

Empowered and Supported: Unpacking the Predictive Role of Self-Efficacy and Social Support in Shaping Teacher Resilience in Inclusive Elementary Schools

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Abstract

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The implementation of inclusive education remains hindered by insufficient supporting facilities, presenting considerable challenges for teachers. Failure to effectively manage these challenges increases psychological vulnerability and threatens teacher resilience. This study investigates self-efficacy and social support as joint predictors of teacher resilience in inclusive elementary schools, offering a novel contribution by examining their combined influence across specific resilience dimensions. Using a quantitative approach and an ex post facto design, data were collected from 156 inclusive elementary school teachers in Bantul Regency. The study employed structural equation modeling with the partial least squares (SEM-PLS) method. Results showed that both self-efficacy and social support significantly predicted overall teacher resilience ($R^2 = 0.357$, $Q^2 = 0.301$), as well as each dimension: personal competence and persistence ($R^2 = 0.352$), family cohesion ($R^2 = 0.169$), social skills and peer relationships ($R^2 = 0.264$), and spiritual influences ($R^2 = 0.190$). The study highlights that resilient teachers are supported by both internal confidence and external networks, enabling them to sustain professional performance in inclusive settings. This research advances the field by providing empirical evidence for a multidimensional predictive model of resilience, which had not been sufficiently addressed in prior studies. These findings suggest the need for interventions that integrate psychological empowerment and social support mechanisms to strengthen teacher resilience in inclusive education.

INTRODUCTION

Teachers who carry out inclusive education must treat students with special needs and regular students optimally (Rahmawati et al., 2020). However, in practice, this approach is often hindered by inadequate supporting facilities, thus increasing teachers' workload (Agustin, 2019). As a result, teachers often feel stressed and sad, have difficulty controlling their emotions, feel conflicted, and are prone to complaining during learning activities (Rahmawati et al., 2020). Teachers' inability to overcome these challenges can increase risk factors, making them more vulnerable to psychological problems and hindering the development of resilience (Botou et al., 2017; Faradina & Rosdiana, 2022).

Resilience is one of the supporting factors that enables teachers to maintain positive attributes in the face of various demands, challenges, and work-related pressures (Daniilidou & Platsidou, 2018). The various challenges faced by teachers make them vulnerable to low resilience. Several studies found that 22.2% of elementary school teachers in Athens (Botou et al., 2017), 42 out of 65 teachers in Iran (Ghaslani et al., 2023), 38.4% of teachers in the Serengan subdistrict of Surakarta (Warawu et al., 2024), and the majority of SLB X teachers in Sidoarjo (Pristiarawati et al., 2021) had low resilience. Resilient teachers can maintain the quality of their teaching performance in changing contexts and workplace situations (Amin et al., 2022), allowing them to survive and bounce back when facing difficulties and to achieve positive outcomes even in adverse conditions (Vella & Pai, 2019).

Daniilidou and Platsidou (2018) explain four dimensions of resilience. First, personal competence and persistence refer to individual qualities that enable teachers to act and behave effectively in the workplace, resulting in efficient teaching, diligence, task commitment, and responsibility (Bakhru, 2017). Second, family cohesion reflects strong and healthy relationships within the family, characterized by mutual support (Upa & Mbato, 2020). Third, social and peer skills involve the ability to build relationships with coworkers and the surrounding environment (Suryaratri et al., 2020). Fourth, spiritual influences relate to the individual's need to seek and receive help from Allah, enabling insight, a positive life outlook, and perseverance in overcoming problems (Nasrollahi et al., 2020).

Identifying various predictors that influence resilience and its dimensions is essential for optimizing teachers' abilities and minimizing risk factors, thus helping them become resilient in facing existing challenges. A preliminary study was conducted at SDN Brajan, one of the inclusive education (IE) schools in Bantul Regency. Interviews and observations were carried out with Grade 2 IE teachers and Grade 5 special teachers (ST). The results revealed that IE and ST teachers demonstrated resilience, as evidenced by their ability to persist and respond positively to challenges in implementing inclusive education. Two primary factors were identified as supporting their resilience: internal factors such as self-efficacy and external factors such as social support.

Research related to these initial findings revealed that studies examining self-efficacy and social support as predictors of teacher resilience, particularly in inclusive settings, remain limited. Prior studies have predominantly focused on examining resilience factors or the role of self-efficacy in inclusive education practices. For instance, Yada et al. (2021) investigated the role of teachers' self-efficacy in implementing inclusive education and its relationship with resilience. Using structural equation modeling, they analyzed data from 105 pre-service teachers in Finland and found that teachers' self-efficacy was the strongest variable associated with resilience. This finding is supported by Wray et al. (2022), who demonstrated that teachers' belief in self-efficacy in the context of inclusive education positively impacts teaching practices and student

outcomes. Teachers' self-efficacy is strengthened by knowledge of inclusive education policies, confidence in teaching in inclusive classrooms, professional development, pre-service education, and experience with individuals with disabilities.

In delivering inclusive education, IE and ST teachers believe in their ability to address challenges and strive to provide optimal teaching for all students through various approaches. This belief, known as self-efficacy, is defined as teachers' confidence in their capacity to implement inclusive practices and effectively teach inclusive students in regular classrooms (Sharma et al., 2012). Self-efficacy supports teachers in handling the tasks, responsibilities, and challenges of their professional roles (Barni et al., 2019). Furthermore, it plays a critical role in facilitating behavioral changes and influencing academic outcomes such as student achievement, motivation, and well-being (Finch et al., 2023).

Sharma et al. (2012) outlined three components of teacher self-efficacy in inclusive schools: efficacy for using inclusive instruction (EII), which involves confidence in implementing inclusive learning strategies; efficacy in collaboration (EC), which refers to confidence in building cooperation and interactions with colleagues; and efficacy in managing behavior (EMB), which entails confidence in managing and teaching student behavior. Teachers with high self-efficacy are more likely to pursue challenging goals and demonstrate commitment to achieving them (Riswantyo & Lidiawati, 2021). They are also better equipped to manage work-related stressors such as high workloads, difficult students, and complex classroom dynamics (S. Li, 2023). A high perception of self-efficacy is associated with increased resilience, which improves both physical and mental health, ultimately reducing psychological problems (Baluszek et al., 2023).

Beyond internal self-efficacy, IE and ST teachers also benefit from support provided by colleagues, principals who offer encouragement and discussion opportunities, and regular students who assist their inclusive peers. This support, termed social support, refers to the psychological and practical assistance (emotional, administrative, material, and professional) received by teachers from their environment, which fosters professional growth and inclusive education (Xie et al., 2023). Within both school and home settings, teachers feel supported, valued, and cared for by their social networks, including family, friends, colleagues, supervisors, organizations, and communities (Virtanen et al., 2022; Berhe et al., 2022).

Xie, Deng, and Ma (2023) identified four aspects of social support for inclusive school teachers: emotional support, which includes positive attitudes and stakeholder assistance in inclusive practices; material support, which involves access to facilities and environmental adaptations; professional support, which is offered by inclusive education experts; and administrative support, which includes school policies and systems that facilitate the implementation of inclusive education.

Teachers who receive social support and maintain positive relationships with colleagues, principals, staff, and family experience emotional satisfaction, fostering a positive work atmosphere (Akbar & Tahoma, 2018). Such environments enable teachers to value themselves, cultivate optimism, and effectively utilize support resources, allowing them to recover from setbacks and adapt to challenges more readily (Akbar & Tahoma, 2018; Li et al., 2021; Yildirim & Tanriverdi, 2021).

In addition to the researchers' initial findings, Li et al. (2019) examined the direct and indirect effects of school environmental support, working conditions, and relational trust among peers in predicting teachers' resilience in the classroom. Similarly, Wang and Lo (2022) explored teacher resilience through interactions among situational factors and ecological systems, which collectively contributed to teachers' ecosystemic resilience. They recommended further investigation into self-efficacy and social support as predictors of teacher resilience. Moreover, Faradina and Rosdiana (2022) investigated resilience dynamics and influencing factors among inclusive school teachers through interviews and observations, employing data reduction, presentation, and verification techniques. Their findings highlighted that the teachers demonstrated resilience through a strong sense of responsibility and alignment with all dimensions of resilience in their daily lives. Influencing factors included risk elements, such as the challenges of pandemic-era inclusive teaching, and protective elements, such as strong interpersonal relationships, high self-competency, and adequate environmental support.

The novelty of this study lies in combining self-efficacy and social support as predictors of resilience and conducting further analysis on each resilience dimension among inclusive school teachers. Based on initial field findings and prior research recommendations, the researchers hypothesize that self-efficacy and social support predict teacher resilience in inclusive elementary schools.

Despite growing interest in understanding resilience among teachers in inclusive education contexts, existing literature has predominantly examined self-efficacy and social support in isolation rather than in combination. Most prior studies either explore teachers' self-efficacy as a mediator of inclusive teaching success (e.g., Yada et al., 2021; Wray et al., 2022) or investigate the role of social support in enhancing teachers' well-being and coping mechanisms (e.g., Virtanen et al., 2022; Akbar & Tahoma, 2018). However, limited empirical evidence is available that concurrently examines both self-efficacy and social support as integrated predictors of teacher resilience, particularly within the unique challenges of inclusive elementary school environments. This omission presents a critical gap, especially given the multifaceted demands inclusive teachers face that require both internal belief systems and external support networks to sustain resilience. Moreover, while some studies have qualitatively explored teacher resilience dynamics (e.g., Faradina & Rosdiana, 2022), few have employed a robust quantitative design to test the predictive strength of these two variables across distinct dimensions of resilience. Addressing this gap is essential to deepen theoretical understanding and inform

targeted interventions for teacher resilience development. Therefore, this study seeks to fill this gap by investigating the joint predictive role of self-efficacy and social support on teacher resilience and its specific dimensions within inclusive elementary school settings, offering a timely and evidence-based contribution to the field.

The additional hypotheses concerning each resilience dimension are as follows: self-efficacy and social support predict (1) personal competence and persistence, (2) family cohesion, (3) social skills and peer relationships, and (4) spiritual influences among teachers in inclusive elementary schools.

METHOD

Design

This study uses a quantitative approach, employing the *ex post facto* method, to accurately understand the observed phenomenon. It tests hypotheses and provides evidence grounded in existing theory to determine whether self-efficacy and social support are predictors of teacher resilience.

Participants

A total of 156 teachers from 22 inclusive elementary schools in Bantul Regency participated in this study. The sample was selected using the simple two-stage cluster random sampling method. Data collection was conducted between August and September 2023. Participants who agreed to join the study signed an informed consent form. The sample was predominantly female (74.4%), aged 20–30 years (32.7%), and served as classroom teachers (75.6%). Most had 0–10 years of experience (55.1%), and the highest proportion came from the Banguntapan district (20.5%).

Measurement

Self-Efficacy

Teachers' self-efficacy was measured using the Teacher Efficacy for Inclusive Practice (TEIP) scale, consisting of 18 favorable items. A six-point Likert scale ranging from 1 to 6 was used, with higher total scores indicating greater teacher efficacy. Developed by Sharma, Loreman, and Forlin (2012), the TEIP scale measures teachers' efficacy in inclusive practices, including efficacy in using inclusive instruction, collaboration, and behavior management. The scale demonstrated high internal consistency, with a validity score of 0.939 and a reliability score of 0.890.

Social Support

Social support was assessed using the Social Support of Inclusive Education Teacher Questionnaire (SSIETQ), comprising 15 favorable items. A five-point Likert scale ranging from 1 to 5 was used, with higher scores indicating greater perceived social support. Developed by Xie, Deng, and Ma (2023), the SSIETQ evaluates emotional, material, professional, and administrative support within inclusive education environments. It demonstrated strong psychometric properties, with a validity score of 0.933 and a reliability score of 0.868.

Teacher Resilience

Teacher resilience was measured using the Teachers' Resilience Scale (TRS), which consists of 25 favorable items. Responses were rated on a five-point Likert scale from 1 to 5, with higher scores reflecting greater resilience. Developed by Daniilidou and Platsidou (2018), the TRS assesses four dimensions of resilience: personal competence and persistence, family cohesion, social skills and peer relationships, and spiritual influences. The scale showed high validity (0.965) and reliability (0.881).

Data Analysis

Before hypothesis testing, descriptive analysis was conducted to characterize the research sample—teachers from inclusive elementary schools across nine sub-districts in Bantul Regency—and to determine measures of central tendency for each research variable. Hypothesis testing employed the Structural Equation Modeling (SEM) technique using the Partial Least Squares (PLS) approach, which is variance-based and suitable for prediction-oriented models. Path coefficients, coefficients of determination (R^2), and predictive relevance (Q^2) were analyzed using the SmartPLS 4 software.

RESULTS

Participant Characteristics

This study involved 156 participants, consisting of 116 female and 40 male teachers. The majority were aged between 20 and 30 years (32.7%), with 118 serving as classroom teachers (75.6%) and 38 as subject teachers (24.4%). Most participants had between 0 and 10 years of teaching experience (55.1%), and the largest proportion came from Banguntapan District (20.5%). Further details are provided in Table 1.

Table 1
Overview of Participant Characteristics

No.	Characteristics	Frequency	Percentage
1.	Gender		
	Male	40	25.6%
	Female	116	74.4%
2.	Age		
	20-30 years old	51	32.7%
	31-40 years old	46	29.5%
	41-50 years old	27	17.4%
	51-60 years old	32	20.4%
3.	District		
	Kretek	17	10.9%
	Srandakan	5	3.2%
	Banguntapan	32	20.5%
	Sanden	7	4.5%
	Pajangan	16	10.3%
	Imogiri	26	16.7%
	Kasihan	16	10.3%

Bantul	23	14.7%
Jetis	14	9.0%
4. Type of Teacher		
Class teacher	118	75.6%
Subject teacher	38	24.4%
5. Years of Service		
0-10 years	86	55.1%
11-20 years	51	32.7%
21-30 years	12	7.6%
31-40 years	7	4.5%

Note: N = 156

Self-efficacy, social support, teacher resilience, and teacher resilience of the participant dimension

Descriptive statistics were conducted for self-efficacy, social support, overall teacher resilience, and the four dimensions of resilience. Table 2 presents comparisons between empirical mean scores and hypothetical mean scores derived from each measurement instrument. In every case, the empirical mean exceeded the corresponding hypothetical mean, which-based on the scoring range and categorization standards-indicates that inclusive elementary school teachers in this study exhibited high levels of self-efficacy, perceived social support, and resilience. This pattern was consistently observed across all four resilience dimensions: personal competence and persistence, family cohesion, social skills and peer relationships, and spiritual influences. These results, as detailed in Table 2, suggest that teachers perceive themselves as well-supported and competent in meeting the challenges of inclusive education.

Table 2

Self-Efficacy, Social Support, Teacher Resilience, and Dimensions of Teacher Resilience

No. Variable	Empirical Mean	SD	Hypothetical Mean	SD	Category
1. Self-efficacy	91,80	6,009	63	15	High
2. Social Support	59,88	6,705	45	10	High
3. Teacher resilience	106,03	7,857	75	17	High
4. <i>Personal competencies and persistence</i>	35,05	3,956	27	6	High
5. <i>Family Cohesion</i>	28,32	2,206	18	4	High
6. <i>Social Skills and Peer</i>	33,53	3,139	24	5,3	High
7. <i>Spiritual Influences</i>	9,13	1,125	6	1,3	High

Note: N =156

Hypothesis Testing

This study tested whether self-efficacy and social support significantly predicted teacher resilience and its four dimensions.

Hypothesis 1: Self-efficacy and social support as predictors of overall teacher resilience

Table 3 shows the results of the first hypothesis test, with t-statistic values of 4.480 and 6.778, both exceeding the critical t-table value of 1.975 at a significance level of $p = .00$, which is less than .05. The coefficient of determination (R^2) was 0.357, indicating that self-efficacy and social support explained 35.7% of the variance in teacher resilience. The predictive relevance (Q^2) was 0.301, which is greater than zero, suggesting that the model has acceptable predictive quality. These results confirm that self-efficacy and social support significantly predict teacher resilience, thus supporting the first hypothesis. Furthermore, this study conducted additional analyses on each specific dimension of teacher resilience.

Figure 1

SEM-PLS Test Result with Smartpls

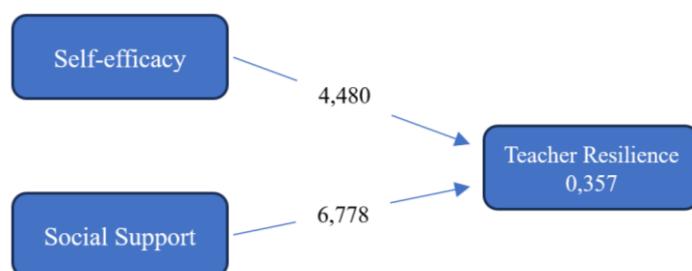


Table 3
Hypothesis Testing Results

Variables	$t_{statistic}$	P -value	R^2	Q^2	Significance Level	Explanation
Self-efficacy & Social Support	4.480 and 6.778	0.000	0.357	0.301	Significance	Accepted
*Teacher Resilience						

Hypotheses 2–5: Self-efficacy and social support as predictors of each resilience dimension

Hypothesis II: Self-efficacy and social support as predictors of personal competence and persistence among teachers in inclusive elementary schools

This study found that self-efficacy and social support significantly predicted the dimension of personal competence and persistence in inclusive elementary schools (Table 4). The t-statistic values were 4.796 and 6.016, both exceeding the critical value of 1.975 at a significance level of $p = .00 < .05$. The coefficient of determination (R^2) was 0.352, indicating that self-efficacy and social support explained 35.2% of the variance in this dimension. These results support the second hypothesis.

Hypothesis III: Self-efficacy and social support as predictors of family cohesion among teachers in inclusive elementary schools

The analysis showed that self-efficacy and social support also predicted the family cohesion dimension of teacher resilience (Table 4). The t-statistic values were 2.893 and 4.282, both exceeding the t-table value of 1.975, with a significance level of $p = .00 <$

.05. The R^2 value was 0.169, indicating that the two predictors explained 16.9% of the variance in family cohesion. Thus, the third hypothesis is accepted.

Hypothesis IV: Self-efficacy and social support as predictors of social skills and peer relationships among teachers in inclusive elementary schools

Results revealed that self-efficacy and social support significantly predicted the dimension of social skills and peer relationships (Table 4). The t-statistic values were 2.532 and 6.396, exceeding the threshold of 1.975, with $p = .00 < .05$. The R^2 value was 0.264, indicating that these variables accounted for 26.4% of the variance. These findings support the fourth hypothesis.

Hypothesis V: Self-efficacy and social support as predictors of spiritual influences among teachers in inclusive elementary schools

Finally, self-efficacy and social support were also found to predict the spiritual influences dimension (Table 4). The t-statistic values of 2.342 and 6.584 exceeded the t-table value of 1.975 at a significance level of $p = .00 < .05$. The coefficient of determination (R^2) was 0.190, suggesting that self-efficacy and social support explained 19% of the variance in this dimension. These results confirm the fifth hypothesis.

Table 4

Additional Analysis Hypothesis Testing Results

Variables	t-statistic	P-value	R ²	Significance Level	Explanation
Self-efficacy & Social Support*Personal Competencies and Persistence	4,796 and 6,016	0,000	0,352	Significance	Accepted
Self-efficacy & Social Support*Family Cohesion	2,893 and 4,282	0,000	0,169	Significance	Accepted
Self-efficacy & Social Support*Social Skills and Peer Relationships	2,532 and 6,396	0,000	0,264	Significance	Accepted
Self-efficacy & Social Support*Spiritual Influences	2,342 and 6,584	0,000	0,190	Significance	Accepted

DISCUSSION

This study investigated the role of self-efficacy and social support as predictors of teacher resilience in inclusive elementary schools. The findings indicate that both variables significantly predict teacher resilience, suggesting that higher levels of self-efficacy and social support are associated with greater resilience. This result aligns with prior studies by Narayanan and Onn (2016) and Vadivel et al. (2022), which showed that perceived social support and self-efficacy enhance individual resilience. These findings underscore that the resources individuals receive from their environment, along with confidence in their abilities, play a vital role in maintaining resilience—enabling teachers to perform professionally and reducing vulnerability to psychological stress.

Resilience enables inclusive elementary school teachers to cope with and protect themselves from workplace stress, challenges, and psychological distress, thereby reducing the likelihood of developing severe psychological symptoms (Mirchandani,

2021; Chang et al., 2023). As professionals, teachers strive to solve problems by utilizing internal and external resources, making resilience an essential asset—particularly in inclusive settings where teaching demands are multifaceted (Vadivel et al., 2022). Resilient teachers maintain cognitive flexibility, sustain a positive attitude, report higher life satisfaction, and show lower perceived stress (McKay et al., 2018). They also exhibit persistence in addressing student-related challenges and adaptability in response to dynamic classroom environments and evolving instructional systems (Lunga et al., 2022; Chang et al., 2023; Li, 2023). A supportive work environment also contributes by fostering open communication and reducing feelings of isolation (Vinkers et al., 2020).

This study found that inclusive elementary school teachers reported high levels of self-efficacy, reflected in their ability to balance inclusive instruction, collaboration, and behavioral management. These results are consistent with prior findings (Li, 2023; Hussain & Khan, 2022) showing that self-efficacy enhances confidence and reduces emotional distress. Lazarides and Warner (2020) also emphasized that teacher self-efficacy contributes to professional motivation and emotional regulation in challenging instructional contexts. This supports Bandura's (1977) theoretical framework, which posits that individuals with high self-efficacy exhibit strong motivation, emotional stability, clear goal orientation, and improved performance outcomes.

Similarly, the study revealed that teachers received high levels of social support from colleagues, school principals, parents, students, and the broader school environment. Such support enables teachers to navigate professional challenges and enhances their resilience (Suryaratri et al., 2020). This finding is important, as teachers with adequate support are more likely to avoid negative emotional states—such as anxiety, depression, and pessimism—that can hinder resilience (Widiantoro et al., 2019; Hamza & Kadhem, 2022).

These findings make an important theoretical contribution by addressing a key gap in the existing literature. Previous studies have typically examined either self-efficacy or social support in isolation, and few have considered their joint predictive role on teacher resilience in inclusive contexts (Yada et al., 2021; Virtanen et al., 2022). Moreover, most past research employed either qualitative methods or focused narrowly on general resilience without analyzing its dimensions (Faradina & Rosdiana, 2022). By using a quantitative design and testing both predictors across multiple dimensions—personal competence and persistence, family cohesion, social skills and peer relationships, and spiritual influences—this study offers a more comprehensive and empirically grounded understanding of teacher resilience in inclusive settings. This fulfills the research aim and provides timely evidence for both theoretical refinement and practical intervention.

The additional analyses also revealed that both self-efficacy and social support significantly predicted each resilience dimension. For personal competence and persistence, self-efficacy enhances confidence in task execution and fosters persistence

through competence-based motivation (Gaib et al., 2023). Social support from colleagues and family further strengthens this persistence by reinforcing the belief that their efforts will yield positive outcomes in inclusive education (Novitasari et al., 2021; Attoriq, 2020).

High family cohesion was also reported, supported by internal self-efficacy and external support systems. Teachers with strong self-efficacy are more likely to internalize a sense of competence in their family roles, which promotes satisfaction and nurtures positive family bonds (Wen et al., 2022). These bonds, in turn, sustain teachers' emotional well-being and commitment to their profession (Upa & Mbato, 2020).

Teachers' social skills and peer relationships were similarly strengthened by both predictors. Self-efficacy contributes to behavioral control and facilitates positive interpersonal communication (Alibakhshi et al., 2020; Kheirkhah, 2020), while social support encourages proactive engagement in social networks (Yunita, 2023). These interactions foster meaningful connections that reinforce resilience in the school environment (Khan, 2019; Laksmiwati et al., 2022; Suryaratri et al., 2020).

Lastly, the spiritual influences dimension was positively predicted by self-efficacy and social support. This finding contrasts with earlier studies that found no relationship between these variables and spirituality (Rahmanian et al., 2018). However, more recent research has shown that individuals with strong self-efficacy can draw on spiritual resources to manage uncertainty and maintain hope for the future (Dogohar et al., 2020; Kasapoğlu, 2022). Teachers who perceive strong spiritual influence tend to hold positive worldviews and are less susceptible to psychological strain (Nasrollahi et al., 2020).

Lastly, these findings show that inclusive elementary school teachers have a very high level of resilience. This suggests that in implementing inclusive education, teachers are able to continue working professionally and maintain their performance by viewing obstacles as opportunities for growth and interpreting challenges in a constructive way (Reivich & Shatte, 2002; Muhamimin & Rofiqoh, 2022). In addition, the analysis of resilience dimensions revealed high levels of personal competence and persistence, family cohesion, social skills and peer relationships, and spiritual influences—each of which was significantly predicted by both self-efficacy and social support. These results reinforce the importance of fostering both internal belief systems and supportive external environments to strengthen teacher resilience in inclusive school settings.

CONCLUSION

The results of this study demonstrate that self-efficacy and social support are significant predictors of teacher resilience and its dimensions in inclusive elementary schools. Self-efficacy enables teachers to be more confident in their professional capabilities, manage challenging situations effectively, and reduce negative emotional responses, thereby mitigating various risk factors associated with low resilience. Likewise, social support received from colleagues, school leadership, students, and the

broader environment enhances teachers' emotional well-being, promotes professional commitment, and facilitates adaptation to the demands of inclusive education.

These findings reinforce the view that both internal psychological resources and external environmental support systems are essential in fostering teacher resilience. Specifically, self-efficacy and social support were shown to significantly predict four key dimensions of resilience: personal competence and persistence, family cohesion, social skills and peer relationships, and spiritual influences. This comprehensive predictive model advances current understanding by moving beyond single-variable approaches and offering a multidimensional view of what supports resilience in inclusive teaching contexts.

The study's findings provide valuable theoretical implications for resilience research and practical insights for educational stakeholders. Interventions aimed at building teacher resilience should consider strengthening both individual beliefs in teaching capacity and the availability of supportive networks. Supporting teachers holistically may enhance not only their resilience but also the quality and sustainability of inclusive educational practices.

Future research is encouraged to build upon these findings by exploring the dynamic interactions between self-efficacy and social support over time, potentially using longitudinal designs. In addition, further studies involving diverse populations, educational levels, and regional contexts would enrich the generalizability of the results and provide a broader foundation for policy and intervention development.

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