resources (Garrido et al., 2025; Song et al., 2024; X. Wang et al., 2024), yet these factors often remain fragmented across separate conceptual or empirical studies. From a policy-making perspective, an integrated framework is needed to explain how occupational pressures generate policy needs, how institutional and contextual conditions shape feasible responses, which strategies should be prioritized, how teachers should participate in policy formulation, how implementation should be managed, and what individual and organizational outcomes should be expected.

This need is particularly important in local educational environments where teachers may face context-specific combinations of workload, organizational constraints, environmental pressures, economic challenges, and professional expectations. Policies developed at a broad national level may not always correspond precisely to the conditions experienced by teachers in particular cities or provinces. Bushehr City represents an educational context in which local organizational, socioeconomic, cultural, and environmental characteristics may influence teachers' experiences of occupational pressure and their access to resilience-promoting resources. Consequently, developing a locally grounded policy-making model can provide a more realistic basis for identifying policy antecedents, contextual facilitators, capacity-building requirements, implementation mechanisms, and expected outcomes. Such a model can also help educational administrators move beyond isolated programs toward an integrated approach in which teacher resilience is embedded within human resource policy, professional development, organizational support, leadership, participation, and evaluation systems.

Accordingly, the aim of the present study was to develop and empirically validate an educational policy-making model for enhancing teachers' resilience in Bushehr City.

2. Methods and Materials

2.1. Study Design and Participants

This study employed an applied, exploratory mixed-methods design with a sequential qualitative–quantitative approach to develop and validate an educational policy-making model aimed at enhancing teachers' resilience in Bushehr City. The qualitative phase was conducted to

identify the dimensions, components, antecedents, contextual conditions, policy strategies, and expected outcomes associated with resilience-oriented educational policy-making, whereas the quantitative phase was designed to examine the structural relationships among the identified components and assess the empirical validity of the proposed model. The study population in the qualitative phase consisted of experts and key informants with relevant academic, managerial, and professional experience in educational policy-making, educational administration, human resource management in education, teacher development, and psychological resilience. Participants were required to possess substantial theoretical or practical familiarity with the Iranian education system and, preferably, direct knowledge of the educational conditions of Bushehr City. Purposive sampling with a criterion-based approach was initially employed, followed by snowball sampling to identify additional information-rich participants. A total of 18 experts participated in the qualitative phase. Participant recruitment continued until theoretical and conceptual saturation was achieved, meaning that additional interviews no longer generated substantively new concepts or categories relevant to the emerging policy-making model. The eligibility criteria included having at least a master's degree in a field related to educational sciences, educational administration, public policy, psychology, human resource management, or a closely related discipline; having at least five years of academic, administrative, policy-making, or professional experience related to education; and demonstrating sufficient familiarity with teacher-related policies and organizational challenges within the education system. Individuals who were unwilling to participate, provided incomplete information, or were unable to complete the interview process were excluded.

The quantitative phase was conducted among teachers employed in public schools under the Education Department of Bushehr City. The target population included teachers working at primary and secondary educational levels during the period of data collection. Participants were selected through stratified random sampling to ensure adequate representation of teachers from different educational levels and school settings. A total of 300 teachers participated in the quantitative phase and provided usable responses for statistical analysis. The sample size was considered adequate for the validation of the measurement model and evaluation of the structural relationships among the latent constructs identified during the qualitative phase. Inclusion criteria for

teachers consisted of current employment as a teacher in Bushehr City, having at least one year of teaching experience, and willingness to participate voluntarily in the study. Questionnaires with substantial missing data or patterned and clearly invalid responses were excluded from the final analysis. Ethical principles were observed throughout both phases of the study. Participants were informed about the purpose of the research, voluntary participation, confidentiality of their information, and their right to withdraw from the study at any stage. No personally identifying information was included in the analytical dataset, and all qualitative data were coded in a manner that protected participants' identities.

2.2. Instruments

Data collection in the qualitative phase was performed through semi-structured, in-depth interviews developed according to the objectives of the study and the conceptual domains of educational policy-making and teacher resilience. An initial interview protocol was prepared after reviewing the theoretical foundations of educational policy-making, organizational resilience, teacher well-being, professional development, human resource policies, and institutional conditions affecting teachers' capacity to adapt to occupational pressures and educational changes. The interviews began with broad questions concerning the current challenges affecting teachers' resilience, the role of educational policies in strengthening teachers' adaptive capacities, and the characteristics of an effective resilience-oriented policy-making system. Subsequent questions explored the factors that should be considered in the formulation of such policies, organizational and environmental conditions influencing their implementation, the responsibilities of educational managers and policy-makers, appropriate policy interventions, implementation mechanisms, and the individual, organizational, and educational consequences expected from effective resilience-enhancing policies. Probing questions were used when necessary to clarify participants' statements, explore causal relationships, identify implementation barriers, and obtain concrete examples from educational practice. Interviews were conducted individually and continued until sufficient depth had been achieved. With participants' permission, interviews were audio-recorded and subsequently transcribed verbatim. The transcripts were reviewed immediately following each interview to facilitate

simultaneous data collection and analysis and to allow emerging concepts to guide subsequent interviews.

The credibility and rigor of the qualitative data were strengthened through several procedures. Prolonged engagement with the data, continuous comparison of emerging concepts, peer examination of codes and categories, and member checking were used to enhance credibility. Selected participants were provided with summaries of the interpretations derived from their interviews and were asked to evaluate whether these interpretations accurately represented their perspectives. Dependability was addressed by maintaining a systematic record of the analytical procedures, coding decisions, category revisions, and model development process. Confirmability was enhanced through repeated examination of the relationship between the original interview statements and the concepts derived from them, while transferability was supported by providing sufficiently detailed descriptions of the participants, research context, and conceptual categories.

The instrument used in the quantitative phase was a researcher-developed questionnaire constructed directly from the qualitative findings. Questionnaire items were formulated to operationalize the principal dimensions and components identified through analysis of the expert interviews. The preliminary version was reviewed by specialists in educational administration, educational policy-making, research methodology, and psychology to assess the relevance, clarity, comprehensiveness, and conceptual appropriateness of the items. Ambiguous, repetitive, or insufficiently representative items were revised or removed on the basis of expert feedback. The final questionnaire used a five-point Likert response format ranging from strongly disagree to strongly agree, with higher scores representing stronger agreement with the presence or importance of the corresponding component of resilience-oriented educational policy-making. Content validity was evaluated through expert judgment, and construct validity was subsequently examined using measurement-model analysis. Internal consistency reliability was assessed for the overall instrument and its individual dimensions. Cronbach's alpha and composite reliability coefficients were considered acceptable when they exceeded the conventional threshold of 0.70. Convergent validity was assessed on the basis of standardized factor loadings and average variance extracted, whereas discriminant validity was examined to determine whether the identified constructs represented empirically

distinguishable dimensions of the proposed policy-making model.

2.3. Data Analysis

Qualitative data were analyzed concurrently with the interview process through a systematic coding and category-development procedure. Each interview transcript was read several times to achieve immersion in the data and obtain a comprehensive understanding of participants' experiences and policy perspectives. Meaningful statements related to educational policy-making, teacher resilience, organizational conditions, institutional requirements, implementation mechanisms, and anticipated outcomes were identified and assigned initial conceptual codes. Similar codes were compared, refined, and grouped into broader subcategories according to their conceptual relationships. Through constant comparison, subcategories were subsequently integrated into higher-order categories representing the major dimensions of the resilience-oriented educational policy-making model. Particular attention was paid to relationships among factors that created the need for resilience-oriented policy-making, contextual and organizational conditions influencing policy effectiveness, barriers and facilitating conditions, proposed policy strategies, implementation mechanisms, and individual and organizational consequences. Throughout the analysis, categories were continuously compared with the original interview data to ensure that the emerging conceptual model remained empirically grounded. Coding continued until no substantially new categories emerged and theoretical saturation was reached. The final qualitative model was developed by specifying the conceptual relationships among the major categories and examining their logical consistency with the overall objective of enhancing teacher resilience within the education system of Bushehr City.

Quantitative data were analyzed using both descriptive and inferential statistical procedures. Initially, the dataset was screened for missing values, response irregularities, and potential outliers. Descriptive statistics, including frequency, percentage, mean, standard deviation, skewness, and kurtosis, were calculated to describe participants' demographic characteristics and the distribution of the principal research variables. The normality of the observed variables was evaluated before conducting multivariate analyses. The measurement properties of the researcher-developed instrument were then examined through confirmatory factor analysis. Standardized factor loadings,

internal consistency coefficients, composite reliability, average variance extracted, and indices of convergent and discriminant validity were evaluated to establish the adequacy of the measurement model. After confirmation of the measurement model, structural equation modeling was used to test the hypothesized relationships among the major dimensions and to determine whether the model derived from the qualitative phase was supported by the empirical data obtained from teachers. Model adequacy was assessed using commonly accepted goodness-of-fit indices, including the chi-square to degrees-of-freedom ratio, root mean square error of approximation, comparative fit index, goodness-of-fit index, incremental fit index, and other relevant fit statistics. Standardized path coefficients and their associated significance levels were examined to determine the magnitude and statistical significance of relationships among the model components. A significance level of $p < 0.05$ was adopted for inferential statistical analyses. The final model was established by integrating the conceptual evidence obtained from the qualitative phase with the empirical results of the quantitative validation, thereby providing a comprehensive policy-making framework for enhancing teachers' resilience within the educational system of Bushehr City.

3. Findings and Results

The findings were obtained in two complementary qualitative and quantitative phases. In the qualitative phase, semi-structured interviews with 18 experts were analyzed to identify the main dimensions, components, and relationships underlying educational policy-making for enhancing teachers' resilience. In the quantitative phase, the model derived from the qualitative findings was evaluated using data collected from 300 teachers working in public schools

in Bushehr City. The findings are presented first in terms of participant characteristics, followed by the results of qualitative coding and model development, descriptive and measurement-model statistics, model-fit indices, and the structural relationships among the principal dimensions of the proposed model.

Regarding the demographic characteristics of the 18 participants in the qualitative phase, 11 participants were male and 7 were female. The participants included university faculty members in educational administration, educational policy, psychology, and human resource management, as well as senior managers and experienced experts within the education system. Their professional experience ranged from 8 to 29 years, with most participants having more than 15 years of professional experience. Ten participants held doctoral degrees, five were doctoral candidates or held equivalent advanced academic qualifications, and three held master's degrees accompanied by extensive executive or policy-related experience. In the quantitative phase, 300 teachers participated in the study, including 166 women (55.3%) and 134 men (44.7%). In terms of educational level, 58 teachers (19.3%) held an associate degree or bachelor's degree below the postgraduate level, 176 teachers (58.7%) held a bachelor's degree, and 66 teachers (22.0%) held a master's degree or higher qualification. With regard to teaching experience, 52 participants (17.3%) had less than 5 years of experience, 81 participants (27.0%) had between 5 and 10 years of experience, 92 participants (30.7%) had between 11 and 20 years of experience, and 75 participants (25.0%) had more than 20 years of teaching experience. The participants represented primary, lower-secondary, and upper-secondary schools, providing adequate coverage of different educational levels within the public education system of Bushehr City.

Table 1

Qualitative Dimensions and Components of the Educational Policy-Making Model for Enhancing Teachers' Resilience

Main Dimension	Component	Illustrative Conceptual Content
Policy antecedents and drivers	Occupational pressures and workload	Excessive administrative responsibilities, increasing instructional expectations, role overload, time pressure, and expanding non-teaching duties
Policy antecedents and drivers	Psychological and emotional demands	Emotional exhaustion, stress exposure, occupational uncertainty, interpersonal tension, and cumulative psychological pressure
Policy antecedents and drivers	Educational and organizational change	Curriculum reforms, digital transformation, changing assessment procedures, policy instability, and rapid organizational adaptation requirements
Policy antecedents and drivers	Socioeconomic and environmental pressures	Economic concerns, local environmental challenges, family-related pressures, social expectations, and conditions specific to the educational environment of Bushehr
Institutional and contextual conditions	Supportive organizational climate	Trust, psychological safety, collegial relationships, participatory management, and organizational respect
Institutional and contextual conditions	Leadership and managerial support	Responsive school leadership, manager accessibility, supportive supervision, constructive feedback, and fair decision-making

Institutional and contextual conditions	Policy coherence and stability	Consistency among policy objectives, implementation procedures, organizational regulations, and school-level practices
Institutional and contextual conditions	Resource and infrastructure adequacy	Availability of educational resources, technological infrastructure, counseling facilities, professional support services, and appropriate physical conditions
Teacher capacity development	Psychological resilience competencies	Emotional regulation, adaptive coping, optimism, self-efficacy, stress management, and cognitive flexibility
Teacher capacity development	Professional competencies	Classroom management, problem-solving, instructional adaptability, reflective practice, and professional decision-making
Teacher capacity development	Social and relational competencies	Effective communication, peer support, conflict management, teamwork, and professional networking
Teacher capacity development	Continuous learning and development	In-service education, mentoring, coaching, professional learning communities, and individualized development plans
Resilience-oriented policy strategies	Participatory policy-making	Teacher involvement in policy formulation, consultation mechanisms, feedback channels, and bottom-up policy input
Resilience-oriented policy strategies	Supportive human resource policies	Fair workload allocation, recognition, career development, incentives, job security, and employee assistance mechanisms
Resilience-oriented policy strategies	Preventive psychological support	Stress-management programs, counseling, burnout prevention, psychological screening, and early intervention
Resilience-oriented policy strategies	Professional empowerment	Specialized training, leadership opportunities, professional autonomy, mentoring, and knowledge-sharing systems
Resilience-oriented policy strategies	Organizational flexibility	Flexible work arrangements, adaptive administrative procedures, contextual implementation, and responsiveness to school-level differences
Implementation mechanisms	Policy communication and clarification	Clear explanation of policies, transparent expectations, accessible guidelines, and continuous information exchange
Implementation mechanisms	Monitoring and evaluation	Continuous assessment, performance indicators, teacher feedback, implementation monitoring, and corrective action
Implementation mechanisms	Interdepartmental coordination	Cooperation among schools, educational districts, human resource units, counseling services, and policy-making authorities
Implementation mechanisms	Managerial accountability	Clear responsibility, responsiveness to implementation problems, evidence-based decisions, and follow-up mechanisms
Individual and organizational outcomes	Enhanced teacher resilience	Improved adaptive capacity, emotional stability, persistence, recovery from adversity, and positive coping
Individual and organizational outcomes	Increased job engagement and commitment	Stronger occupational attachment, motivation, participation, professional responsibility, and organizational commitment
Individual and organizational outcomes	Reduced burnout and occupational stress	Lower emotional exhaustion, reduced depersonalization, better stress control, and greater psychological well-being
Individual and organizational outcomes	Improved educational performance	Better teaching quality, classroom effectiveness, innovation, student support, and sustained instructional functioning
Individual and organizational outcomes	Organizational resilience and sustainability	Greater institutional adaptability, reduced turnover intention, stronger collective capacity, and continuity of educational services

As shown in Table 1, the qualitative analysis resulted in a multidimensional policy-making framework composed of six major dimensions: policy antecedents and drivers, institutional and contextual conditions, teacher capacity development, resilience-oriented policy strategies, implementation mechanisms, and individual and organizational outcomes. The first dimension demonstrated that teacher resilience should not be regarded solely as an individual psychological characteristic but rather as a policy-relevant response to multiple pressures embedded in teachers' occupational and organizational environments. Experts repeatedly emphasized excessive workload, emotional demands, rapid educational reforms, administrative instability, and socioeconomic pressures as major factors creating the need for resilience-oriented policy intervention. The second dimension indicated that resilience-enhancing policies would be difficult to implement successfully without a supportive institutional

environment. Organizational trust, managerial support, resource adequacy, consistency of educational regulations, and psychological safety were repeatedly identified as critical contextual conditions. The third dimension focused on building teachers' psychological, professional, relational, and learning capacities. Participants considered resilience to involve not merely tolerance of adversity but the development of adaptive competencies through continuous professional and psychological development. The fourth dimension represented the central policy strategies of the model and included participatory policy-making, supportive human resource policies, preventive psychological services, professional empowerment, and organizational flexibility. The fifth dimension concerned the mechanisms through which policies would be translated into actual educational practice, particularly transparent communication, monitoring and evaluation, coordination among administrative units, and managerial accountability. Finally,

the consequences of successful policy implementation extended beyond individual teacher resilience to include reduced burnout, increased engagement and commitment, improved instructional performance, and greater resilience

and sustainability at the organizational level. These qualitative findings provided the conceptual foundation for construction of the quantitative measurement instrument and specification of the structural model.

Table 2

Descriptive Statistics and Measurement Properties of the Main Model Dimensions

Dimension	Mean	SD	Skewness	Kurtosis	Cronbach's Alpha	Composite Reliability	AVE
Policy antecedents and drivers	3.91	0.61	-0.48	0.31	0.88	0.90	0.61
Institutional and contextual conditions	3.67	0.66	-0.32	-0.14	0.91	0.92	0.64
Teacher capacity development	3.84	0.58	-0.41	0.22	0.90	0.92	0.66
Resilience-oriented policy strategies	3.89	0.63	-0.45	0.18	0.93	0.94	0.67
Implementation mechanisms	3.72	0.65	-0.29	-0.08	0.89	0.91	0.62
Individual and organizational outcomes	3.95	0.56	-0.52	0.39	0.92	0.93	0.69
Overall model	3.83	0.52	-0.39	0.17	0.95	0.96	0.65

The descriptive and measurement-model results presented in Table 2 indicated generally favorable evaluations of all dimensions of the proposed model. Mean scores ranged from 3.67 for institutional and contextual conditions to 3.95 for individual and organizational outcomes, suggesting that teachers assigned relatively high importance to all major dimensions identified during the qualitative phase. The highest mean was observed for individual and organizational outcomes, reflecting strong agreement that resilience-oriented educational policies can contribute to psychological adaptation, occupational engagement, improved teaching performance, and broader organizational sustainability. Resilience-oriented policy strategies also received a relatively high mean score of 3.89, indicating that teachers particularly valued policy measures involving participation, professional empowerment, psychological support, appropriate human resource practices, and flexibility in educational administration. Policy antecedents and drivers had a mean of 3.91, demonstrating substantial recognition among teachers that occupational workload, psychological pressure, educational changes, and contextual difficulties create a legitimate need for systematic resilience-oriented policy intervention.

The distributional characteristics of the variables were also acceptable for multivariate statistical analysis. Skewness coefficients ranged between -0.52 and -0.29 and kurtosis values ranged between -0.14 and 0.39, remaining well within conventional acceptable limits and providing evidence of approximate univariate normality. Reliability coefficients were consistently high. Cronbach's alpha values ranged from 0.88 to 0.93 for the individual dimensions and reached 0.95 for the overall instrument, demonstrating strong internal consistency. Composite reliability coefficients ranged from 0.90 to 0.94 across the six dimensions and were 0.96 for the total model, exceeding the recommended minimum criterion of 0.70. Average variance extracted values ranged from 0.61 to 0.69, indicating that each latent construct explained more than half of the variance in its observed indicators. Taken together, these findings supported the internal consistency and convergent validity of the measurement model and confirmed that the questionnaire developed from the qualitative phase provided an empirically reliable operationalization of the proposed policy-making framework.

Table 3

Goodness-of-Fit Indices for the Confirmatory Measurement and Structural Models

Fit Index	Measurement Model	Structural Model	Recommended Criterion	Interpretation
χ^2	684.36	712.48	—	—
df	318	329	—	—
χ^2/df	2.15	2.17	< 3.00	Acceptable
GFI	0.913	0.907	> 0.90	Acceptable
AGFI	0.886	0.881	> 0.80	Acceptable
CFI	0.951	0.946	> 0.90	Good

IFI	0.952	0.947	> 0.90	Good
TLI	0.944	0.939	> 0.90	Good
NFI	0.918	0.913	> 0.90	Acceptable
RMSEA	0.062	0.063	< 0.08	Good
SRMR	0.047	0.051	< 0.08	Good

As reported in Table 3, the confirmatory factor analysis demonstrated an acceptable-to-good fit between the measurement model and the empirical data. The chi-square to degrees-of-freedom ratio was 2.15 for the measurement model, remaining below the commonly accepted threshold of 3.00. The goodness-of-fit index was 0.913, the comparative fit index was 0.951, the incremental fit index was 0.952, and the Tucker-Lewis index was 0.944. These values indicated satisfactory correspondence between the hypothesized factorial structure and the observed covariance matrix. The root mean square error of approximation was 0.062 and the standardized root mean square residual was 0.047, both remaining below the threshold of 0.08 and

therefore demonstrating an acceptable level of residual error. After validation of the measurement structure, the structural model was examined. The structural model also showed satisfactory fit, with $\chi^2/df = 2.17$, GFI = 0.907, CFI = 0.946, IFI = 0.947, TLI = 0.939, and NFI = 0.913. The RMSEA value of 0.063 and SRMR value of 0.051 further supported model adequacy. Although minor reductions were observed in several fit indices after structural relationships were imposed, all major indices remained within acceptable ranges. Therefore, the proposed model could be considered empirically compatible with the data obtained from teachers in Bushehr City, and the structural paths among the major dimensions could subsequently be interpreted.

Table 4

Standardized Structural Path Coefficients of the Proposed Educational Policy-Making Model

Structural Path	Standardized β	SE	Critical Ratio	p	Result
Policy antecedents and drivers $\rightarrow$ Resilience-oriented policy strategies	0.61	0.074	7.82	<0.001	Supported
Institutional and contextual conditions $\rightarrow$ Resilience-oriented policy strategies	0.54	0.069	7.11	<0.001	Supported
Institutional and contextual conditions $\rightarrow$ Teacher capacity development	0.47	0.071	6.34	<0.001	Supported
Teacher capacity development $\rightarrow$ Resilience-oriented policy strategies	0.38	0.065	5.71	<0.001	Supported
Resilience-oriented policy strategies $\rightarrow$ Implementation mechanisms	0.72	0.061	9.46	<0.001	Supported
Institutional and contextual conditions $\rightarrow$ Implementation mechanisms	0.29	0.058	4.38	<0.001	Supported
Teacher capacity development $\rightarrow$ Individual and organizational outcomes	0.31	0.063	4.86	<0.001	Supported
Resilience-oriented policy strategies $\rightarrow$ Individual and organizational outcomes	0.41	0.067	6.09	<0.001	Supported
Implementation mechanisms $\rightarrow$ Individual and organizational outcomes	0.58	0.064	8.21	<0.001	Supported

The structural coefficients shown in Table 4 confirmed all hypothesized relationships among the principal dimensions of the model. Policy antecedents and drivers had a positive and statistically significant effect on resilience-oriented policy strategies ($\beta = 0.61$, $p < 0.001$), indicating that increased recognition of occupational pressures, psychological demands, educational changes, and environmental challenges was associated with a stronger perceived need for systematic resilience-enhancing policy interventions. Institutional and contextual conditions also exerted a significant direct effect on resilience-oriented policy strategies ($\beta = 0.54$, $p < 0.001$), demonstrating that organizational climate, managerial support, policy stability, and resource availability constitute important prerequisites for the development of effective resilience-oriented policies. In addition, institutional and contextual conditions significantly predicted teacher capacity development ($\beta =$

0.47, $p < 0.001$), suggesting that supportive institutions facilitate the development of teachers' psychological, professional, and relational competencies. Teacher capacity development itself had a significant effect on resilience-oriented policy strategies ($\beta = 0.38$, $p < 0.001$), indicating that policies become more responsive and practically meaningful when they are aligned with teachers' actual developmental needs and adaptive capacities.

The strongest structural coefficient was observed between resilience-oriented policy strategies and implementation mechanisms ($\beta = 0.72$, $p < 0.001$). This finding demonstrated that the quality of the formulated policy strategy substantially determines the strength and coherence of implementation processes. Policies characterized by teacher participation, professional empowerment, psychological support, supportive human resource management, and organizational flexibility were

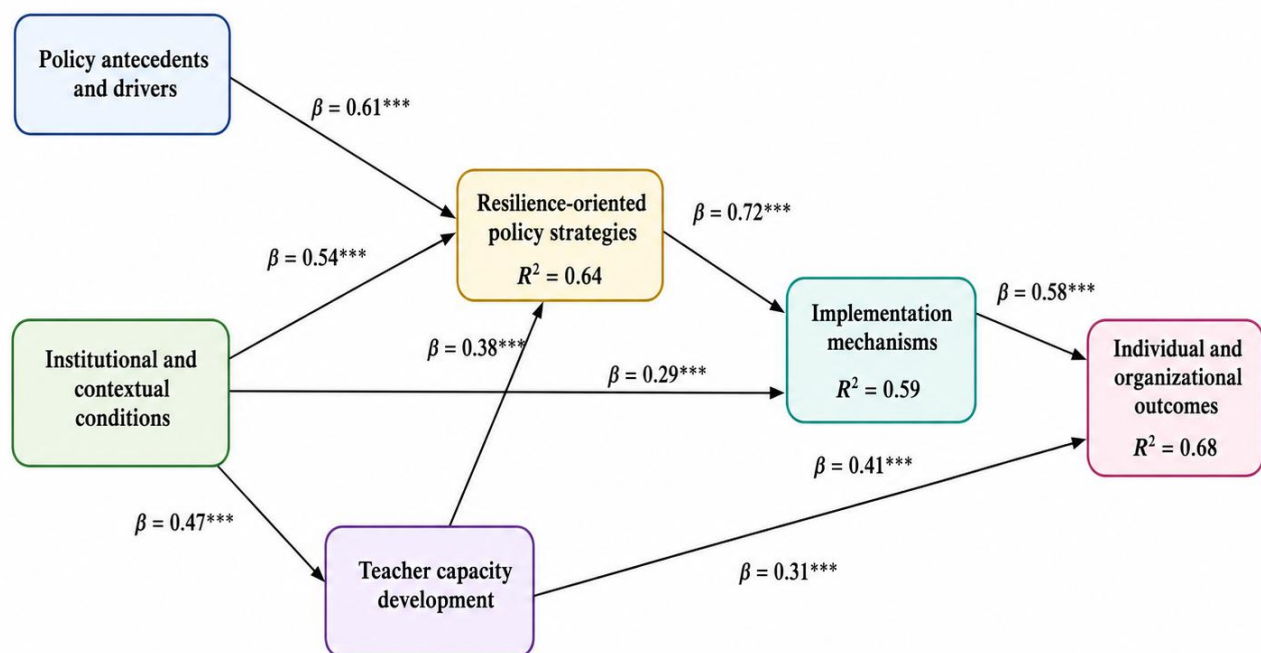
more likely to be accompanied by clear communication, systematic monitoring, administrative coordination, and accountable implementation. Institutional and contextual conditions also directly predicted implementation mechanisms ($\beta = 0.29$, $p < 0.001$), confirming that implementation effectiveness cannot be explained exclusively by policy design and is partly dependent on supportive organizational infrastructure.

Regarding the final outcomes of the model, teacher capacity development directly predicted individual and organizational outcomes ($\beta = 0.31$, $p < 0.001$), while resilience-oriented policy strategies had a stronger direct effect on these outcomes ($\beta = 0.41$, $p < 0.001$). Most importantly, implementation mechanisms had the largest direct effect on individual and organizational outcomes ($\beta = 0.58$, $p < 0.001$). This pattern suggests that the beneficial

consequences of resilience-oriented educational policy depend substantially on whether policies are effectively communicated, coordinated, monitored, and operationalized. Thus, policy formulation alone appears insufficient to produce meaningful improvements in teacher resilience. The structural findings support a sequential interpretation in which organizational and occupational pressures generate the need for resilience-oriented intervention, institutional conditions facilitate teacher capacity and policy development, resilience-oriented strategies shape implementation processes, and effective implementation ultimately leads to enhanced teacher resilience, stronger occupational engagement, reduced burnout, improved educational performance, and increased organizational sustainability.

Table 5

Structural Model of Educational Policy-Making for Enhancing Teachers' Resilience in Bushehr City



The final structural model demonstrated an integrated pattern of direct and mediated relationships among the six principal dimensions identified in the qualitative analysis. Policy antecedents and drivers functioned primarily as initiating conditions that increased the need for resilience-oriented policy strategies, whereas institutional and contextual conditions played a broader enabling role by influencing both teacher capacity development and the feasibility of policy formulation and implementation. Teacher capacity development occupied an intermediate

position within the model, reflecting the assumption that resilience-oriented policy-making should simultaneously strengthen individual teacher competencies and modify the institutional conditions under which teachers perform their professional roles. Resilience-oriented policy strategies represented the central policy intervention dimension of the model and exerted both direct effects on individual and organizational outcomes and a substantial indirect influence through implementation mechanisms. Implementation mechanisms therefore emerged as the most proximal

organizational determinant of the final outcomes, emphasizing the importance of translating policy intentions into sustained administrative practice.

Additional examination of the standardized effects indicated that the model explained a substantial proportion of variance in its endogenous constructs. Policy antecedents, institutional and contextual conditions, and teacher capacity development jointly accounted for approximately 64% of the variance in resilience-oriented policy strategies. Resilience-oriented policy strategies together with institutional and contextual conditions explained approximately 59% of the variance in implementation mechanisms. Finally, teacher capacity development, resilience-oriented policy strategies, and implementation mechanisms jointly explained approximately 68% of the variance in individual and organizational outcomes. These coefficients of determination suggested that the proposed model possessed satisfactory explanatory power and captured a substantial proportion of the factors associated with resilience-related educational outcomes.

The overall pattern of findings therefore supported the qualitative conceptualization and quantitative validation of the proposed educational policy-making model. The results indicated that enhancing teachers' resilience requires a multilayered policy framework rather than isolated psychological interventions. Occupational and environmental pressures must first be identified systematically, after which supportive institutional conditions and teacher development capacities should be strengthened. On this foundation, resilience-oriented strategies involving participatory decision-making, psychologically supportive human resource policies, professional empowerment, preventive support services, and organizational flexibility can be formulated. The effects of these policies, however, depend heavily on implementation quality, especially clear communication, monitoring, coordination, and managerial accountability. When these conditions are present, the model predicts improvements not only in teachers' psychological resilience but also in occupational commitment, reduction of burnout, instructional effectiveness, and organizational sustainability. Accordingly, the findings provide empirical support for considering teacher resilience as an outcome of interconnected policy, organizational, professional, and psychological processes within the education system rather than as an exclusively individual attribute.

4. Discussion and Conclusion

The present study aimed to develop and empirically validate an educational policy-making model for enhancing teachers' resilience in Bushehr City. The findings demonstrated that the proposed model was composed of six interconnected dimensions: policy antecedents and drivers, institutional and contextual conditions, teacher capacity development, resilience-oriented policy strategies, implementation mechanisms, and individual and organizational outcomes. The quantitative phase provided additional support for this conceptual structure, as the measurement and structural models demonstrated acceptable goodness-of-fit indices, adequate reliability and convergent validity, and statistically significant relationships among all major dimensions. The results showed that policy antecedents and drivers significantly predicted resilience-oriented policy strategies, institutional and contextual conditions significantly influenced both teacher capacity development and policy strategies, teacher capacity development contributed significantly to resilience-oriented policy strategies and final outcomes, and resilience-oriented policy strategies strongly predicted implementation mechanisms. Moreover, implementation mechanisms exerted the strongest direct effect on individual and organizational outcomes. These findings indicate that teacher resilience is not adequately explained as an isolated psychological characteristic but should instead be understood as the result of coordinated personal, organizational, managerial, and policy processes.

One of the principal findings was that policy antecedents and drivers had a strong positive effect on resilience-oriented policy strategies. Occupational workload, psychological pressure, rapid educational changes, administrative demands, and contextual difficulties were identified as major factors generating the need for policy intervention. This finding is consistent with the Job Demands–Resources perspective, according to which teacher resilience develops in response to the balance between occupational demands and the resources available to manage them (Lu et al., 2024). When teachers face sustained demands without sufficient organizational and psychological resources, the likelihood of burnout, disengagement, and reduced professional functioning increases. The present finding also corresponds with the work of Al-Jarf, who emphasized that resilience-enhancing models should simultaneously reduce unnecessary work pressures and strengthen supportive resources (Al-Jarf, 2024). Therefore, the emergence of

resilience-oriented policies can be interpreted as a systematic organizational response to the cumulative demands experienced by teachers rather than as an optional psychological intervention.

The significant role of occupational and psychological pressures is also supported by studies demonstrating the vulnerability of teachers working under demanding conditions. Day and Hong showed that teachers in disadvantaged urban communities experience persistent emotional challenges that test their capacities for resilience and require sustained personal and organizational resources (Day & Hong, 2024). Similarly, Vergara and colleagues found that resilience was closely related to teachers' mental health under conditions of widespread disruption and uncertainty (Vergara et al., 2024). These studies support the present result that contextual and occupational pressures should be considered at the policy formulation stage. If the sources of stress are not systematically identified, interventions may be limited to encouraging individual adaptation without addressing the organizational and structural conditions that generate distress. The current model therefore extends previous research by placing occupational pressures at the beginning of the policy-making process and treating them as antecedents that should inform the formulation of resilience-oriented policies.

The findings also showed that institutional and contextual conditions had a substantial direct effect on resilience-oriented policy strategies and a significant effect on teacher capacity development. This indicates that the success of resilience-related policies depends greatly on the broader organizational environment in which teachers work. A supportive climate, constructive leadership, policy consistency, adequate resources, psychological safety, and access to professional support appear to create conditions in which both policy development and individual capacity-building become more effective. This result is strongly aligned with evidence that teacher resilience is socially and organizationally embedded. Kusuma and Fathiyah found that social support and self-efficacy significantly predicted resilience among teachers in inclusive schools, indicating that teachers' adaptive functioning depends partly on the support available within their professional environment (Kusuma & Fathiyah, 2024). Similarly, Versfeld and colleagues identified social connectedness as an important pathway to resilience in challenged educational contexts (Versfeld et al., 2025).

The importance of contextual conditions is further supported by findings from rural schools, where teacher

resilience has been shown to develop differently depending on cultural expectations, social relationships, and locally available resources (Sun et al., 2024). The present study therefore reinforces the idea that resilience is context-dependent. It cannot be assumed that a policy effective in one educational setting will have the same impact in another without adaptation to local organizational and cultural conditions. This is especially relevant to the context of Bushehr City, where teachers may encounter specific organizational, social, and environmental demands. The significant role of institutional conditions suggests that policy-makers should avoid universal and inflexible interventions and instead design context-sensitive policies that can be adjusted according to school characteristics, teacher needs, and available local resources.

The significant relationship between institutional conditions and teacher capacity development also indicates that personal resilience competencies are strengthened when organizational environments enable learning, participation, and professional growth. This finding aligns with Diab and Green, who emphasized that novice teachers require supportive systems, mentoring, guidance, and responsive organizational structures to cultivate resilience and professional success (Diab & Green, 2024). Similar conclusions can be drawn from research in teacher education, where supportive school climates have been associated with greater resilience among future educators (Panganiban et al., 2025). Thus, professional resilience should not be treated solely as something teachers must develop independently. Rather, schools and educational organizations have an active role in providing the conditions through which teachers can build psychological, relational, and professional resources.

Another important finding was that teacher capacity development significantly predicted resilience-oriented policy strategies and individual and organizational outcomes. The identified capacity-development dimension included psychological resilience competencies, professional competencies, relational skills, and continuous learning. This result is consistent with studies showing that self-efficacy, emotional regulation, psychological resources, and professional competence are central to teacher resilience and well-being. Wang and colleagues showed that self-efficacy influenced teacher well-being through teaching satisfaction and resilience (X. Wang et al., 2024). Song and colleagues similarly reported that resilience was associated with professional well-being through pedagogical competence and self-efficacy (Song et al., 2024). In the

Iranian context, Sattari and colleagues demonstrated structural relationships among resilience, psychological well-being, and professional development among EFL teachers (Sattari et al., 2024). These findings support the current conclusion that capacity development is both an outcome of supportive organizational conditions and an active mechanism contributing to broader policy effectiveness.

The psychological component of teacher capacity development is also supported by research involving pre-service and student-teachers. Zhao and colleagues demonstrated relationships among emotional intelligence, resilience, and critical thinking disposition, suggesting that emotional competencies are closely tied to adaptive professional capacities (Zhao et al., 2025). Jahanbakhsh and Vafaeizadeh found that resilience mediated the relationship between cognitive emotion regulation and test anxiety among student-teachers, further emphasizing the importance of adaptive emotional processes (Jahanbakhsh & Vafaeizadeh, 2025). These findings suggest that resilience-oriented policy should begin before teachers enter full-time professional practice and continue throughout their careers. Professional development systems can therefore incorporate emotion regulation, self-efficacy, stress management, reflective practice, and adaptive problem-solving alongside traditional pedagogical training.

The significant effect of resilience-oriented policy strategies on implementation mechanisms was the strongest structural relationship in the model. This finding demonstrates that the quality and design of policy strategies are crucial determinants of how effectively policies are implemented. Policies characterized by teacher participation, supportive human resource practices, preventive psychological services, professional empowerment, and organizational flexibility are more likely to be translated into coherent implementation procedures. This result extends existing resilience research, much of which has focused on individual-level correlates, by showing that policy design itself is an important precursor of implementation quality. The finding is nevertheless consistent with evidence that supportive systems and structured interventions improve resilience outcomes. Nadeem and colleagues demonstrated that a structured educational intervention could increase teacher resilience and self-efficacy (Nadeem et al., 2024), while Miller and Ahmed highlighted the potential role of mind-body and adaptive techniques in strengthening resilience and adaptability (Miller & Ahmed, 2024). These intervention

studies demonstrate that purposeful and well-designed action can influence resilience, while the present findings suggest that such interventions become more sustainable when embedded within a broader policy framework.

The role of participatory and supportive policy strategies is also consistent with leadership research. Kaya found that transformational leadership was associated with teacher creativity through professional resilience and job satisfaction (Kaya, 2024). This suggests that resilience-oriented policy should not simply prescribe teacher behavior but should also shape managerial practices, leadership styles, and decision-making processes. Teachers who experience supportive leadership, professional autonomy, recognition, and opportunities for participation may be more willing to engage with organizational initiatives and adapt constructively to change. Therefore, the strong path from policy strategies to implementation mechanisms can be interpreted as evidence that implementation begins with the design of policies that are perceived as relevant, supportive, and practically meaningful by those expected to enact them.

The findings further showed that implementation mechanisms had the strongest direct effect on individual and organizational outcomes. This result is particularly important because it indicates that the existence of a well-designed policy alone does not guarantee meaningful outcomes. Effective communication, administrative coordination, continuous monitoring, managerial accountability, and feedback mechanisms appear to determine whether policy intentions are converted into improvements in resilience, engagement, burnout reduction, instructional performance, and organizational sustainability. In other words, implementation represents the point at which abstract policy is transformed into teachers' everyday professional experience. This explains why implementation mechanisms exerted a stronger direct effect on outcomes than either teacher capacity development or policy strategies alone.

This result is compatible with the wider literature emphasizing that resilience requires continuous and embedded support rather than isolated interventions. Mercer and Kostoulas argue that teacher well-being and resilience are shaped by institutional cultures, working conditions, relationships, professional identity, and organizational support structures (Mercer & Kostoulas, 2024). In the same way, Al-Jarf's model emphasizes that work-pressure reduction and resilience enhancement should be integrated into ongoing organizational practices (Al-Jarf, 2024). The present findings support these arguments by demonstrating

that policy implementation mechanisms serve as the organizational bridge between resilience-oriented intentions and measurable professional outcomes.

The significant effect of implementation mechanisms on individual and organizational outcomes is also consistent with studies linking resilience to reduced burnout and improved occupational functioning. Wang and colleagues reported that career resilience was associated with lower burnout through job satisfaction and job performance (T. Wang et al., 2024). Javanshir and colleagues also found that resilience was related to happiness and job attachment among teachers in special schools (Javanshir et al., 2025). Garrido and colleagues similarly emphasized the importance of resilience for teacher well-being and performance in elementary education (Garrido et al., 2025). These findings support the current model's outcome dimension, which includes enhanced resilience, stronger occupational engagement, reduced burnout, improved educational performance, and greater organizational sustainability. The results suggest that when resilience-oriented policies are implemented systematically, their benefits may extend beyond psychological adaptation to broader forms of professional and organizational effectiveness.

The findings further indicate that the consequences of teacher resilience are not restricted to teachers themselves. Teachers' emotional and professional functioning can influence student engagement, adjustment, and resilience. Guo and colleagues found that teacher emotional support predicted student learning engagement through academic self-efficacy and academic resilience (Guo et al., 2025). Xie similarly showed that teacher support behavior was associated with learner resilience and self-regulated learning strategies (Xie, 2024). Park and Kim reported that teacher-student relationships were related to school adjustment through resilience-related mechanisms (Park & Kim, 2024). These studies suggest that resilience-oriented teacher policies may have indirect benefits for students by enabling teachers to remain emotionally available, professionally engaged, and supportive in classroom relationships. Therefore, the outcome dimension of the present model can be interpreted as having implications not only for workforce sustainability but also for educational quality and student development.

The broader organizational and social relevance of resilience is also evident in crisis and high-demand contexts. Fu and Zhang emphasized the role of teacher resilience and well-being in disaster education and wider community resilience (Fu & Zhang, 2024). Teachers are often expected

to maintain continuity, provide emotional reassurance, and adapt instruction during crises. Such responsibilities demonstrate why teacher resilience should be incorporated into strategic educational policy rather than addressed only after distress or burnout becomes apparent. The present model responds to this requirement by combining prevention, professional empowerment, organizational support, and implementation mechanisms within a single policy structure.

Overall, the findings support a systemic interpretation of teacher resilience. Personal resources such as self-efficacy, emotional regulation, professional competence, and adaptive coping are important, but they operate within institutional and social systems that can either reinforce or weaken them. Evidence from special needs education also supports the need for tailored organizational and professional support to strengthen resilience under demanding instructional conditions (Kasim & Rathakrishnan, 2025). Therefore, the present model contributes to the literature by integrating individual, organizational, contextual, and policy dimensions into a sequential framework. The model suggests that occupational demands create the need for intervention; institutional conditions shape the feasibility of capacity development and policy formulation; resilience-oriented strategies determine the quality of implementation; and implementation mechanisms translate policy into individual and organizational outcomes. This structure provides a broader explanation than approaches that locate resilience solely within personal characteristics.

The present study has several limitations that should be considered when interpreting the findings. First, the quantitative phase was limited to teachers working in public schools in Bushehr City, and therefore the findings may not be directly generalizable to teachers in other provinces, private schools, rural settings, or educational systems with different administrative structures. Second, although the qualitative phase included experts with diverse academic and managerial backgrounds, the number of qualitative participants was necessarily limited by the principle of conceptual saturation. Third, the quantitative data were collected using a self-report questionnaire, which may be affected by response tendencies, social desirability, or participants' subjective perceptions of organizational conditions. Fourth, the cross-sectional nature of the quantitative phase limits causal interpretation of the structural relationships, even though the proposed paths were theoretically grounded and statistically supported. Finally, the model was validated within a specific

educational and cultural context, and some dimensions or relationships may operate differently under alternative institutional, economic, or policy environments.

Future studies should replicate the proposed model in different provinces and educational contexts to assess its stability and generalizability. Comparative studies involving urban and rural schools, public and private schools, and different educational levels could clarify whether the relative importance of the model dimensions changes across contexts. Longitudinal designs are also recommended to examine whether improvements in institutional conditions, teacher capacities, and implementation processes produce sustained changes in resilience, burnout, engagement, and educational performance over time. Future researchers could use multilevel modeling to distinguish the effects of teacher-level, school-level, and district-level factors. Experimental or quasi-experimental studies could also evaluate specific resilience-oriented policy packages derived from the model. In addition, future research should incorporate objective organizational indicators, administrative data, teacher retention rates, absenteeism, student outcomes, and independent assessments of school climate to complement self-report measures and strengthen causal and practical interpretation.

Educational authorities should use the proposed model as an integrated framework rather than implementing isolated resilience workshops. Policy-makers should begin by systematically identifying the major occupational, psychological, administrative, and contextual pressures experienced by teachers and should use these findings to guide policy priorities. Education departments and school leaders should strengthen supportive organizational climates, improve managerial accessibility, increase teacher participation in decision-making, provide transparent communication, and ensure that professional expectations and workloads are realistic. Resilience-oriented human resource policies should include fair workload distribution, recognition, professional autonomy, counseling services, mentoring, peer-support structures, and continuous professional development focused on both psychological and instructional competencies. Implementation should be supported by clear responsibilities, measurable indicators, regular evaluation, feedback mechanisms, and interdepartmental coordination. Particular attention should also be given to early-career teachers, teachers working in high-demand schools, and those serving students with complex educational needs. By embedding resilience within leadership, professional development, human resource

management, organizational support, and policy evaluation, educational authorities can move from short-term coping interventions toward a sustainable system that protects teacher well-being while improving professional performance and educational continuity.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We hereby thank all participants for agreeing to record the interview and participate in the research.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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