

BUILDING RESILIENT TEACHERS: THE SIGNIFICANCE OF EMOTIONAL LEARNING

* *Antarjyami Mahala* & ** *Dr. Bhavin Chauhan*,

Abstract:

Building resilient teachers through emotional learning is essential for promoting student well-being and academic achievement. Emotional learning allows teachers to create a supportive and safe classroom environment, build strong relationships with their students, and effectively manage challenging situations. This article discusses the importance of emotional learning for building resilient teachers and the strategies that can be used to integrate emotional learning into teacher training programs. Emotional learning is crucial for teachers to create a safe and supportive classroom environment, build strong student relationships, and effectively manage challenging situations. This article presents strategies for embedding emotional learning in teacher training programs, including professional development opportunities, modelling emotional intelligence, and integrating emotional learning into the curriculum. Additionally, the article explores the challenges to emotional learning and resilience and the impact of emotional learning on the teaching and learning process. This article highlights the importance of emotional learning for developing resilient teachers and promoting student well-being and academic achievement.

Keywords: *emotional learning, resilience, teacher training, student well-being, academic achievement.*

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Introduction:

Teachers play a crucial role in promoting both academic learning and social-emotional development. Emotional learning is key to creating a welcoming and supportive classroom and enables teachers to recognise and control their emotions and those of their students. Emotionally intelligent and resilient teachers can meet students' needs, provide a personalised learning experience, and build confidence and social skills. Incorporating emotional learning in teacher training programs can help students succeed academically and emotionally, improving the future for everyone.

Emotional learning:

Emotional learning (EL) involves understanding, managing, and regulating emotions through direct experience and social interaction (Brush et al., 2021; Ryan et al., 2019). This includes recognising emotions, their causes, how they impact thoughts, behaviours, and decisions, and expressing feelings and responding to others appropriately. EL is crucial for mental health, relationships, and overall well-being (Sibia et al., 2018; Konishi & Wong, 2018), and helps teachers improve classroom management and communication. Therefore, it is essential to incorporate EL into current teacher training programs (Zins & Elias, 2006).

Resilient teacher:

A resilient teacher can withstand adversity, handle stress, and retain a positive attitude (Cefai & Cooper, 2017) and recover, adapt, and bounce back from teaching problems and stresses (García, McCombs, & Nagaoka, 2020). Teacher efficacy and classroom success require resilience (Friedman & Farber, 1992). Resilient instructors can handle hardship, uncertainty, and change with positivity. They do well under pressure (Brouwer, Gilmartin, & Prater, 2018). Resilient teachers continue and stay dedicated despite setbacks. They can handle teaching workload, administrative chores, and students' needs (García et al., 2020). They can adapt to unexpected scenarios, such as remote learning during a pandemic, and discover creative ways to keep students engaged (Brouwer et al., 2018). Despite stress and uncertainty, they can retain close ties with students, colleagues, and families (García et al., 2020). Resilience and teaching success requires this ability to connect and communicate.

Characteristics of a Resilient Teacher:

To teach is to touch a life forever. Teachers must possess certain qualities, talents and traits to reach this highest of ideals. The followings are the characteristics of a resilient teacher:

Adaptability: Resilient teachers can adjust to new technology, curricula, and student requirements. They must include contemporary educational trends and best practises into their teaching approaches (Waters, 2019).

Self-care: Resilient instructors prioritise self-care to avoid burnout. Mindfulness, exercise, and work-life balance may help. They must recognise stress and seek help from colleagues or mental health professionals (Brackett et al., 2021).

Resilient teachers must have excellent relationships with students, colleagues, and administrators. This requires communication, teamwork, empathy, and handling disagreements and uncomfortable topics. They must also create a welcoming classroom (Day & Gu, 2014).

Technological proficiency: Today's teachers must be tech-savvy to use it successfully. Use educational tools, online resources, and social media (Robinson & Keith, 2016).

Inclusive practises: Resilient teachers foster diversity and equity in the classroom. This requires knowing the requirements of all students, especially those from varied backgrounds, and modifying education accordingly (Gorski & Swalwell, 2015).

Leadership: Resilient teachers must lead their classrooms, schools, and communities. Resilient teachers comprehend and appreciate diverse cultures and provide an inclusive, culturally responsive learning environment (Harris & Chrispeels, 2021). This includes understanding students' cultural origins, recognising and overcoming implicit biases, and incorporating culturally appropriate content into instruction (Gay, 2018).

Growth mindset: Resilient instructors believe they can learn from obstacles and disappointments. This entails modelling a growth mindset, giving kids opportunities to develop one, and embracing ongoing learning and improvement (Dweck, 2016).

Social-EL: Resilient instructors help kids develop social-emotional skills like self-awareness, self-management, social awareness, relational skills, and responsible decision-making. This includes providing a secure, supportive classroom, building strong student connections, and integrating social-EL into their curriculum (Durlak et al., 2011).

Critical thinking skills: Resilient teachers must educate students to analyse, evaluate, and synthesise information to make informed decisions. This includes giving students opportunity to think critically, modelling and scaffolding critical thinking abilities, and integrating critical thinking across academic areas (Paul & Elder, 2019).

Flexibility and adaptability: Resilient teachers can change instruction and handle unanticipated problems. This includes being open to new ideas and approaches, adopting different teaching methods and strategies, and adapting to meet students' needs (Davis, 2019).

Cooperation and teamwork: Resilient teachers collaborate and share ideas and resources to improve student learning with colleagues, administrators, and other stakeholders. This includes professional learning groups, peer mentoring and feedback, and constructive interactions with co-workers and stakeholders (Little, 2019).

Role of EL to build resilient teachers with a plethora of research

EL helps instructors regulate their emotions and handle job obstacles, making them resilient. EL helps instructors manage stress, control emotions, and handle job demands, making them resilient. Emotional intelligence improves teachers' resilience, job happiness, and well-being (Guerrero and Ritter, 2019; Yoon and Usher, 2017; Jennings and Greenberg, 2009). Teachers can improve student support by boosting emotional intelligence. Emotional intelligence training improved emotional awareness, regulation, and stress and burnout in teachers. Emotional intelligence training also increased work satisfaction and teacher retention (Brackett et al., 2011). EL reduces teacher burnout. Mindfulness-based stress reduction decreases teacher stress, burnout, and depression (Jennings and Greenberg, 2009).

EL helps teachers and students control emotions. It substantially affects education. Identifying and managing their own emotions helps teachers support students (Brackett et al., 2015). Emotionally intelligent teachers are better. Emotional management helps teachers engage kids and create a good classroom (Brackett et al., 2010). EL increases resilience in stressed-out teachers. Self-awareness, self-regulation, and empathy help educators manage stress and avoid burnout (Brackett et al., 2015). EL manages instructors' emotions. Understanding students' emotions helps teachers manage the classroom and settle conflicts (Hagelskamp & Brackett, 2015; Jones & Bouffard, 2012). Improved Teacher-Student Relations: Understanding and controlling emotions helps teachers connect with students. This increases student engagement and success (Elias et al., 2011; Jennings & Greenberg, 2009). Self-awareness, empathy, and resilience reduce teacher burnout. Retention and classroom quality improve (Elias et al., 2011). EL helps instructors. Recognizing and managing emotions can help teachers reduce anxiety, depression, and well-being (Skaalvik & Skaalvik, 2014). Learning stress management, emotional regulation, and coping skills can help teachers and students (Jones & Bouffard, 2012) EL assists teachers. Managing emotions helps teachers manage stress and stay motivated. This improves resilience and recovery (Gross et al., 2015; Pekrun, 2007). EL inspires instructors' ingenuity. Teachers use creativity to engage and encourage children by understanding and developing emotional abilities (Goleman, 2015). (Feist, Gorman, 1998). EL helps teachers reflect. Knowing how emotions affect teaching helps teachers be intentional (Brackett, Rivers, & Salovey, 2011). EL helps teachers understand how emotions affect behaviour and interactions. Self-care, communication, and authenticity improve (Rogers & Schiraldi, 2011). EL improves grades. Emotionally

competent teachers boost student performance, study shows (Brackett et al., 2011). EL helps teachers identify students' needs and create a supportive, engaging learning environment, enhancing academic performance and achievement (Durlak et al., 2011). EL helps instructors learn culture. Empathy, perspective-taking, self-awareness, and culture and linguistic literacy help teachers serve diverse students (Brackett et al., 2012; Elias et al., 2011). EL aids teacher-student empathy. Responding to pupils' emotions helps them develop intellectually and socially (Brackett & Katulak, 2006). EL improves teacher-student relations. Managing emotions helps teachers address students' emotional needs, developing trust and respect (Weissberg et al., 2015). EL improves teacher-student relations. Empathy, active listening, and communication assist teachers understand students' needs and emotions, build trust, and create a positive learning environment (Brackett & Katulak, 2006). EL improves teacher management. By understanding student emotions and behaviour, teachers can establish a healthy learning environment (Jennings & Greenberg, 2009). EL lowers teacher burnout. Self-awareness, emotional regulation, and stress management assist instructors manage workload and stay healthy (Gill, 2016; Skaalvik & Skaalvik, 2014). EL boosts teacher-student-parent communication. Through teaching communication, empathy, and conflict resolution, teachers develop trust and a supportive environment (Brackett et al., 2012). Social awareness and relationship management help teachers work together (Denham, Bassett, & Wyatt, 2014). EL develops instructors. EL helps teachers develop and serve students (Brackett & Rivers, 2014; Pekrun, Elliot, & Maier, 2009). EL engages students. Knowing students' emotional needs and learning styles helps teachers create motivating lessons (Elias et al., 2015). EL boosts grades. Teachers improve test scores, grades, and academic performance to promote emotional competences (Greenberg et al., 2003). EL enhances classrooms. Emotional intelligence and social-EL enable teachers create a secure, supportive learning environment that encourages good relationships, reduces bullying and disruptive behaviour, and enhances classroom morale (Zins et al., 2004). EL makes teachers happier. Self-awareness, emotional regulation, and empathy help teachers connect with students, sense job satisfaction, and find meaning (Durlak et al., 2011; Kokkinos, 2007). EL helps teachers personalise and support students. Emotionally adept teachers can better meet students' needs, enhancing academic results (Taylor et al., 2017). EL encourages teacher leadership. Emotional qualities enable teachers to collaborate and share learning (Caruso & Salovey, 2004). EL lowers teacher burnout. Emotionally competent instructors can better manage work-related stress, enhancing mental and physical health (Sutton & Wheatley, 2003). EL increases teachers' confidence in enhancing student learning. Emotionally competent teachers can overcome professional challenges and confidently give students outstanding learning experiences (Skaalvik & Skaalvik, 2014). EL aids educators. Emotional skills promote teachers' efficacy, resilience, and students' well-being and academic success.

Challenges in Developing Resilient Teachers

All lofty dreams need grounded actions. When the plans are set into motion, problems, challenges, and crises arise. Making teachers with excellent qualities like resilience requires much planning and tremendous hard work. On that road of teachers' ideal development, problems and challenges are likely to come. Some of the major challenges are:

Lack of training and support: Teachers may need additional training or support to incorporate EL in their

classrooms, causing frustration and limited efficacy (Bryant et al., 2020).

Insufficient resources: Some schools lack the cash and time to invest in EL programmes or support teachers (Skaalvik & Skaalvik, 2018).

Mental health stigma: Several schools stigmatise mental health, making it hard to prioritise EL (Bryant et al., 2020).

Lack of stakeholder buy-in: EL requires buy-in from administrators, teachers, students, and parents. Development may be slow if any of these groups oppose EL (Skaalvik & Skaalvik, 2018).

Poor comprehension of EL: Some instructors may not completely comprehend the benefits of EL or how to integrate it into the curriculum, limiting implementation (Bryant et al., 2020).

Time constraints: If they feel pressed to prioritise academic accomplishment over other goals, teachers may require support finding time to integrate EL into their lessons (Bryant et al., 2020).

Students may resist EL if it seems too touchy-feely or irrelevant to their academic aims (Skaalvik & Skaalvik, 2018).

Cultural differences: Various cultures have varied views on emotions and emotional expressiveness, making it difficult to adopt EL sensitively (Bryant et al., 2020).

Inadequate evaluation: Several schools struggle to evaluate EL programmes, making it hard to understand which tactics work best (Skaalvik & Skaalvik, 2018).

Teacher burnout: Finally, EL might be difficult for stressed-out teachers. Some teachers may lack the energy or resources to adopt EL classroom methods (Bryant et al., 2020).

Integration with academic standards: If EL does not match academic standards or curricular goals, teachers may struggle to incorporate it into their classrooms (Bryant et al., 2020).

Low resources: Some schools may not have the funds or resources to give EL programme training or materials (Skaalvik & Skaalvik, 2018).

Opposition from co-workers: EL may be seen as "soft" or "fluffy" by some colleagues or school officials (Bryant et al., 2020).

Low parent involvement: Parents can assist EL at home but may lack time and resources. Some parents may doubt EL or think it's the school's job (Skaalvik & Skaalvik, 2018).

Lack of continual support: Finally, EL demands ongoing work and assistance. Without continuous support from colleagues, school officials, and other stakeholders, teachers may struggle to maintain momentum (Bryant et al., 2020).

EL confusion: Instructors may need to know what it is, how it works, and how it might benefit their students (Skaalvik & Skaalvik, 2018).

Overemphasis on teacher performance: Some schools focus so much on teacher performance criteria that teachers feel forced to prioritise academic achievement over EL and resiliency goals (Bryant et al., 2020).

Teacher isolation: Teachers who feel isolated or detached from their colleagues may be less likely to prioritise EL, especially if they lack the support or resources to effectively implement these tactics in their classrooms (Skaalvik & Skaalvik, 2018).

EL may fail if it doesn't fit the school's culture. If the school culture does not prioritise emotional intelligence or mental health, instructors may struggle to incorporate EL in their classes (Bryant et al., 2020).

Finally, like everyone else, instructors may have preconceived notions about emotions, mental health, and resilience. These biases may prevent teachers from using EL methods or make them ineffective (Skaalvik & Skaalvik, 2018).

Collaborative efforts are required to address challenges in implementing emotional intelligence (EL) in schools to build resilience in teachers. Challenges include lack of clarity around EL, overemphasising teacher performance, teacher isolation, lack of alignment with school culture, and personal biases. Without necessary support and resources, teachers may struggle to implement EL and face difficulties if schools do not prioritise mental health. Overcoming these challenges can create an environment that supports teacher well-being and promotes positive student outcomes.

Strategies for Building Resilient Teachers through EL:

EL-based teacher training can boost resilience. This includes helping teachers recognise, control, and respond to students' emotions (Pekrun & Linnenbrink-Garcia, 2014). Research demonstrates that EL in teacher training enhances instructor well-being and classroom effectiveness. Mindfulness-based stress reduction programmes helped instructors manage stress and emotions, improving classroom management and teaching methods (Jennings and colleagues, 2013). Mindfulness training aids emotional regulation and self-care (Biegel, Brown, Shapiro, & Schubert, 2009). Mindfulness improves emotional regulation and resilience. Mindfulness-based teacher training can incorporate EL and resilience methods. Teacher training programmes can help teachers reflect and manage stress and burnout (Beltman, Mansfield, & Price, 2011). Role-playing and case studies in teacher training can help teachers handle difficult emotional situations in the classroom (Roeser et al., 2013). This includes calmly handling student behaviour and recognising and controlling emotional triggers. EL in teacher training improves resilience, well-being, and classroom performance.

EL boosts teacher resiliency. Developing emotional awareness, management, and social skills in the core academic curriculum (Greenberg et al., 2017). Research shows that EL programmes improve social and intellectual skills (Durlak et al., 2011). Social-emotional competence, academic achievement, and bad behaviour increased significantly in social-EL students (Jones et al., 2014). Storytelling, role-playing, and games can help students manage emotions and incorporate EL into the curriculum (Brackett et al., 2011). Classroom discussions and reflective writing help students understand their emotions. EL's supportive learning environment helps students build social and emotional skills for school and life.

Supportive schools help resilient instructors. This encompasses fostering social and EL, teacher well-being, and good teacher-student relationships (Bryant et al., 2020). Supportive schools improve teachers' work satisfaction, commitment, and burnout (Huang & Li, 2020). Supportive schools improve academic and social-emotional outcomes (Weare & Nind, 2011). Social-EL and mindfulness professional development, strong teacher-student relationships, and teacher well-being tools help create a supportive school atmosphere (Bryant et al., 2020). Restorative justice, student voice and choice, service learning, and community-building can also improve school culture (Weare & Nind, 2011). Supportive schools foster teacher resiliency and student success.

Conclusion:

EL is a critical component of building resilient teachers and significantly impacts the teaching and learning process. Teachers with emotional intelligence are better equipped to create supportive and safe classroom environments, build strong relationships with their students, and effectively manage challenging situations. However, there are several challenges associated with EL, including a need for clarity around its benefits, a focus on teacher performance over well-being, teacher isolation, and a lack of alignment with school culture. To address these challenges, schools can take several steps, such as providing professional development opportunities, modelling emotional intelligence, incorporating EL into teacher evaluations, supporting teacher self-care, and integrating EL into the curriculum.

Reference:

- Alabbasi, A. (2022). Emotional intelligence and academic success. <https://doi.org/10.31124/advance.20399856>
- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207. <https://doi.org/10.1016/j.edurev.2011.09.001>
- Biegel, G. M., Brown, K. W., Shapiro, S. L., & Schubert, C. M. (2009). Mindfulness-based stress reduction for the treatment of adolescent psychiatric outpatients: A randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 77(5), 855-866. <https://doi.org/10.1037/a0016241>
- Brackett, M. A., Bruno, J. L., Joseph, D. L., Kim, K., Kindt, K., & Knouse, E. L. (2021). Supporting teacher well-being: What matters and what can help. *Educational Psychology Review*, 33(2), 223-252.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103. <https://doi.org/10.1111/j.1751-9004.2010.00334.x>
- Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences*, 22(2), 218-224. <https://doi.org/10.1016/j.lindif.2010.10.002>
- Brouwer, N., Gilmartin, S., & Prater, M. (2018). Resilience among early career teachers. *Teachers and Teaching*, 24(5), 16-530.
- Brush, K. E., Jones, S. M., Bailey, R., Nelson, B., Raisch, N., & Meland, E. (2021). Social and Emotional Learning: From Conceptualization to Practical Application in a Global Context. In *Life skills education for youth: Critical perspectives*. Springer.
- Bryant, F. B., Chadwick, C., & Ketterlin-Geller, L. R. (2020). Promoting teacher resilience: A systematic review of interventions. *Educational Psychology Review*, 32(2), 371-396.
- Cefai, A., & Cooper, P. (2017). Building resilience in children and teens: Giving kids roots and wings. In *Building resilience in teachers: An essential competency for the 21st century* (pp. 189-204). Jessica Kingsley Publishers.
- Chauhan, S. S. (2009). *Advanced educational psychology - 7Th ed*. Vikas Publishing House.
- Day, C., & Gu, Q. (2014). *Resilient teachers, resilient schools: Building and sustaining quality in testing times* (1st ed.). Routledge.

- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2015). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Dweck, C. S. (2016). *Mindset: The new psychology of success*. Random House.
- Friedman, I. A., & Farber, B. A. (1992). Professional self-concept and teacher burnout: A review of the empirical literature. *Educational Psychologist*, 27(1), 51-69.
- García, E., McCombs, J. S., & Nagaoka, J. (2020). Supporting and retaining resilient teachers. *American Educator*, 44(4), 4-11.
- García-Sancho, E., Salanova, M., Cifre, E., & Llorens, S. (2020). *Teacher stress and health: Effects on teachers, students, and the effectiveness of educational programs*. Frontiers in Psychology.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- Ge, X. (2021). Emotion matters for academic success. *Educational Technology Research and Development*, 69(1), 67-70. <https://doi.org/10.1007/s11423-020-09925-8>
- Gorski, P. C., & Swalwell, K. (2015). Equity pedagogy: An essential component of multicultural education. In *Handbook of research on multicultural education* (pp. 567-580). Wiley.
- Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*, 27(1), 13-32. <https://doi.org/10.1353/foc.2017.0001>
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2016). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 71(9), 790-802. <https://doi.org/10.1037/0003-066x.58.6-7.466>
- Harris, A., & Chrispeels, J. (2021). *Leading resilient schools: Getting results in the face of disruption*. Harvard Education Press.
- India. Education Commission. (1966). *Report of the education commission, 1964-66: Education & national development*.
- Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 28(4), 374-390. <https://doi.org/10.1037/spq0000035>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>

- Jones, S. M., Bouffard, S. M., & Weissbourd, R. (2014). Educators' social and emotional skills vital to learning. *Phi Delta Kappan*, 94(8), 62-65. <https://doi.org/10.1177/003172171309400815>
- Konishi, C., & Wong, T. K. (2018). Relationships and School Success: From a Social-Emotional Learning Perspective. In *Health and academic achievement* (pp. 103-122). IntechOpen.
- Little, j. W. (2019). *Teachers and school reform*. Harvard Education Press.
- Mangal, S. K. (2002). *Advanced educational psychology*. PHI Learning Pvt.
- Naqvi, I. H., Iqbal, M., & Akhtar, S. N. (2016). The Relationship between Emotional Intelligence and Performance of Secondary School Teachers. *Bulletin of Education and Research*, 38(1), 209-224. <https://files.eric.ed.gov/fulltext/EJ1210379.pdf>
- Palmer, B., Walls, M., & Burgess, Z. (2001). Emotional Intelligence and Effective Leadership. *Leadership & Organization Development Journal*, 5-10. https://www.researchgate.net/publication/235252147_Emotional_Intelligence_and_Effective_Leadership
- Pekrun, R., & Linnenbrink-Garcia, L. (2014). *International handbook of emotions in education*. Routledge.
- Petrovici, A., & Dobrescu, T. (2014). The role of emotional intelligence in building interpersonal communication skills. *Procedia - Social and Behavioral Sciences*, 116, 1405-1410. <https://doi.org/10.1016/j.sbspro.2014.01.406>
- Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6(2), 167-173. <https://doi.org/10.1111/j.1750-8606.2012.00238.x>
- Ryan, A. M., North, E. A., & Ferguson, S. (2019). Peers and Engagement. In *Handbook of student engagement interventions: Working with disengaged students* (pp. 73-85). Academic Press.
- Sibia, A., Shukla, R., & Chakraborty, S. (2018). *Mental Health and Well-being of School Students– A Survey, 2022*. National Council of Educational Research and Training. https://ncert.nic.in/pdf/Mental_Health_WSS_A_Survey_new.pdf
- Skaalvik, E. M., & Skaalvik, S. (2018). Teacher stress and teacher resilience: A critical review of the literature. *Oxford Research Encyclopedia of Education*.
- Wong, P. T., & Wong, L. C. (2017). Building resilience in teachers: An essential competency for the 21st century. In *Building resilience in children and teens: Giving kids roots and wings* (pp. 189-204). Jessica Kingsley Publishers.
- Zins, J. E., & Elias, M. J. (2006). Social and emotional learning. In *Children's needs III: Development, prevention, and intervention* (pp. -14). Ingram.

Cite This Article:

* *Antarjyami Mahala* & ** *Dr. Bhavin Chauhan*, (2023). *Building Resilient Teachers: The Significance of Emotional Learning*, *Educreator Research Journal*, Volume-X, Issue-IV, July – August, 2023, 174-182.