

Educational policy and interpersonal support in strengthening teacher resilience



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ABSTRACT

Educators in underprivileged areas often face obstacles such as insufficient resources, limited professional development opportunities, and geographic isolation, which can affect their effectiveness and mental health. Resilience, defined as the capacity to overcome challenges while maintaining professional commitment, is therefore essential for sustaining educational quality. Although previous research highlights systemic supports (e.g., policies and administrative mechanisms) and interpersonal supports (e.g., colleagues, students, and families) as factors influencing resilience, limited evidence exists on how these factors function in the Vietnamese context, particularly in the Northern Midlands and Mountain provinces. This study aimed to investigate the factors affecting secondary school teachers' capacity to overcome challenges in instructional activities, focusing on (a) support from policies and administrators and (b) collaboration and support from people around teachers. The results showed that both policy and interpersonal support were positively correlated with teacher resilience. Policy and administrative support had a moderate correlation with resilience ($r = 0.43$, $p < 0.01$), while interpersonal support showed a stronger correlation ($r = 0.74$, $p < 0.01$). Students' learning efforts, family support, and peer collaboration were the main sources of motivation, whereas professional development support and social recognition were less influential. Overall, interpersonal relationships provided stronger and more immediate support, while a combination of structural and relational support best sustained teacher resilience in disadvantaged settings.

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1. Introduction

Teaching is recognized as one of the most challenging and emotionally taxing occupations in both developed and developing educational systems. Educators must concurrently accomplish various responsibilities, including imparting instructional material, facilitating student growth, meeting administrative obligations, participating in professional development, and addressing the unique needs of learners in the classroom. In addition to their anticipated duties, instructors frequently assume supplementary obligations, such as enforcing discipline, communicating with parents,

and adjusting to national or regional reforms that perpetually modify the educational environment. These needs are especially evident in underprivileged and rural areas, where restricted access to educational resources, inadequate infrastructure, and economic disparities exacerbate the challenges faced by educators. The aggregate effect of these elements induces considerable psychological and professional stress, frequently resulting in elevated levels of stress, burnout, and turnover (Ford et al., 2019).

In regions like Vietnam's Northern Midlands and Mountain provinces, where geographic isolation and socioeconomic difficulties intensify these issues, teachers' commitment to their responsibilities is a crucial factor in ensuring educational equity and quality. Researchers have increasingly highlighted that resilience, defined as the ability to endure adversity while sustaining effectiveness and motivation, is crucial for comprehending how educators navigate and survive in challenging

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circumstances (Beltman et al., 2011; Diab and Green, 2024).

2. Literature review

In the teaching profession, resilience has transitioned from a static personal trait to a recognized dynamic and interactive activity. Earlier views often characterized resilience as an inherent quality present in some persons but lacking in others. Current research challenges this perspective by stating that resilience is neither static nor exclusively individual; instead, it is developed and sustained by continuous interactions between educators and their settings (Beltman et al., 2011). Resilient teachers are defined not just by strong personalities but also by their ability to effectively utilize internal resources like tenacity, self-regulation, and optimism, alongside external supports available in their professional and personal environments. Resilient educators can reframe problems as opportunities for growth, engage in professional cooperation to resolve concerns, and adapt instructional approaches to meet contextual demands (Mansfield et al., 2016). The ability to overcome difficulties evolves gradually, shaped by experiences of both success and adversity, and is enhanced when educators are incorporated into systems that recognize their accomplishments and provide support and affirmation (Tait, 2008). Understanding the ability to overcome problems as an ecological concept requires an examination of the psychological characteristics of educators and the contextual factors that either hinder or promote their success in difficult circumstances.

Policy mechanisms and administrative support have been recognized as crucial elements affecting teachers' motivation and their ability to overcome difficulties in their professional activity (Müller et al., 2009). Government measures, such as financial incentives, preferential policies for educators in disadvantaged areas, and professional development programs, seek to mitigate the difficulties of teaching in challenging environments and to recognize professional dedication. Administrative actions, such as recognition from school leaders, constructive feedback, and equitable workloads, cultivate an environment in which educators feel valued and supported. Empirical evidence confirms the positive relationship between supportive school settings, clear policies, and improved teacher well-being, which includes reduced burnout and heightened teaching efficacy (Bardach et al., 2022; Benevene et al., 2020; Ross et al., 2012).

Furthermore, techniques that explicitly recognize the accomplishments of educators in challenging settings have proven effective in fostering professional resilience and reducing attrition (Doney, 2013; Kangas-Dick and O'Shaughnessy, 2020). The effectiveness of these tactics in enhancing teachers' capacity to address challenges depends on the quality of their implementation and their applicability to the immediate realities of teachers'

daily duties. General professional training may not meet the needs of educators overseeing multigrade classes in remote areas, and financial incentives may prove ineffectual if they do not correspond with rising living costs. These nuances suggest that although rules and administrative support provide necessary frameworks, their motivational effectiveness is limited unless they are culturally aligned and consistently reinforced.

Simultaneously, peer support is equally, if not more, crucial for maintaining instructors' ability to address issues. Educators often claim that their primary motivation derives from witnessing students' academic advancement and obtaining affirmative comments from them. The engagement and commitment of students not only validate the significance of teaching but also offer substantial support that allows educators to withstand professional challenges (Strati et al., 2017). Families offer emotional and moral support to educators, assisting them in achieving equilibrium between personal and professional domains. Collegial support within educational institutions promotes unity and collective accountability, hence improving collaborative problem-solving and diminishing professional isolation. These forms of interpersonal support are typically immediate, personal, and pragmatic, rendering them more directly influential than policy frameworks that may seem remote. Research consistently indicates that social support alleviates stress and safeguards against burnout, consequently influencing teachers' ability to endure professional challenges (Sarros and Sarros, 1992; Shah et al., 2024). Furthermore, when professional communities prioritize collaboration and mutual support, educators have increased job satisfaction, enhanced self-efficacy, and more effective coping mechanisms. This result confirms that the ability to overcome problems is fundamentally relational, reliant not just on institutional assistance but also on the robustness of teachers' local social networks.

In Vietnam, especially in the Northern Midlands and Mountain regions, the interaction between structural support and human motivation is distinctly evident. Educators in these regions encounter systemic disadvantages, including insufficient infrastructure, limited access to educational resources, and socioeconomic challenges that induce chronic stress. Government programs have sought to alleviate these problems by providing financial incentives, preferential treatment, and professional development opportunities designed to keep educators in underprivileged schools. The efficacy of these initiatives has been scrutinized, as discrepancies in implementation and contextual inconsistencies may diminish their perceived worth. Educators in these areas depend significantly on familial support, professional networks, and student desire to maintain their capacity to surmount problems amid ongoing challenges (Nguyen et al., 2026).

Despite the evident significance of both policy and interpersonal support, there exists a deficiency

of empirical research that systematically evaluates their comparative impact on teachers' capacity to surmount challenges within Vietnam's distinct educational and cultural milieu. The disparity is considerable, as Vietnam is currently implementing reforms to enhance educational fairness and quality; comprehending the factors influencing teachers' capacity to surmount challenges is crucial for formulating effective interventions in disadvantaged contexts.

This study aims to analyze the objective elements influencing secondary school teachers' ability to overcome problems in educational activities in the Northern Midlands and Mountain provinces of Vietnam. The study focused on two domains: support from policy frameworks and administrators, and collaboration and assistance from those close to teachers. This study seeks to enhance comprehension, both conceptually and practically, by examining the relationships between these attributes and instructors' ability to overcome problems.

It conceptually enriches the comprehension of teachers' ability to overcome problems as an ecological construct shaped by the interaction of macro-level systems and micro-level relationships (Bronfenbrenner, 1979). It offers evidence-based recommendations for governments and educational leaders seeking to retain and assist educators in disadvantaged regions. This study analyzes the relative influence of institutional regulations and interpersonal networks on teachers' ability to address obstacles and how these supports may collectively enhance outcomes in difficult circumstances.

3. Methods

3.1. Participants

A total of 600 participants took part in the study, comprising a diverse group of educators and educational administrators from various fields and teaching backgrounds. In terms of gender distribution, 247 participants (41.2%) were male, while 353 participants (58.8%) were female. This slight overrepresentation of women corresponds with national trends in the teaching profession, where female educators often constitute the majority of the workforce. This distribution allows the findings to reflect gendered perspectives within the educational system, particularly on teaching and management strategies.

The individuals had considerable age diversity. Approximately 34.2% of respondents were under 30 years of age, indicating a predominance of early-career educators who are relatively inexperienced in the industry. The predominant group (46.2%) comprised adults aged 30 to 45 years, demonstrating a solid representation of mid-career educators with substantial teaching experience. Concurrently, 19.7% of participants were above the age of 45, providing valuable insights from late-career

educators who may offer varied perspectives on educational challenges and ongoing professional development. The age diversity enriches the study by enabling comparisons across different career stages.

The sample consisted of 269 individuals (44.8%) in natural sciences, 108 (18.0%) in social sciences, 36 (6.0%) in languages, and 187 (31.2%) teaching other subjects. The inclusion of language and other subject educators broadens the findings by integrating viewpoints from fields that often face unique educational challenges.

The teaching seniority exhibited a varied range of professional expertise. Seventy-six participants (12.7%) stated less than 5 years of teaching experience, underlining the existence of novice educators. A total of 198 participants (33.0%) had 5 to 15 years of experience, while 203 (33.8%) had 16 to 25 years, demonstrating a substantial presence of experienced educators able to offer valuable insights into long-standing professional practices. Furthermore, 123 participants (20.5%) possessed over 25 years of teaching experience, therefore guaranteeing the inclusion of highly experienced educators with extensive institutional competence. The variation in teaching tenure enhances the study's validity by integrating perspectives from different career stages.

The dwelling area was a notable characteristic of the sample. Of the total participants, 255 (42.5%) resided in rural or remote places, whereas 345 (57.5%) were located in metropolitan areas. This balance provides substantial insights into the inequalities in educational challenges faced by educators in resource-constrained rural settings compared to those in urban areas, where resources and support are presumably more accessible.

Participants demonstrated varied management experience. A significant proportion (56.7%) reported that they had not undertaken management roles, underscoring the predominance of teaching-related responsibilities among the cohort. At the same time, 121 individuals (20.2%) reported having 1–5 years of management experience, while 139 (23.2%) stated they had more than 5 years of such experience. These subgroups are essential for analyzing the perspectives of educators in leadership roles and the possible impact of administrative responsibilities on instructional effectiveness and professional development.

The sample demonstrated ethnic diversity, including numerous ethnicities common in Vietnam. The poll mostly included individuals of Kinh ethnicity (43.0%), with significant representation from ethnic minorities: Tay (11.0%), Nung (11.3%), Mong (12.3%), Thai (6.6%), Muong (7.8%), and Dao (6.1%), along with 1.9% from other ethnic groups. This distribution presents a comprehensive perspective on the teaching workforce, notably stressing the opinions of ethnic minority educators whose experiences may differ from those of the dominant group due to cultural, linguistic, and institutional influences.

3.2. Measurements

The ability to overcome challenges in educational practices was assessed using a 20-item self-report scale designed to measure secondary school teachers' perceived competence in addressing professional difficulties. The instrument evaluated four interrelated component abilities, each represented by five items. The dimensions included (a) self-control in adversity (5 items), reflecting emotional regulation and self-management during challenges; (b) the ability to identify the source of difficulties and accept responsibility for resolution (5 items), assessing teachers' diagnostic skills and accountability; (c) the capacity to resolve difficulties (5 items), focusing on problem-solving strategies and effective actions in educational contexts; and (d) the ability to persist in overcoming challenges (5 items), evaluating persistence, determination, and sustained effort in addressing professional obstacles. Responses were assessed using a five-point Likert scale ranging from 1 ("Strongly disagree") to 5 ("Strongly agree"), with higher scores indicating a greater perceived ability to overcome hurdles in educational pursuits. The scale's structure facilitated the computation of an overall composite score and subscale scores, which revealed general competence and specific aspects of problem management. This method offered comprehensive insight into instructors' coping abilities, including cognitive identification of challenges, emotional regulation, and behavioral resilience.

To enhance contextual appropriateness for the Vietnamese educational setting, the instrument was reviewed by educational experts and pretested with a small group of secondary school teachers prior to formal data collection. Minor linguistic modifications were made to improve clarity and cultural relevance. Although the instrument demonstrated conceptual alignment with the study objectives, further psychometric validation in the Vietnamese context is recommended to strengthen evidence regarding construct validity and measurement reliability.

3.3. Procedures

Prior to data collection, permission to conduct the study was obtained from the relevant educational authorities, and participating schools were contacted to secure institutional approval. Educators and educational administrators were informed of the research aims, the voluntary nature of participation, and the confidentiality of their responses. All participants granted informed consent before the initiation of data collection.

Data were gathered using a standardized questionnaire administered in either a paper-and-pencil format or via a secure online platform, depending on the accessibility and preferences of the schools. The questionnaire consisted of two main sections: (a) demographic information, including variables such as gender, age, teaching subject, teaching experience, residential area, management

experience, and ethnicity, and (b) a 20-item tool assessing teachers' ability to address challenges in instructional activities. The average time required to complete the survey was approximately 20 to 25 minutes.

To ensure clarity and cultural appropriateness, the questionnaire was pretested with a chosen sample of educators (not included in the main study) before its official deployment. Insights from the pilot phase were employed to enhance the phrasing of several elements, thereby increasing clarity and reliability. During data collection, trained research assistants were available on-site or online to provide guidance, respond to inquiries, and ensure procedural consistency between schools.

The collected questionnaires were analyzed to ensure their completeness and accuracy. The data from paper forms were encoded and entered into the statistical software, whereas internet responses were directly exported into the dataset. Comprehensive data screening methods, including evaluations for missing values and inconsistent responses, were conducted prior to analysis. This methodical approach guaranteed that the final dataset was both dependable and valid for subsequent statistical analysis.

3.4. Data analysis

Data analysis was conducted utilizing the Statistical Package for the Social Sciences (SPSS, version 20.0). Before executing statistical analyses, the dataset was examined for missing values, coding inaccuracies, and outliers to guarantee precision and comprehensiveness.

Descriptive statistics, encompassing frequencies and percentages, were calculated to encapsulate the demographic attributes of the subjects. Means and standard deviations were computed for the primary study variables to summarize central tendency and variability. Pearson correlation coefficients were employed to analyze the bivariate relationships among the four component abilities related to overcoming challenges in pedagogical activities, in addition to the overall composite score. Correlation values were assessed according to [Hair and Fávero \(2019\)](#) criteria, with coefficients of 0.10 signifying modest correlations, around 0.30 denoting moderate associations, and 0.50 or more reflecting substantial associations. Statistical significance was established at the 0.05 level (two-tailed). This analytical method yielded descriptive insights into the distribution of participants' responses and inferential information regarding the relationships among the assessed dimensions.

4. Results

The analysis of objective factors affecting secondary school teachers' ability to overcome problems in instructional activities revealed two primary domains: support from policy frameworks and administrators, and collaboration and assistance

from the surrounding community. These aspects include systemic influences, such as educational policies and institutional support, alongside interpersonal factors, including colleagues, students,

and family members. The data reveal that whereas both elements bolster teachers' resilience, notable differences exist in the extent of their perceived impact, as shown in [Table 1](#).

Table 1: Objective factors affecting the ability to overcome difficulties in pedagogical activities of secondary school teachers in the Northern Midlands and Mountains provinces

No.	Objective factors affecting the ability to overcome difficulties	M	SD
Factor 1: Encouragement from policy mechanisms and administrators			
1	The government's preferential policies are the motivation for teachers to overcome difficulties in pedagogical activities.	3.53	1.07
2	Teachers believe that overcoming difficulties in their work is thanks to the honor of the teaching profession.	3.33	1.03
3	Teachers believe that overcoming difficulties at work is thanks to social recognition.	3.30	1.12
4	Special attraction policies for teachers working in disadvantaged areas greatly affect teachers' ability to overcome difficulties in pedagogical activities.	3.33	1.13
5	Professional training support policies have a great impact on teachers' ability to overcome difficulties.	3.24	1.14
	Total	3.34	1.09
Factor 2: Cooperation and assistance from people around			
1	When teachers encounter difficulties in teaching activities, help from colleagues helps teachers quickly overcome difficulties.	3.77	1.16
2	Students' learning efforts are the motivation that helps teachers overcome all difficulties.	3.92	1.14
3	Family, a source of encouragement, helps teachers overcome difficulties.	3.82	1.12
4	When teachers encounter difficulties in pedagogical activities, professional support from the teacher community motivates them to overcome difficulties.	3.46	1.08
	Total	3.74	1.13

The initial component, related to encouragement from policy mechanisms and administrators, produced a mean score of $M = 3.34$ and a standard deviation of $SD = 1.09$, suggesting that teachers moderately agreed that policies and administrative support enhance their ability to overcome professional challenges. In this category, government-favored policies achieved the greatest influence rating ($M = 3.53$, $SD = 1.07$), indicating that perks such as allowances, incentives, or policy-driven recognition were regarded as substantial motivators. Educators attributed moderate importance to attraction policies for personnel in disadvantaged areas ($M = 3.33$, $SD = 1.13$) and to the prestige associated with the teaching profession ($M = 3.33$, $SD = 1.03$), suggesting that symbolic recognition, both institutional and cultural, aids in promoting resilience. Conversely, policies for professional training support ($M = 3.24$, $SD = 1.14$) and social recognition ($M = 3.30$, $SD = 1.12$) were perceived as less impactful than material or institutional incentives. This trend demonstrates that, whereas regulatory frameworks provide an essential foundation, educators may not always view these mechanisms as immediate or adequately strong motivators to sustain resilience in the face of educational challenges.

The second component, related to collaboration and support from surrounding individuals, obtained a superior appraisal, with an overall mean score of $M = 3.74$ and $SD = 1.13$. This research points out the importance of interpersonal and community support in augmenting instructors' capacity to address obstacles in their everyday teaching practices. The primary motivator recognized by educators was the learning efforts of pupils ($M = 3.92$, $SD = 1.14$). This outcome underscores that educators derive substantial motivation from their students' progress and commitment, thus enhancing their professional purpose and resilience. Similarly, family support ($M = 3.82$, $SD = 1.12$) was highly valued, indicating that emotional and moral reinforcement from family members acts as a vital safeguard against the

pressures of the teaching profession. Collegial support ($M = 3.77$, $SD = 1.16$) was recognized as a vital resource, suggesting that collaborative relationships inside educational institutions improve problem-solving ability and morale. Although the rating for professional support from the broader teacher community was slightly lower ($M = 3.46$, $SD = 1.08$), it still demonstrated a positive impact, highlighting the importance of collective expertise and camaraderie among educators, albeit less immediate than that of family or colleagues.

Pearson correlation coefficients were calculated to assess the relationships between objective criteria and teachers' overall capacity to navigate challenges in pedagogical activities (CORE). The findings are displayed in [Table 2](#).

Table 2: Correlation between objective factors and the ability to overcome difficulties in pedagogical activities of secondary school teachers in the Northern Midlands and Mountains provinces

Variable	1	2	3
1. CORE	1		
2. Factor 1	0.43**	1	
3. Factor 2	0.74**	0.49**	1

** : Significant at $p < 0.01$ (2-tailed)

The study demonstrated a moderate positive association between support from policy mechanisms and administrators (Factor 1) and the ability to overcome problems ($r = 0.43$, $p < 0.01$). This suggests that increased perceptions of supportive policies and administrative encouragement are associated with improved self-reported capacity to tackle and resolve educational challenges. The moderate strength of this correlation highlights the importance of institutional and policy contexts in fostering teacher resilience.

Conversely, collaboration and support from nearby individuals (Factor 2) had a significantly stronger positive link with the ability to overcome problems ($r = 0.74$, $p < 0.01$). This strong connection demonstrates the importance of interpersonal and community support—such as aid from colleagues, motivation from family, and students' educational

pursuits—in sustaining teachers' resilience under adversities. Unlike institutional aid, interpersonal support appears to be a more immediate and effective motivation for overcoming challenges in the classroom.

A moderate positive correlation was seen between Factor 1 and Factor 2 ($r = 0.49$, $p < 0.01$). This indicates that educators reporting more support from policymakers and administrators also tended to acknowledge improved collaboration and assistance from their colleagues. Despite the theoretical distinction between the two forms of support, this link suggests that systemic and interpersonal supports are complementary, both augmenting instructors' ability to overcome educational problems.

5. Discussion

This study aimed to identify and analyze the objective factors that influence secondary school teachers in the Northern Midlands and Mountain provinces as they address issues in their teaching practices. Two principal domains emerged from the analysis: support from policy mechanisms and administrators, and collaboration and assistance from individuals surrounding instructors. Both qualities had a strong correlation with instructors' overall resilience, while their impacts differed in strength and scope (Richards et al., 2016). An important finding of this study is that interpersonal support demonstrated a substantially stronger association with resilience than policy-related encouragement. This result partially challenges assumptions that institutional incentives alone are sufficient to sustain teacher commitment in disadvantaged settings. While prior studies emphasize the role of organizational structures and policy frameworks in promoting teacher well-being, the present findings suggest that in resource-constrained regions, immediate relational resources may carry greater practical significance than formal institutional arrangements. One possible explanation is that interpersonal support is experienced directly and continuously in teachers' daily work, whereas policy benefits may be perceived as indirect, inconsistently implemented, or insufficiently aligned with local realities. This discovery supports the view that resilience is a complex construct shaped by systemic frameworks and immediate relational contexts (Beltman et al., 2011). In disadvantaged regions, where educators often encounter resource constraints, geographical isolation, and socioeconomic challenges, this distinction is particularly important as it highlights the kind of support that most effectively maintains teachers' engagement and commitment.

Assistance from policy frameworks and administrators had a moderate correlation with teachers' ability to overcome problems. Educators asserted that preferential policies and reward schemes for disadvantaged regions were advantageous and that the prestige linked to the

teaching profession provided symbolic motivation (Hoyle, 2001). However, professional training support and social recognition were regarded as somewhat less impactful. The findings suggest that structural policies, while crucial, may not consistently correspond with teachers' actual experiences or adequately address their most pressing concerns. This corresponds with prior research suggesting that macro-level policies often face implementation shortcomings at the local level, hence limiting their motivational effectiveness (Kaseorg and Uibu, 2017). Policies emphasizing training may be considered ineffectual if they do not directly address classroom realities; nevertheless, social recognition may not translate into the concrete resources required to mitigate job stress (Russell et al., 1987). Therefore, while educators acknowledge the importance of policies, the moderate correlation emphasizes the need to align systemic actions more closely with the actual pedagogical situations of teachers. Without such cooperation, policies could become mere symbolic gestures instead of serving as effective tools for resilience.

The moderate association between policy mechanisms and interpersonal support indicates that these two domains are interconnected rather than autonomous. Educators who recognize increased institutional support are more likely to encounter enhanced interpersonal help, potentially due to policies that foster situations conducive to improved collaboration and acknowledgment within the educational context (Diab and Green, 2024). This finding aligns with Bronfenbrenner's (1979) ecological systems theory, which posits that resilience arises from interactions among several environmental layers. Within this approach, regulations constitute the exosystem, creating structural conditions, whereas human interactions reside in the microsystem, directly affecting daily experiences. The relationship between these two levels underscores the necessity for cohesive strategies: comprehensive policies that foster professional development, acknowledgment, and incentives can improve the establishment of school environments where collegial support, student engagement, and family involvement are more efficiently activated. This finding is partially consistent with prior research in Vietnam, which highlighted the beneficial role of co-worker support in improving work-related outcomes and mitigating workplace challenges (Le et al., 2024). Although conducted in a different context, the study suggests that supportive collegial relationships may contribute positively to professional environments. Synergy between structural and relational supports optimizes resilience, as opposed to their independent operation.

These findings hold substantial implications for educational policy and school administration in disadvantaged regions. Policymakers should devise strategies that provide incentives and professional development while addressing teachers' existing

pedagogical challenges. Training programs must be tailored to specific classroom contexts, especially in under-resourced schools, and regulations should ensure that recognition yields tangible benefits, such as reduced workloads or improved teaching resources. Concurrently, school leaders must prioritize the development of supportive professional cultures by fostering cooperation, peer mentoring, and collective problem-solving. Previous studies demonstrate that school atmosphere substantially affects teachers' well-being and their retention in the profession. The research underscores the imperative of aligning macro-level policy with micro-level community development. Schools that successfully integrate these two domains can provide instructors with the necessary institutional support and immediate interpersonal reinforcement vital for resilience.

This study theoretically enriches the literature by positing that teacher resilience needs to be regarded not alone as an individual trait but as a capability cultivated through interaction with structural and relational systems. This study empirically illustrates that interpersonal support possesses stronger predictive value than policy encouragement, contesting the assumption that financial or institutional incentives alone suffice for retaining teachers in disadvantaged regions. It suggests that resilience is best sustained when instructors are incorporated into supportive interpersonal networks and backed by systemic frameworks. This dual emphasis aligns with contemporary perspectives in resilience research, underscoring the importance of both individual protective traits and supportive environmental factors. This study improves existing resilience models by demonstrating the interplay between macro-level policies and micro-level relationships within the distinct sociocultural context of Vietnam's Northern Midlands and Mountain provinces.

This study, however, despite its merits, possesses limitations. The present study relied exclusively on self-report questionnaires, which may have introduced response biases, including social desirability and subjective self-perception. Although self-report measures are widely used to examine teachers' professional experiences and resilience, the absence of methodological triangulation (e.g., interviews, classroom observations, or qualitative narratives) limits the depth of interpretation. Future research should incorporate mixed-method approaches to provide a more comprehensive understanding of how policy and interpersonal supports shape teacher resilience in disadvantaged educational settings. The research was exclusively conducted in the Northern Midlands and Mountain provinces of Vietnam, a region marked by unique geographic, cultural, and socioeconomic conditions; consequently, the findings may not be relevant to educators in urban environments or other national and international contexts where resources and challenges differ significantly. The study primarily focused on objective factors, namely policy

mechanisms and interpersonal support, while neglecting subjective or individual-level characteristics such as teachers' self-efficacy, personality traits, and coping strategies, which have been shown to interact with external supports in shaping resilience. The correlational and cross-sectional nature of the study precludes causal inference regarding the relationships between policy support, interpersonal support, and teachers' resilience. Although significant associations were identified, the findings should not be interpreted as evidence that these factors directly cause improvements in teachers' ability to overcome professional difficulties. It is equally plausible that more resilient teachers perceive their environments as more supportive. Future longitudinal and explanatory studies are needed to clarify the directionality and causal mechanisms underlying these relationships, as it is possible that more resilient teachers are predisposed to perceive their environments as supportive; therefore, future longitudinal or mixed-method studies are necessary to capture the dynamic and evolving nature of teacher resilience.

These findings are particularly relevant in the context of disadvantaged and rural regions, where educators face unique constraints, including limited resources, reduced social recognition, and geographic isolation. In such circumstances, rules may provide crucial basic support, although it is personal encouragement that supports educators in their daily challenges. Educators in remote schools often assert that student advancement is the primary motivator for their sustained commitment to the profession, notwithstanding difficulties. Families serve as essential sources of emotional support, allowing teachers to maintain balance between personal and professional responsibilities. These findings support the consensus that resilience is not a static trait but a dynamic process necessitating continuous reinforcement via social and institutional mechanisms. The study highlights the importance of developing region-specific interventions that address both structural inequalities and interpersonal relationships by situating resilience within the unique cultural and physical environment of the Northern Midlands and Mountain regions.

6. Conclusion

This study examined the relationships between policy-related support, interpersonal support, and secondary school teachers' resilience in the Northern Midlands and Mountain provinces of Vietnam. The findings indicate that both structural and relational support were positively associated with teachers' ability to overcome professional difficulties, although interpersonal support demonstrated a substantially stronger relationship. Students' learning efforts, collegial collaboration, and family encouragement emerged as highly meaningful sources of resilience in disadvantaged educational contexts. These findings suggest that policies aimed

at teacher retention in remote and under-resourced regions should extend beyond financial incentives and administrative regulations to include the cultivation of supportive professional and social environments. Educational leaders should prioritize collaborative school cultures, peer mentoring, and context-sensitive professional support systems. Future research should employ longitudinal and mixed-methods approaches to examine causal pathways and explore how resilience differs across teacher subgroups and educational settings.

List of abbreviations

CORE	Overall composite score for teachers' ability to overcome difficulties in pedagogical activities
INFO	Information
M	Mean
p	Probability value
r	Pearson correlation coefficient
SD	Standard deviation
SPSS	Statistical Package for the Social Sciences

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Compliance with ethical standards

Ethical considerations

The study was conducted in accordance with ethical standards. All participants were informed about the research objectives and provided their informed consent voluntarily. The data collected were kept confidential and used strictly for academic research purposes to ensure the privacy of all respondents.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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