

Adapting to Changing Pedagogies: Building Teacher Resilience in the NEP 2020 Era

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Research Article

Keywords: Teacher resilience, pedagogical change, NEP 2020, teacher stress, psychological interventions, teacher education

Posted Date: August 5th, 2026

DOI: <https://doi.org/10.21203/rs.3.rs-10590147/v1>

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Additional Declarations: The authors declare no competing interests.

Abstract

The transition towards student-centred and competency-based education in India, accelerated by the National Education Policy (NEP) 2020, has significantly transformed classroom practices and teacher roles. While these shifts aim to enhance learner outcomes, they have simultaneously increased the cognitive, emotional, and professional demands placed on educators. Teachers are now expected to continuously upskill, integrate technology, and address diverse learner needs, often within resource-constrained environments. This evolving landscape has contributed to rising levels of stress, burnout, and emotional fatigue among teachers.

This paper argues that teacher well-being must be addressed as a systemic priority rather than an individual responsibility. Drawing on psychological frameworks and existing literature, it proposes a structured intervention model focused on distress regulation and resilience enhancement among educators. The model integrates cognitive, emotional, and behavioural strategies that can be applied within everyday teaching contexts, ensuring both feasibility and sustainability.

Further, the paper advocates for the inclusion of teacher-focused psychological support within educational policy and training systems, aligning with the goals of NEP 2020. By positioning teacher well-being as central to educational reform, the study highlights the need for institutional and policy-level mechanisms that enable teachers not only to adapt to changing pedagogies but to sustain their professional effectiveness over time.

Introduction

School education in India is undergoing a significant transformation, driven by the shift towards student-centred, competency-based learning articulated in the National Education Policy 2020 (NEP 2020). Classrooms are increasingly expected to promote critical thinking, flexibility, and holistic development, moving beyond traditional models of content delivery. This transition has expanded the role of teachers from knowledge transmitters to facilitators, mentors, and adaptive practitioners who must respond to diverse learner needs and rapidly evolving educational demands.

While these changes represent a progressive reorientation of the education system, they have also intensified the professional and psychological demands placed on educators. Teachers are required to continuously update their pedagogical approaches, integrate digital tools, manage varied classroom dynamics, and meet institutional expectations of performance and accountability. In many cases, these expectations are introduced without proportional structural support, particularly in contexts marked by large class sizes, administrative burdens, and limited access to training resources. As a result, the process of adapting to changing pedagogies is often accompanied by increased levels of stress, emotional fatigue, and professional strain.

Recent educational discourse has begun to acknowledge the importance of teacher well-being; however, it continues to be addressed largely as an individual concern rather than a systemic priority. Teachers are

frequently expected to manage stress through personal coping strategies, informal peer support, or short-term workshops, without access to structured, evidence-based interventions. This approach creates a disconnect within the education system: while teachers are expected to cultivate resilience, adaptability, and emotional competence in students, they are rarely provided with the tools to develop these capacities within themselves.

The implications of this gap are significant. Teacher distress not only affects individual well-being but also influences classroom climate, instructional quality, and student engagement. Persistent stress can reduce teachers' capacity for reflective practice, limit their responsiveness to student needs, and contribute to burnout and attrition. In the context of ongoing educational reform, such outcomes undermine the very goals that policy initiatives seek to achieve.

Against this backdrop, there is a growing need to reconceptualise teacher support through a psychological lens that emphasises both distress regulation and resilience enhancement. Rather than focusing solely on reducing stress after it occurs, this perspective highlights the importance of equipping teachers with practical skills that enable them to manage cognitive and emotional demands in real time. Approaches grounded in cognitive-behavioural principles, emotional regulation strategies, and integrative psychological models offer a structured basis for developing such competencies.

This paper builds on this perspective by proposing a teacher-focused intervention model designed to address the psychological demands associated with changing pedagogies. The model emphasises the development of cognitive, emotional, and behavioural skills that can be applied within everyday teaching contexts, making it both practical and scalable. In addition, the paper argues for the integration of such interventions within teacher education and policy frameworks, aligning with the broader objectives of NEP 2020 related to teacher empowerment and holistic development.

By positioning teacher well-being as a foundational component of educational transformation, the paper seeks to shift the focus from adaptation under pressure to sustainable professional functioning. In doing so, it contributes to the emerging discourse on how educational reforms can be supported not only through structural and curricular changes but also through systematic attention to the psychological capacities of educators.

Review Methodology

Research Design

The present study adopts an integrative review approach to examine teacher distress within the context of changing pedagogical practices and to develop a conceptual intervention framework for resilience enhancement. An integrative review was considered appropriate because it enables the inclusion of empirical studies, conceptual literature, policy documents, and intervention-based research relevant to teacher well-being and educational transformation.

Unlike narrowly focused systematic reviews, the present approach was intended to provide a broader understanding of the psychological challenges experienced by teachers during pedagogical transitions while simultaneously informing the development of a contextually relevant intervention model.

Literature Search Strategy

A structured literature search was conducted across multiple academic databases and educational repositories to identify relevant studies related to teacher stress, burnout, resilience, changing pedagogies, and psychological interventions.

The databases and sources consulted included:

- Google Scholar
- Scopus
- ERIC
- PsycINFO
- ResearchGate
- Government and policy documents related to NEP 2020

The search process included combinations of the following keywords:

- *teacher stress*
- *teacher burnout*
- *teacher resilience*
- *changing pedagogies*
- *teacher well-being*
- *psychological interventions*
- *educational reform*
- *NEP 2020*
- *teacher mental health*

Boolean operators such as **AND**, **OR**, and **NOT** were used to refine search combinations and improve relevance.

To improve transparency in the review process, a structured screening and selection procedure was followed for identifying relevant literature. The process of identification, screening, eligibility assessment, and final inclusion of studies is summarised in the PRISMA-informed flow diagram below.

The screening procedure enabled the identification of studies most relevant to teacher distress, pedagogical transitions, resilience, and psychological interventions. The selected literature formed the

conceptual and theoretical basis for the development of the proposed Teacher Distress Regulation and Resilience Enhancement (T-DRRE) framework.

Inclusion and Exclusion Criteria

To maintain conceptual relevance and consistency, studies were selected based on predefined inclusion and exclusion criteria.

Inclusion Criteria

Studies were included if they:

- Focused on teachers or educators
- Examined stress, burnout, resilience, or psychological well-being
- Addressed changing pedagogical practices or educational reforms
- Discussed psychological interventions or coping mechanisms
- Were published in English
- Included Indian or international educational contexts
- Were published between 2000 and 2025

Exclusion Criteria

Studies were excluded if they:

- Focused exclusively on students or non-teaching populations
- Did not address psychological or pedagogical dimensions
- Were unpublished opinion-based sources lacking academic grounding
- Contained insufficient methodological or conceptual clarity

Screening and Selection Process

The initial search yielded a broad pool of studies across databases. Duplicate records and studies not directly relevant to the objectives of the paper were removed during preliminary screening. Titles and abstracts were reviewed to assess relevance, followed by full-text evaluation of selected articles.

Priority was given to studies examining:

- Teacher stress and burnout
- Educational transitions and pedagogical adaptation
- Resilience and coping mechanisms
- Psychological and behavioural interventions
- Indian educational contexts and policy implications

Both empirical and conceptual studies were included to support the development of the proposed intervention framework.

Thematic Synthesis and Conceptual Development

Relevant findings from the selected literature were organised into thematic categories, including sources of teacher distress, psychological consequences of pedagogical change, resilience processes, and intervention approaches.

The synthesis of these themes informed the development of the Teacher Distress Regulation and Resilience Enhancement (T-DRRE) Model proposed in the present paper. The model was conceptualised by integrating insights from cognitive-behavioural approaches, resilience theory, emotional regulation frameworks, and educational psychology literature.

Limitations of the Review Approach

Although the review followed a structured and transparent process, it did not involve formal meta-analytic procedures or statistical synthesis typically associated with systematic reviews. The integrative nature of the review allowed conceptual breadth; however, variations in methodological quality across included studies may represent a limitation.

Despite these limitations, the review provides a comprehensive foundation for understanding teacher distress within changing pedagogical contexts and for developing a contextually relevant intervention framework.

Review of Literature

In light of the increasing demands placed on teachers within evolving pedagogical frameworks, it becomes essential to examine how these changes are reflected in existing research on teacher stress and well-being. While policy discourse emphasises transformation and innovation in education, the extent to which teachers are psychologically supported in this transition remains an important area of inquiry. A systematic review of literature can provide insights into the nature, determinants, and consequences of teacher distress, as well as the effectiveness of existing psychological interventions. Such an examination is necessary to identify gaps in current knowledge and to establish the foundation for developing a structured, contextually relevant intervention model for educators.

Teacher Stress in Contemporary Educational Contexts

Teaching has long been recognised as a profession associated with high levels of occupational stress. Early conceptualisations define teacher stress as a response to job-related demands that exceed an individual's coping capacity (Kyriacou, 2001). In recent years, the nature of these demands has evolved significantly due to shifts in pedagogical practices, increased accountability, and systemic reforms.

Teachers are now expected to engage in continuous adaptation, which has intensified both cognitive and emotional workload (Skaalvik & Skaalvik, 2017; Herman et al., 2020).

In India, these pressures are further compounded by contextual challenges such as large class sizes, administrative responsibilities, and limited infrastructural support. Studies conducted across different regions indicate that a substantial proportion of teachers experience moderate to high levels of stress, often linked to workload imbalance and role ambiguity (Kaur, 2011; Reddy & Poornima, 2012). Such findings suggest that teacher stress is not merely situational but embedded within broader systemic conditions.

Pedagogical Shifts and Their Psychological Implications

The transition from traditional, teacher-directed instruction to learner-centred pedagogies has redefined the teaching role. Contemporary approaches emphasise active learning, inclusivity, formative assessment, and integration of digital tools. While these changes enhance student engagement, they require teachers to acquire new competencies and adapt continuously.

The National Education Policy 2020 reinforces this shift by advocating for multidisciplinary learning, competency-based curricula, and flexible pedagogical practices (Ministry of Education, 2020). However, research suggests that such transitions often create uncertainty and pressure among educators, particularly when training and institutional support are inadequate (Darling-Hammond et al., 2017).

The COVID-19 pandemic accelerated these changes, forcing teachers to rapidly adopt online and hybrid teaching models. This shift was associated with increased stress due to technological challenges, lack of preparedness, and blurred work-life boundaries (Pressley, 2021). Indian studies similarly report that teachers experienced heightened anxiety and fatigue during this period, particularly in low-resource settings (Mishra et al., 2020).

Burnout, Anxiety, and Emotional Strain among Teachers

Prolonged exposure to occupational stress can lead to burnout, a syndrome characterised by emotional exhaustion, depersonalisation, and reduced personal accomplishment (Maslach et al., 2001). Burnout among teachers has been widely documented and is associated with decreased job satisfaction, reduced teaching effectiveness, and increased attrition (Jennings & Greenberg, 2009).

Indian research highlights similar patterns. Teachers frequently report symptoms of emotional fatigue, irritability, and reduced motivation, particularly in environments with high workload and limited support (Bhatnagar & Gupta, 2009; Singh & Kumar, 2016). Additionally, studies have identified significant levels of anxiety and mood-related difficulties among educators, indicating that teacher distress extends beyond occupational stress to broader psychological well-being.

These outcomes have important implications for classroom functioning. Teachers experiencing high levels of distress may find it difficult to maintain positive interactions with students, implement

innovative teaching strategies, or sustain engagement, thereby affecting overall educational quality.

Determinants of Teacher Distress

Teacher distress is influenced by a combination of organisational, interpersonal, and individual factors.

Organisational factors include workload, administrative demands, policy changes, and lack of institutional support (Skaalvik & Skaalvik, 2017).

Interpersonal factors involve relationships with students, colleagues, and school leadership, which can either buffer or exacerbate stress (Jennings & Greenberg, 2009).

Individual factors such as self-efficacy, coping styles, and emotional regulation also play a critical role in determining how teachers respond to stress (Bandura, 1997; Lazarus & Folkman, 1984).

In the Indian context, the interaction of these factors is particularly complex, as systemic constraints often limit the availability of support structures. This highlights the need for interventions that address both individual and contextual dimensions of teacher distress.

Teacher Well-being and Educational Outcomes

Teacher well-being is increasingly recognised as a key determinant of educational effectiveness. It encompasses emotional, psychological, and professional dimensions, reflecting an individual's overall functioning within the teaching role.

Research indicates that teacher well-being is closely linked to student outcomes, including academic achievement and socio-emotional development (Herman et al., 2020). Conversely, poor teacher well-being is associated with reduced instructional quality and less supportive classroom environments.

In India, there is a growing recognition of the need to move beyond deficit-based approaches that focus solely on stress reduction. Instead, scholars advocate for a more holistic perspective that emphasises positive functioning, professional fulfilment, and supportive institutional cultures (Sahoo & Sahu, 2009).

Psychological Interventions for Teacher Support

A range of psychological interventions have been explored to address teacher stress and enhance well-being. Cognitive Behavioural Therapy (CBT) has been widely used to help individuals identify and modify maladaptive thought patterns, thereby improving emotional responses and coping strategies (Beck, 1976). Mindfulness-based interventions have also demonstrated effectiveness in reducing stress and enhancing emotional regulation (Kabat-Zinn, 2003).

More recent approaches emphasise integrative models that combine cognitive, emotional, and behavioural components. These models focus not only on reducing distress but also on building

resilience and adaptive functioning. However, the application of such interventions within teacher education remains limited, particularly in the Indian context.

Gaps in Existing Literature

Despite the growing body of research, several gaps remain:

- Limited focus on the **psychological impact of changing pedagogies**
- Lack of **structured, teacher-specific intervention models**
- Insufficient integration of **psychological training in teacher education**
- Minimal emphasis on **policy-level inclusion of teacher well-being**

Summary and Need for the Present Study

The literature clearly indicates that teacher distress is a significant and multifaceted issue, particularly in the context of evolving educational practices. While existing research provides valuable insights into the causes and consequences of stress, there is a lack of comprehensive frameworks that integrate psychological interventions with the realities of contemporary teaching.

Addressing this gap requires a shift towards structured, evidence-based models that not only reduce distress but also enhance resilience. The present study responds to this need by proposing an intervention framework that is both psychologically grounded and contextually relevant, with implications for integration into educational policy and practice.

Conceptualisation of the Intervention Model: Teacher Distress Regulation and Resilience Enhancement (T-DRRE)

The foregoing review highlights that while teacher stress and well-being have received considerable attention, existing approaches remain largely descriptive and fragmented, with limited emphasis on structured, context-specific interventions. In particular, there is a lack of models that directly address the psychological demands arising from changing pedagogies and translate theoretical insights into practical strategies for teachers. This gap becomes especially significant in the context of ongoing educational reforms, where teachers are expected to adapt continuously without commensurate psychological support. In response to these limitations, there is a need to develop an integrated framework that not only explains teacher distress but also provides actionable pathways for its regulation and for the enhancement of resilience. The following section presents such a model, conceptualised to align psychological theory with the practical realities of contemporary classrooms.

Positioning the Model

The review of literature highlights a clear pattern: while teacher stress is widely acknowledged, existing approaches remain fragmented, reactive, and insufficiently integrated into everyday teaching practice. Most interventions focus either on reducing symptoms or enhancing general well-being, with limited

attention to the **specific psychological demands created by changing pedagogies**. This creates a gap between what teachers are expected to do and the psychological resources available to them.

In response, the present paper proposes the **Teacher Distress Regulation and Resilience Enhancement (T-DRRE) Model**, a structured, skill-based intervention designed specifically for educators operating within dynamic and demanding classroom environments. The model shifts the focus from generic stress management to **context-sensitive psychological skill-building**, enabling teachers to regulate distress in real time while sustaining professional effectiveness.

Core Assumptions of the Model

The T-DRRE model is based on three key assumptions:

1. **Teacher distress is systemic, not merely individual** It emerges from the interaction between pedagogical demands and contextual constraints.
2. **Psychological responses mediate the impact of stressors** How teachers interpret and respond to challenges determines whether stress leads to burnout or adaptation.
3. **Resilience is a learnable pro** Cognitive, emotional, and behavioural skills can be developed and strengthened through structured intervention.

Structural Components of the T-DRRE Model

The model is organised into **four sequential yet overlapping components**, forming a continuous cycle of awareness, regulation, application, and reinforcement.

To provide a clearer conceptual understanding of the proposed intervention framework, the structural components of the Teacher Distress Regulation and Resilience Enhancement (T-DRRE) Model are presented diagrammatically below. The model illustrates the relationship between changing pedagogical demands, teacher distress, psychological intervention processes, and resilience-oriented outcomes within educational settings.

As illustrated in Figure 2, the model conceptualises teacher distress as emerging from the interaction between evolving pedagogical expectations and psychological demands placed upon educators. The intervention framework responds to these stressors through sequential processes of distress recognition, regulation, resilience skill-building, and classroom integration. The cyclical structure of the model highlights resilience not as a fixed outcome, but as an ongoing adaptive process shaped by continuous engagement with professional challenges.

1. Distress Recognition and Awareness

This component focuses on helping teachers identify and understand their own stress responses.

Key elements:

- Recognition of cognitive patterns (e.g., self-doubt, perfectionism)
- Awareness of emotional states (e.g., frustration, fatigue)
- Identification of situational triggers (e.g., classroom disruption, evaluation pressure)

Purpose:

To shift teachers from **automatic reactivity** → **conscious awareness**

2. Distress Regulation (Immediate Response Skills)

This stage introduces **rapid, in-the-moment strategies** that teachers can use within classroom settings.

Techniques include:

- Brief breathing and grounding exercises
- Cognitive reframing of stressful situations
- Pause-and-respond strategies

Purpose:

To reduce emotional intensity and prevent escalation of stress during teaching

3. Resilience Skill-Building (Structured Development)

This component focuses on deeper, sustained psychological development.

Domains:

- **Cognitive Skills:** Challenging distorted thoughts and developing balanced thinking
- **Emotional Skills:** Enhancing emotional awareness and regulation
- **Behavioural Skills:** Developing adaptive coping and problem-solving strategies
- **Motivational Skills:** Strengthening engagement and professional meaning

Purpose:

To build long-term capacity for managing ongoing demands

4. Classroom Integration and Professional Functioning

The final component ensures that psychological skills are applied within real teaching contexts.

Applications include:

- Managing classroom disruptions without escalation
- Responding constructively to performance pressures
- Maintaining engagement despite fatigue

Purpose:

To translate internal regulation into **observable teaching effectiveness**

Process Flow of the Model

The T-DRRE model operates as a **cyclical process**:

Pedagogical Demands → Psychological Response → Distress Recognition → Regulation → Skill Development → Classroom Application → Reinforcement

This cyclical nature ensures that resilience is not a one-time outcome but a **continuous adaptive process**.

Theoretical Integration

The model draws upon multiple psychological frameworks:

- **Cognitive Behavioural principles** → link between thoughts, emotions, and behaviour
- **Stress and coping theory** → role of appraisal in stress response
- **Resilience theory** → adaptive functioning under adversity
- **Mindfulness-based approaches** → present-moment awareness and regulation

By integrating these perspectives, the model offers a **comprehensive yet practical approach** tailored to educational settings.

Distinctive Features of the T-DRRE Model

The model offers several contributions:

- **Context-specific:** Designed for teachers facing pedagogical transitions
- **Action-oriented:** Focuses on usable, classroom-friendly strategies
- **Integrative:** Combines cognitive, emotional, and behavioural components
- **Preventive and promotive:** Addresses both distress reduction and resilience enhancement
- **Policy-relevant:** Can be embedded within teacher training and institutional frameworks

Relevance to Educational Reform

Within the framework of the National Education Policy 2020, teachers are positioned as central agents of change. However, without adequate psychological support, the sustainability of such reforms remains uncertain. The T-DRRE model addresses this gap by offering a structured approach to strengthening teacher capacity, thereby supporting the broader goals of educational transformation.

Implementation and Policy Integration of the T-DRRE Model

Translating the Model into Practice

While the T-DRRE model offers a conceptual framework for understanding and addressing teacher distress, its effectiveness depends on systematic implementation within educational settings. For meaningful impact, the model must be operationalised in a manner that is **feasible, scalable, and sensitive to institutional realities**, particularly within diverse Indian school contexts.

The implementation approach proposed here moves beyond one-time training and instead emphasises **continuous, practice-oriented engagement**, ensuring that psychological skills become embedded in everyday teaching.

Multi-Level Implementation Framework

The implementation of the T-DRRE model is conceptualised across **three interconnected levels**: individual, institutional, and systemic.

Individual Level (Teacher-Centred Implementation)

At the individual level, the focus is on equipping teachers with **practical, immediately usable skills**.

Key components:

- Short, structured training modules (6-10 sessions)
- Daily micro-practices (e.g., brief regulation techniques, thought reframing)
- Reflective tools (journals, mood logs)

Approach:

- Integrate training within existing professional development schedules
- Use experiential learning rather than lecture-based instruction

Expected outcome:

Teachers develop **self-awareness and real-time regulation skills**

Institutional Level (School-Based Integration)

At the institutional level, the aim is to create an environment that supports and sustains psychological well-being.

Key strategies:

- Establish peer-support groups or reflective circles
- Schedule periodic well-being sessions or workshops

- Reduce non-essential administrative workload where feasible
- Encourage supportive leadership practices

Role of school leadership:

- Normalise discussions around teacher well-being
- Facilitate time and space for intervention activities

Expected outcome:

Development of a **supportive organisational climate**

Systemic Level (Policy and Structural Integration)

At the systemic level, the focus shifts to embedding the model within broader educational frameworks.

Integration pathways:

- Inclusion in **pre-service teacher education (B.Ed., D.El.Ed.)**
- Incorporation into **in-service training and Continuous Professional Development (CPD)**
- Alignment with **school mental health initiatives**
- Development of **guidelines for teacher well-being programs**

This aligns with the vision of the National Education Policy 2020, which emphasises teacher empowerment and holistic development.

Expected outcome:

Institutionalisation of **psychological support as a core component of teacher development**

Phased Implementation Strategy

To ensure practicality, the model can be implemented through a **four-phase process**:

Phase 1: Orientation and Sensitisation

- Awareness sessions on teacher stress and changing pedagogies
- Introduction to the concept of distress regulation and resilience

Phase 2: Skill Development

- Training in cognitive, emotional, and behavioural techniques
- Use of structured exercises and guided practice

Phase 3: Application and Integration

- Classroom-based application of learned skills
- Use of reflective tools and peer discussions

Phase 4: Reinforcement and Follow-up

- Booster sessions
- Ongoing peer support
- Periodic evaluation of teacher well-being

Practical Toolkit for Teachers

To facilitate implementation, the T-DRRE model incorporates a **concise and accessible toolkit**:

- **Daily Mood Log:** Tracks thoughts, emotions, and responses
- **Brief Regulation Techniques:** 3-5minute breathing and grounding exercises
- **Cognitive Reframing Sheets:** For challenging negative thoughts
- **Stress Trigger Mapping:** Identifying high-pressure situations
- **Reflective Journaling:** Weekly reflection on experiences
- **Peer Check-ins:** Structured sharing and support

These tools are designed to be **time-efficient and adaptable**, ensuring usability within busy school schedules.

Policy Implications

The integration of teacher-focused psychological interventions within educational policy represents a critical step toward sustainable reform.

Key policy recommendations:

1. **Formal inclusion of teacher well-being modules** within teacher education curricula
2. **Mandating psychological skill-building in CPD programs**
3. **Developing national or state-level guidelines** for teacher mental health support
4. **Allocating institutional time for well-being practices**
5. **Monitoring teacher well-being indicators** as part of school quality assessment

Significance for Educational Reform

Educational reforms such as NEP 2020 place teachers at the centre of transformation. However, without adequate psychological support, the sustainability of such reforms remains uncertain. By integrating the T-DRRE model into practice and policy, it is possible to:

- Enhance teacher adaptability to pedagogical change
- Improve classroom engagement and effectiveness
- Reduce burnout and attrition
- Strengthen the overall quality of education

Summary

The implementation of the T-DRRE model requires coordinated efforts across individual, institutional, and systemic levels. By embedding psychological skill-building within teacher development frameworks, the model offers a practical pathway for addressing teacher distress while supporting the broader goals of educational transformation.

Discussion

The present paper set out to examine teacher distress within the context of changing pedagogies and to propose a structured, psychologically grounded intervention model. The analysis indicates that while educational reforms such as the National Education Policy 2020 have expanded opportunities for student-centred learning, they have also intensified the demands placed on teachers. This dual impact creates a critical tension: teachers are positioned as key agents of transformation, yet their psychological readiness to sustain such transformation is often insufficiently addressed.

A central insight emerging from this study is that teacher distress cannot be understood solely as an individual-level issue. Rather, it reflects a complex interaction between systemic expectations, institutional constraints, and individual coping capacities. Existing literature has extensively documented the prevalence of stress, burnout, and emotional fatigue among educators; however, much of this work remains descriptive. There is comparatively less emphasis on translating these insights into structured, contextually relevant interventions that teachers can integrate into their daily professional functioning.

The T-DRRE model proposed in this paper responds to this gap by offering a framework that combines **distress regulation with resilience enhancement**. Unlike traditional approaches that focus primarily on stress reduction, the model emphasises the development of psychological skills that enable teachers to navigate ongoing demands in real time. This distinction is important in the context of contemporary education, where stressors are not episodic but continuous and evolving.

Another significant contribution of the model lies in its emphasis on **practical applicability**. By incorporating brief, classroom-friendly techniques alongside structured skill-building components, the model acknowledges the time constraints and workload realities faced by teachers. This increases the likelihood of adoption and sustained use, which has been a limitation in many intervention programs.

The discussion also highlights the importance of **multi-level implementation**. While individual skill development is essential, it is unlikely to be effective in isolation. Institutional support-through leadership

practices, peer collaboration, and workload management plays a crucial role in shaping teacher well-being. At the same time, policy-level integration is necessary to ensure that such interventions are not treated as optional add-ons but as integral components of teacher education and professional development.

Importantly, the model aligns with the broader vision of NEP 2020, which emphasises teacher empowerment and holistic development. However, the current policy discourse would benefit from a more explicit focus on **teacher mental health as a foundational requirement** for educational reform. Embedding psychological interventions within policy frameworks can help bridge the gap between reform expectations and classroom realities.

Despite its contributions, the paper has certain limitations. As a conceptual study, the proposed model has not yet been empirically tested. Future research should focus on validating the effectiveness of the T-DRRE model across different educational settings, including variations in school type, resource availability, and teacher demographics. Additionally, longitudinal studies could provide insights into the sustained impact of such interventions on teacher well-being and student outcomes.

Conclusion

The transformation of education in India, particularly under the framework of NEP 2020, has redefined the role of teachers in profound ways. While these changes aim to create more dynamic, inclusive, and effective learning environments, they also place significant psychological demands on educators. Addressing these demands is not merely a matter of individual coping but a systemic necessity for the success of educational reform.

This paper argues that teacher well-being must be repositioned as a central pillar of educational policy and practice. By proposing the Teacher Distress Regulation and Resilience Enhancement (T-DRRE) model, it offers a structured approach to equipping teachers with the skills required to manage stress, regulate emotions, and sustain professional effectiveness within evolving pedagogical contexts.

The strength of the model lies in its integrative and practical orientation. It bridges theory and application, individual and systemic perspectives, and immediate relief with long-term resilience. By advocating for its inclusion within teacher education and policy frameworks, the paper highlights a pathway for creating more sustainable and supportive educational environments.

Ultimately, the effectiveness of any educational reform depends on the capacity of teachers to engage with and implement change. Supporting their psychological well-being is therefore not an optional consideration but a foundational requirement. Strengthening teacher resilience has the potential to enhance not only individual well-being but also classroom quality, student engagement, and the overall success of the education system.

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Figures

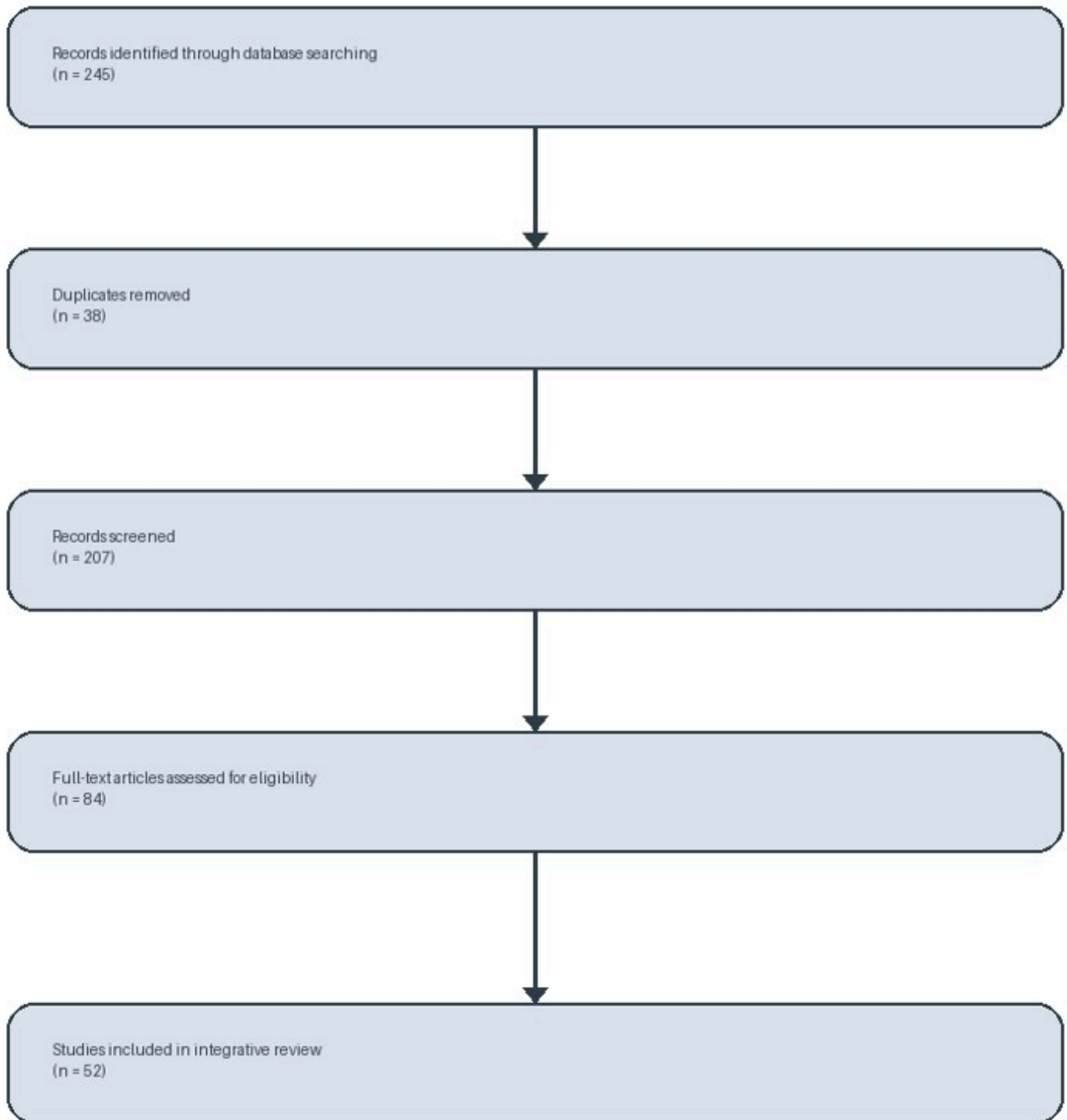


Figure 1

PRISMA-informed flow diagram of literature selection process

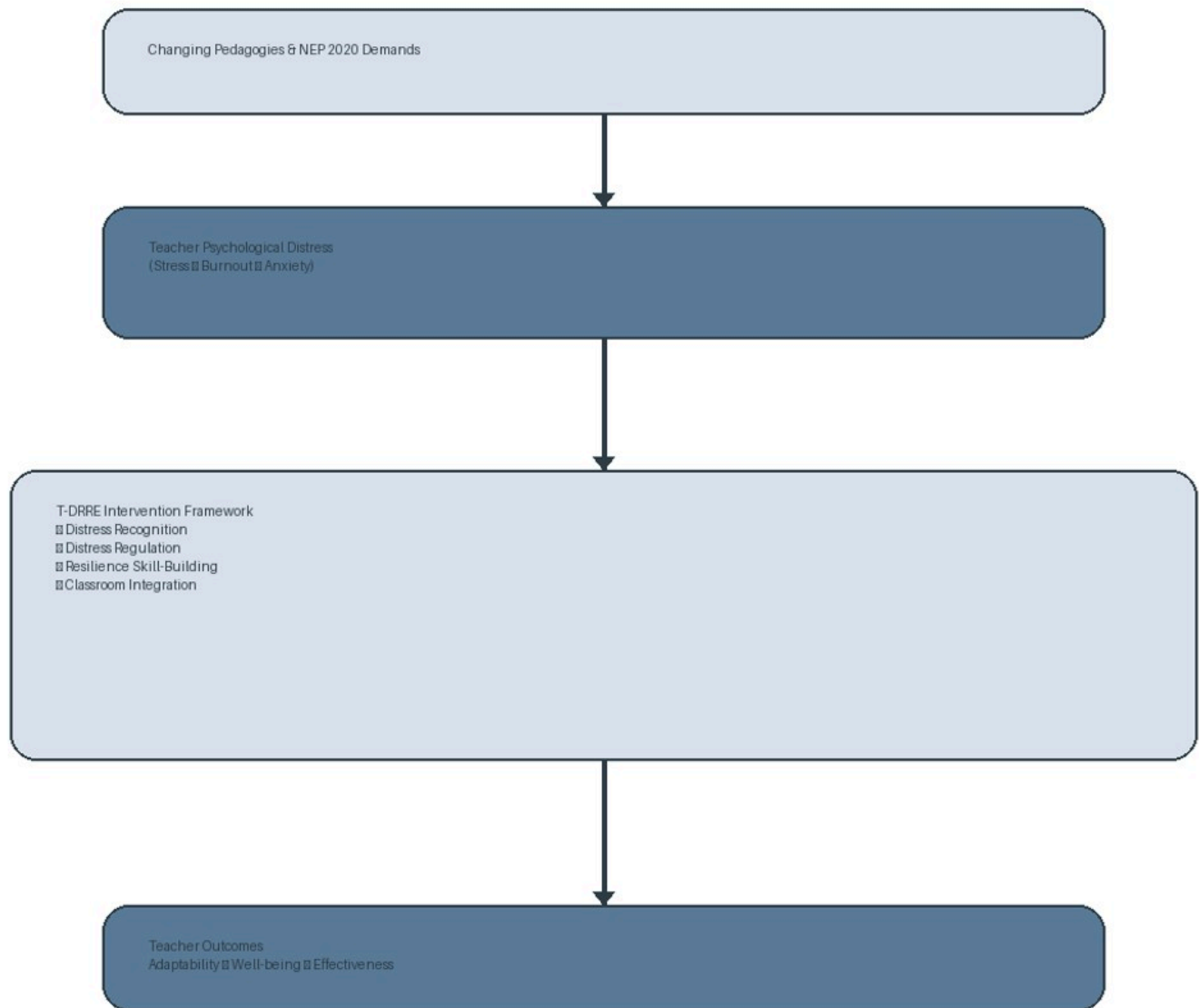


Figure 2

Conceptual representation of the Teacher Distress Regulation and Resilience Enhancement (T-DRRE) Model.