

The Power of Resilience in 21st-Century Education: How Growth Mindset and Mental Well-being Support Teachers and Students

Malai Boonma

Nakhon Ratchasima Rajabhat University

Nakhon Ratchasima, Thailand

E-mail: Malaidedee1219@gmail.com

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Abstract

In 21st-century education, resilience is a key factor in promoting both academic success and emotional well-being for teachers and students. This paper explores the relationship between resilience, growth mindset, and mental well-being, highlighting their combined role in fostering adaptability, perseverance, and self-efficacy. A growth mindset encourages individuals to view challenges as opportunities for development, increasing motivation, and long-term achievement. Mental well-being supports emotional regulation and stress management, both essential for sustained engagement in teaching and learning. Teacher resilience helps prevent burnout, maintain instructional effectiveness, and build positive learning environments, while student resilience enhances problem-solving and emotional stability, enabling learners to cope with setbacks. Implementing strategies such as social-emotional learning, psychological support, and inclusive school cultures can strengthen resilience across educational

settings. This paper emphasizes the importance of a holistic approach to resilience, showing how its integration enhances individual success and supports sustainable, future-ready education systems.

Keywords: Resilience in Education, Teacher Resilience, Student Resilience, Mental Well-being, Growth Mindset

Introduction

The landscape of 21st-century education is increasingly complex, demanding more than academic competence from students and educators alike. Rapid technological advancements, high performance expectations, and social pressures require individuals to develop emotional strength, adaptability, and perseverance. In this context, resilience has emerged as a vital skill that empowers both students and teachers to navigate challenges, sustain motivation, and achieve success. Defined as the capacity to recover from setbacks and persist despite difficulties (Masten, 2001), resilience is essential for fostering both academic achievement and well-being in modern learning environments. Resilient students demonstrate greater engagement, problem-solving abilities, and emotional regulation, enabling them to manage academic stress and persevere through setbacks (Fergus & Zimmerman, 2005). Conversely, a lack of resilience can exacerbate anxiety, diminish motivation, and result in poor academic outcomes.

Similarly, resilient teachers are better equipped to handle professional demands, maintain job satisfaction, and create a supportive classroom atmosphere that enhances student learning (Day & Gu, 2010). Teachers who struggle with resilience often face burnout, emotional exhaustion, and decreased teaching effectiveness, adversely affecting the

quality of education. The relationship between resilience and mental health underscores its significance in education. Rising cases of stress, anxiety, and depression among students and teachers necessitate resilience as a protective mechanism to sustain emotional stability and promote healthy coping strategies (Southwick et al., 2014). Furthermore, resilience aligns closely with the growth mindset, the belief that abilities can develop through effort and persistence (Dweck, 2006). A growth mindset reinforces resilience by encouraging individuals to view challenges as opportunities for growth, fostering continuous learning and adaptation.

This paper examines the interconnected roles of resilience, mental well-being, and growth mindset in education; investigates their effects on student outcomes and teacher performance; and presents evidence-based strategies for building resilience across educational settings.

The Interconnection of Resilience, Mental Health, and a Growth Mindset

In the increasingly complex landscape of 21st-century education, resilience stands as a foundational attribute that empowers both students and teachers to navigate academic demands, personal challenges, and societal pressures. However, resilience does not operate in isolation; rather, it is deeply intertwined with mental health and a growth mindset, forming a triad that underpins long-term success and well-being. This interconnected framework equips individuals with the psychological tools necessary to persevere through adversity, regulate emotions, and maintain motivation in the face of setbacks. In particular, resilience serves as a protective factor against mental health issues, such as anxiety, depression, and burnout, which are increasingly prevalent among both students and educators.

Research suggests that individuals with higher resilience levels demonstrate better stress management, emotional regulation, and problem-solving abilities, all of which contribute to enhancing academic and professional outcomes (Fletcher & Sarkar, 2013; Southwick et al., 2014).

The concept of the growth mindset, introduced by Dweck (2006), further reinforces resilience by fostering the belief that intelligence and abilities can be developed through effort and persistence. Students who embrace this mindset are more likely to perceive failures as opportunities for growth rather than as reflections of fixed limitations, enhancing their capacity to cope with academic pressures and setbacks (Dweck & Yeager, 2019). Similarly, teachers with a growth-oriented perspective are better positioned to adapt to evolving educational demands, maintain professional motivation, and cultivate a classroom culture that encourages perseverance and lifelong learning. Research underscores the effectiveness of even brief growth mindset interventions in improving academic performance, particularly among students from underprivileged backgrounds (Paunesku et al., 2015).

The convergence of resilience, mental well-being, and a growth mindset extends beyond individual development, influencing the broader educational ecosystem. Schools that embed resilience-focused practices, prioritize mental health support, and promote adaptive mindsets foster learning environments that encourage risk-taking, problem-solving, and intellectual curiosity. These environments not only enhance academic engagement and performance but also equip students with the social-emotional competencies necessary for future careers and civic life (Taylor et al., 2017). For educators, resilience-building reduces burnout, improves

job satisfaction, and strengthens their ability to deliver high-quality instruction, contributing to greater workforce stability and school effectiveness.

Moreover, the importance of resilience transcends the classroom, reflecting a broader societal necessity. In an era characterized by technological disruption, economic volatility, and global crises, individuals who possess psychological resilience, emotional intelligence, and adaptive thinking are better equipped to navigate uncertainty, solve complex problems, and sustain well-being (World Economic Forum, 2020). As education systems increasingly emphasize future readiness, fostering resilience alongside mental health literacy and a growth mindset becomes a strategic imperative for preparing individuals not only to succeed academically but also to contribute meaningfully to society.

In conclusion, many global education frameworks recognize the importance of embedding resilience, mental health, and adaptability to prepare learners for the demands of an evolving world (World Economic Forum, 2020). Schools that prioritize this triad cultivate individuals who are not merely knowledgeable but also adaptable, emotionally stable, and prepared for lifelong growth. As education continues to evolve alongside global uncertainties, embedding resilience-building practices into curricula and institutional cultures is not merely beneficial; it is essential for fostering a future generation capable of thriving in both their personal and professional lives.

Resilience as a Pillar of Success in Education

Resilience is a vital competency that underpins both student achievement and teacher well-being in contemporary education. It refers to

adapting to difficulties, recovering from setbacks, and sustaining motivation despite adversity (Masten, 2001). Unlike fixed traits such as intelligence, resilience is a dynamic skill that can be cultivated through supportive environments, reflective practices, and adaptive coping strategies. Given the increasing academic pressures and mental health challenges faced by students and teachers, resilience is essential for sustaining performance and emotional stability (World Health Organization, 2020).

Impact on students: Resilient students demonstrate greater academic engagement, problem-solving abilities, and emotional regulation, leading to improved performance and persistence (Fergus & Zimmerman, 2005). They are more likely to interpret challenges as learning opportunities rather than failures, enabling them to maintain motivation and seek support when needed. In contrast, students lacking resilience often struggle with stress, self-doubt, and disengagement, which can hinder their educational progress.

Impact on teachers: Teachers require resilience to navigate the demands of their profession, including heavy workloads, diverse student needs, and administrative pressures. Those with higher resilience levels experience reduced burnout, greater job satisfaction, and the capacity to foster positive classroom environments (Day & Gu, 2010). Conversely, teachers without resilience are more susceptible to emotional exhaustion and attrition, ultimately compromising educational quality.

Developing Resilience: Resilience is not inherent but can be cultivated through targeted interventions. Schools that promote resilience-building initiatives such as social-emotional learning (SEL), growth mindset development, peer mentoring, and mindfulness training, equip students and

teachers with strategies to manage stress, persist through difficulties, and maintain well-being (Dweck, 2006; Durlak et al., 2011). These approaches foster adaptive thinking, emotional regulation, and problem-solving skills, creating a foundation for sustained academic and professional success.

While resilience-building strategies such as SEL, mindfulness, and growth mindset interventions have shown promising outcomes, their implementation is not without challenges. Educational settings vary widely in terms of cultural values, access to resources, and institutional readiness. In some contexts, for example, emotional expression or failure may be viewed differently due to cultural norms, potentially affecting the reception of SEL or growth mindset practices (Torrente et al., 2015). Furthermore, under-resourced schools may lack trained staff, funding, or time to integrate new programs meaningfully. Resistance from educators who are already burdened with administrative demands can also hinder uptake. Therefore, resilience-building initiatives must be context-sensitive, allowing for local adaptation, inclusive planning, and phased integration. Engaging stakeholders, including teachers, families, and students, in the design and evaluation of these programs increases relevance, sustainability, and equity in their impact (Ungar, 2011).

In conclusion, resilience is a fundamental element of effective education, empowering students to achieve academic success and enabling teachers to sustain their professional commitment. Integrating resilience-focused strategies into school culture, curricula, and professional development supports both performance and well-being, ensuring that individuals are equipped to thrive in the face of challenges in an increasingly complex educational landscape.

Mental Health as a Cornerstone of Effective Learning and Teaching

Mental health is a critical determinant of success in both learning and teaching. The psychological well-being of students and teachers profoundly influences academic performance, classroom engagement, and overall educational quality (Organisation for Economic Co-operation and Development, 2021). However, growing mental health concerns, such as stress, anxiety, and burnout, have increasingly disrupted the academic landscape, affecting both student achievement and teacher retention (World Health Organization, 2020).

Impact on Students: Students experiencing poor mental health often struggle with concentration, memory retention, and problem-solving, leading to diminished academic performance, absenteeism, and reduced motivation (Suldo et al., 2016; Mendolia et al., 2020). Conversely, those supported through mental health interventions, such as counseling, mindfulness practices, and social-emotional learning (SEL), develop resilience, emotional regulation, and adaptive coping strategies, enabling them to overcome setbacks and sustain academic progress (Fergus & Zimmerman, 2005).

Impact on Teachers: Teachers' mental health similarly affects instructional quality and classroom climate. Stress, emotional exhaustion, and burnout can undermine their ability to manage classrooms, engage students, and maintain job satisfaction (Skaalvik & Skaalvik, 2017). Educators with stronger mental health and resilience demonstrate greater patience, motivation, and capacity to foster positive teacher-student relationships (Day

& Gu, 2010). Schools investing in professional development, mentorship, and mental health resources reduce burnout while enhancing teaching efficacy.

School Climate and Long-Term Resilience: A school culture that prioritizes mental health fosters a supportive environment, promoting growth mindsets and normalizing emotional well-being discussions (Dweck, 2006). Integrating resilience-building practices into curricula equips both students and teachers with the tools to manage academic and professional pressures. Such environments encourage adaptability, perseverance, and psychological stability, laying the foundation for sustained educational and personal success.

In conclusion, mental health is not an auxiliary concern but a foundational element of learning and teaching excellence. Supporting mental well-being through resilience-based interventions ensures that students reach their potential while educators maintain professional fulfillment. As educational systems evolve, embedding mental health practices into daily operations will be pivotal in fostering resilient, high-performing academic communities.

Growth Mindset as a Catalyst for Resilience: Implications for Lifelong Development

The concept of a growth mindset, introduced by Dweck (2006), has gained considerable attention in educational and psychological research for its transformative impact on individual development. Defined as the belief that intelligence, abilities, and skills can be cultivated through effort, learning, and persistence, a growth mindset has emerged as a foundational mechanism for building resilience, the capacity to withstand setbacks, adapt

to challenges, and thrive in the face of adversity. While the benefits of a growth mindset are well-documented in academic performance, its broader implications for personal, professional, and societal resilience warrant further exploration within the context of lifelong development.

Fostering Academic Resilience in educational contexts, while students with a growth mindset are often more resilient, the strength of this effect varies by context and population (Sisk et al., 2018). This orientation reduces performance anxiety, encourages persistence, and enhances problem-solving capabilities (Yeager & Dweck, 2012). Empirical studies demonstrate that students with a growth mindset exhibit greater resilience in the face of academic challenges, leading to improved learning outcomes and reduced dropout rates (Yeager & Dweck, 2012). By shifting the narrative around failure, educational institutions cultivate adaptive cognitive frameworks that equip students with the psychological tools necessary to navigate both academic rigor and broader life challenges.

Expanding Resilience Beyond the Classroom, the influence of a growth mindset extends well beyond academic settings, serving as a psychological asset across professional, social, and personal domains. In the workplace, individuals with growth-oriented perspectives demonstrate greater adaptability, problem-solving capacity, and willingness to engage in continuous skill development, critical attributes in an era marked by technological disruption and labor market volatility (Dweck & Leggett, 1988). Research suggests that employees who view challenges as opportunities for growth are less susceptible to burnout and better positioned to navigate career transitions (Canning et al., 2019). Moreover, leaders who model a

growth mindset cultivate resilient organizational cultures, empowering teams to embrace innovation and withstand operational pressures.

Psychological Well-being and Emotional Resilience, a growth mindset, also underpins emotional resilience by promoting cognitive flexibility and positive coping mechanisms. Individuals who perceive setbacks as surmountable develop higher self-efficacy and greater emotional regulation, which are protective factors against stress, anxiety, and depression (Dweck, 2006). Studies indicate that those with a growth mindset exhibit lower psychological distress as they approach personal and interpersonal challenges with problem-solving orientations rather than avoidance strategies (Schroder et al., 2017). This adaptive mindset fosters long-term psychological well-being, positioning individuals to maintain emotional stability across diverse life contexts.

Societal Implications, resilient Communities, at a societal level, embedding a growth mindset within educational and professional systems contributes to the cultivation of resilient communities capable of adapting to collective challenges. Communities that embrace growth-oriented values demonstrate greater innovation, civic engagement, and problem-solving capacity when faced with crises such as economic shifts, environmental disasters, or public health emergencies (Yeager et al., 2019). The normalization of perseverance, adaptability, and collaborative problem-solving fosters collective resilience, ensuring societal progress amidst uncertainty.

In conclusion, the integration of a growth mindset into educational and professional development frameworks represents a pivotal pathway to resilience across individual, institutional, and societal levels. By equipping individuals with the cognitive tools to reinterpret failure, embrace effort, and

view challenges as developmental opportunities, educators and policymakers contribute to the cultivation of adaptive capacities essential for long-term success and well-being. In an increasingly complex global landscape, embedding growth-oriented mindsets into lifelong learning processes is imperative for fostering resilience capable of sustaining both personal fulfillment and societal advancement

The Enduring Impact of Resilience Beyond the Classroom

While resilience is often recognized for its positive influence on academic performance, its significance extends far beyond the confines of the classroom, shaping lifelong personal, professional, and societal outcomes. In a world increasingly characterized by uncertainty, rapid technological advancements, and global crises, resilience emerges as a core competency that underpins mental health, career adaptability, social cohesion, and collective societal resilience. Educational institutions play a pivotal role not only in educational preparing but, also in equipping individuals with the adaptive capacities necessary to thrive across multiple life domains.

One of the most profound impacts of resilience lies in enhancing mental health and psychological well-being. Individuals who demonstrate resilience exhibit greater emotional regulation, reduced vulnerability to stress, and a lower risk of developing anxiety and depressive disorders (Southwick et al., 2014). The capacity to reframe setbacks, manage uncertainty, and maintain a solution-oriented mindset fosters psychological flexibility, enabling individuals to sustain well-being amid adversity. Longitudinal studies indicate that adolescents exposed to resilience-building interventions during their schooling show lower incidences of mental health

issues in adulthood, underscoring the enduring protective function of resilience (Fletcher & Sarkar, 2013). This link between early resilience development and long-term mental health stability highlights education's critical role in mitigating the growing prevalence of psychological distress in contemporary societies.

Resilience also exerts a decisive influence on career adaptability and professional growth, particularly within an increasingly volatile and dynamic labor market. The modern workforce demands adaptability, problem-solving, and a capacity for lifelong learning, attributes that resilient individuals are more likely to exhibit (Luthans et al., 2006). Empirical evidence suggests that employees with high resilience are better equipped to navigate career transitions, respond to occupational stressors, and sustain productivity under pressure. Furthermore, resilience enhances leadership effectiveness, as resilient leaders demonstrate superior crisis management, decision-making under uncertainty, and the ability to foster a resilient organizational culture (Youssef & Luthans, 2012). By embedding resilience-building practices within educational systems, schools lay the foundation for students to approach professional challenges with confidence and agility, thereby enhancing their long-term employability and career advancement.

Beyond individual success, resilience contributes substantially to the development of strong interpersonal relationships and community engagement. Resilient individuals exhibit higher levels of empathy, emotional intelligence, and conflict resolution skills, which facilitate the formation and maintenance of positive social relationships (Rutter, 2012). These interpersonal competencies are particularly critical in diverse and interconnected societies, where effective collaboration and cultural

understanding are paramount. Moreover, research indicates that resilient individuals are more likely to engage in civic participation, volunteerism, and leadership within their communities, suggesting that resilience fosters a sense of social responsibility and collective well-being (Werner, 2013). Therefore, schools serve as incubators not only for academic and professional readiness but also for cultivating socially responsible individuals who contribute meaningfully to their communities.

At a macro level, resilience functions as a crucial determinant of societal stability and recovery during crises. Whether responding to economic downturns, natural disasters, or public health emergencies, societies characterized by resilient individuals and institutions demonstrate greater adaptive capacity and faster recovery trajectories (Masten, 2014). The COVID-19 pandemic exemplified the pivotal role of resilience, as individuals, organizations, and governments capable of swift adaptation to remote work, digital education, and public health measures exhibited greater continuity and stability. Educational systems that prioritize resilience equip future generations with the critical thinking, emotional regulation, and problem-solving skills necessary to navigate such global uncertainties, thereby strengthening collective resilience and social cohesion.

In summation, resilience transcends academic achievement, exerting a transformative influence on mental health, professional success, social relationships, and societal resilience. By embedding resilience-focused pedagogical approaches into school curricula, educational institutions not only equip students with the tools to excel academically but also empower them to lead emotionally balanced, professionally agile, and socially engaged lives. As the complexities of the modern world intensify, resilience

education emerges as a foundational imperative, positioning individuals not merely to withstand challenges but to drive personal growth and societal progress.

Practical Strategies to Foster Resilience in Schools

Fostering resilience within educational settings has become an essential priority in 21st-century education, as students and teachers are increasingly required to navigate academic pressures, technological disruptions, and social uncertainties. Resilience, the capacity to adapt positively in the face of adversity, serves as a protective mechanism that promotes both mental well-being and sustained academic engagement. Effective development of resilience in schools necessitates a comprehensive, multi-tiered approach, integrating social-emotional learning (SEL), supportive teacher-student relationships, mental health services, professional support for teachers, and school-wide cultural shifts that emphasize perseverance and adaptability. When embedded into school systems, these strategies not only enhance individual coping capacities but also foster institutional resilience, creating environments that are conducive to both academic success and emotional well-being (Taylor et al. (2017).

One of the most empirically supported methods for building resilience is the implementation of SEL programs, which equip students with the competencies necessary for emotional regulation, conflict resolution, and interpersonal effectiveness. Durlak et al. (2011) found that students who participated in SEL initiatives exhibited enhanced academic performance and reduced behavioral issues, highlighting the intersection between emotional development and cognitive outcomes. Integrating SEL into the curriculum

through lessons on self-awareness, stress management, and problem-solving encourages students to reframe setbacks as opportunities for growth. More recent reviews continue to affirm these findings, suggesting that long-term SEL integration can yield sustained improvements in academic and mental health outcomes (Collaborative for Academic, Social, and Emotional Learning, 2023). Furthermore, mindfulness-based interventions, such as those explored by Zenner et al. (2014), have been shown to improve students' emotional stability and concentration, enabling them to manage academic stress more effectively. Recent studies, such as those by Liu et al. (2022), confirm that MBIs significantly strengthen resilience among students by promoting emotional self-regulation and adaptive coping mechanisms

Equally crucial is the cultivation of strong teacher-student relationships, which serve as a primary source of psychological safety and encouragement. According to Pianta et al. (2012), students who perceive their teachers as empathetic and supportive exhibit greater resilience, higher levels of academic motivation, and stronger social skills. Teachers can foster these bonds by demonstrating genuine interest in students' progress, providing individualized feedback, and modeling emotional resilience. Mentorship programs further strengthen these connections, offering students positive role models who exemplify perseverance and adaptive problem-solving.

Promoting a growth mindset—the belief that abilities can be developed through effort—is another foundational strategy for building resilience. Dweck (2006) research underscores that students who embrace a growth-oriented approach are more likely to persist through academic difficulties and interpret failure as a learning experience. Schools can

integrate this mindset by normalizing mistakes, emphasizing process over outcome, and encouraging students to reflect on their learning journeys. Research by Paunesku et al. (2015) demonstrates that growth mindset interventions can significantly enhance performance, particularly among students from disadvantaged backgrounds, further cementing their role in fostering academic resilience.

Recognizing the increasing prevalence of student mental health concerns, the provision of accessible school-based counseling services and peer support networks is vital. Werner and Smith (2001) emphasize that early intervention and consistent emotional support can prevent long-term psychological distress. Offering resources such as stress management workshops, cognitive behavioral strategies, and relaxation techniques ensures that students develop healthy coping mechanisms to navigate both academic and personal pressures. Simultaneously, teacher training in mental health literacy equips educators to identify early signs of distress and implement preventative interventions, further embedding resilience within classroom practices.

However, student resilience cannot flourish if teacher resilience is neglected. Skaalvik and Skaalvik (2017) highlight that burnout and occupational stress diminish teachers' capacity to support students effectively. Therefore, schools must prioritize teacher well-being by providing professional development on work-life balance, promoting peer collaboration, and instituting supportive leadership structures. Reducing administrative burdens and acknowledging teacher achievements fosters a culture of respect and motivation, enabling educators to model resilience and sustain their commitment to teaching.

Lastly, embedding resilience into school culture requires experiential learning opportunities that bridge academic knowledge with real-world challenges. Duckworth et al. (2007) emphasize that experiences such as project-based learning, leadership development, and community service initiatives enhance students' problem-solving abilities and adaptability, reinforcing resilience through practical application. Schools should foster an atmosphere that celebrates persistence, optimism, and collaboration, empowering students to approach challenges with confidence. A compelling example is found in New Zealand's educational response to the Christchurch earthquakes. In the aftermath of the disaster, local schools implemented trauma-informed teaching practices and growth mindset curricula to support student and teacher recovery. According to the New Zealand Ministry of Education (2014), these initiatives significantly boosted student engagement, mental well-being, and academic continuity, despite the disruptions caused by the crisis. This case illustrates the potential of growth mindset frameworks not only to foster individual resilience but to facilitate collective recovery and societal cohesion in the face of large-scale adversity (Yeager et al., 2019).

In conclusion, fostering resilience in schools requires a comprehensive, research-informed approach that addresses the emotional, cognitive, and relational dimensions of education. As evidenced by studies such as Durlak et al. (2011) and Zenner et al. (2014), integrating social-emotional learning and mindfulness practices into the curriculum strengthens students' capacity to regulate emotions and manage stress. Equally important are strong teacher-student relationships (Pianta et al., 2012) and growth mindset interventions (Dweck, 2006; Paunesku et al., 2015),

which cultivate environments where persistence, adaptability, and self-belief are normalized. Addressing mental health needs through early support systems (Werner & Smith, 2001) and enhancing teacher resilience through supportive professional structures (Skaalvik & Skaalvik, 2017) ensures that both educators and learners can thrive. Experiential, challenge-based learning opportunities (Duckworth et al., 2007) further reinforce resilience by allowing students to develop grit and apply problem-solving skills in real-world contexts. Collectively, these strategies highlight the importance of embedding resilience not only in individual development but also in institutional design. For education systems to meet the demands of the 21st century, resilience must be positioned as a central pillar of both policy and practice, equipping students and educators with the tools necessary to flourish amid uncertainty and change.

Critical Reflections and Research Gaps

While the theories and strategies discussed in this article, such as growth mindset, social-emotional learning (SEL), and resilience training, are supported by substantial empirical evidence, it is important to critically evaluate their limitations. For instance, some scholars argue that growth mindset interventions show inconsistent effects across different student populations and age groups (Sisk et al., 2018). Similarly, although SEL programs have proven effective in many contexts, their implementation often lacks cultural responsiveness or fails to adapt to local educational realities. Moreover, much of the existing research is derived from Western, high-income educational systems, limiting the generalizability of findings to under-resourced or culturally diverse settings. There is also limited

longitudinal evidence to confirm the sustained impact of these interventions on long-term life outcomes. Therefore, future research should focus on culturally adaptive practices, long-term impact studies, and the interaction of resilience with socio-economic, linguistic, and systemic factors. By addressing these gaps, the field can move toward a more equitable and effective framework for resilience education.

Conclusion

In the context of 21st-century education, resilience has emerged as a critical capacity for both students and teachers, underpinning academic success, professional sustainability, and emotional well-being. The dynamic relationship between resilience, mental health, and a growth mindset highlights the importance of fostering these attributes in tandem. Teachers who develop resilience are better positioned to manage occupational stress, mitigate burnout, and sustain engagement in their professional roles. Similarly, resilient students are more likely to persist through academic challenges, regulate their emotions, and develop a strong sense of self-efficacy. Mental well-being functions as a stabilizing factor, supporting individuals' ability to navigate personal and academic demands, while a growth mindset promotes adaptive thinking by reinforcing the belief that abilities can be developed through effort and persistence.

Importantly, resilience is not an innate trait but a skill that can be cultivated through intentional educational practices. Strategies such as social-emotional learning (SEL), access to psychological support, and inclusive school cultures that encourage adaptability play a central role in this development. Educational institutions that embed these practices not

only enhance individual learning outcomes but also contribute to the creation of responsive, future-ready systems capable of navigating uncertainty. As such, investing in resilience, mental well-being, and a growth mindset is not only a pathway to personal and professional growth, it is a strategic imperative for building sustainable, equitable, and innovative educational environments for current and future generations.

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Name : Malai Boonma

Highest Education: Master of Art in Teaching
English as a Foreign Language

Affiliation: Nakhon Ratchasima Rajabhat University