

THE ROLE OF RESILIENCE IN PROMOTING UNIVERSAL HUMAN VALUES AMONG PRE- SERVICE TEACHERS: A QUALITATIVE STUDY

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Abstract

This study aimed to investigate the role of resilience in promoting universal human values among final-year pre-service teachers pursuing Bachelors of Education (B.Ed.) from Akal University in the Bathinda District of Punjab region. Utilizing a qualitative approach, semi-structured interviews were conducted to collect the sample from 30 pre-service teachers through purposive sampling. The findings revealed that classroom adaptability is essential for linking resilience to universal values, highlighting the importance of flexibility in addressing challenges. Participants also emphasized kindness as a crucial factor in fostering emotional safety and identified positive role modeling as vital for instilling respect for human dignity. Furthermore, the study revealed that mentorship and collaborative problem-solving are fundamental in navigating challenges and promoting honesty and integrity. Thematic analysis underscored the significance of a values-based curriculum and sustainable practices in enhancing resilience. Overall, these findings illuminate how resilience can empower pre-service teachers to embody and promote universal human values, contributing to the development of more inclusive and ethical educational environments. This study has implications for teacher training programs, emphasizing the need to integrate resilience-building strategies that align with values education.

Keywords: Resilience, Universal Human Values, Pre-Service Teachers, Thematic Analysis

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Introduction

In today's complex educational landscape, resilience has become a vital component of teacher development, particularly for pre-service teachers. Resilience refers to the ability to adapt, recover, and thrive in the face of adversity, stress, or challenges (Sisto et al., 2019). Resilience refers to the dynamic, multifaceted capacity of individuals, communities, or systems to adapt, recover, and sustain well-being amid adversity, trauma, or significant stressors (Pirro, 2024). Rooted in psychological, social, and ecological frameworks, it encompasses both innate and cultivated processes that enable navigation of challenges while retaining core functionality (Wadwa, 2023). At the individual level, resilience involves cognitive flexibility, emotional regulation, and agency, supported by protective factors such as self-efficacy, social connections, and access to resources (Rushton, 2018). Collectively, it manifests through communal solidarity, cultural narratives of perseverance, and equitable systems that buffer against systemic inequities (Lunov & Rozhkova, 2024). Critically, resilience is not passive endurance but an active, iterative process shaped by context, requiring continuous negotiation of risks and opportunities (Elshaer, 2024). For educators, resilience is essential in managing the diverse demands of teaching, including addressing students' academic, emotional, and social needs while preserving their well-being. This is especially relevant for pre-service teachers, who are transitioning from learners to practitioners and need resilience to navigate classroom pressures effectively (Mansfield & Beltman, 2019).

In parallel, integrating universal human values such as compassion, empathy, honesty, fairness, and cooperation into educational practices is fundamental. These values form an ethical foundation that promotes social harmony and moral behavior (Yla-Anttila, 2023). Teachers are responsible not only for imparting academic knowledge but also for fostering these values to create inclusive and equitable learning environments (Gorcia & Popovski, 2021). Resilient teachers, with the capacity to regulate emotions and endure challenges, are well-positioned to model these values for their students (Khamzina et al., 2024).

Despite the recognized importance of resilience and universal values in education, limited empirical research addresses their intersection in pre-service teacher development. This study seeks to bridge this gap by exploring how resilience-building strategies contribute to the development of ethical, value-driven practices

among pre-service teachers, with an emphasis on relationships with mentors, peers, and training programs.

Research Questions

- 1) How do pre-service teachers define resilience, and how does this understanding relate to universal human values like compassion and empathy?
- 2) What resilience-building strategies do pre-service teachers believe help them develop important values such as respect for human dignity and justice?
- 3) How do relationships with peers and mentors support pre-service teachers in becoming more resilient and promoting values like honesty and integrity?
- 4) How can training programs help pre-service teachers learn to manage challenges while promoting values like responsibility, tolerance, and social harmony?
- 5) What role do pre-service teachers see resilience playing in fostering environmental stewardship and peace in their future classrooms?

Literature Review

Resilience has become a key construct in educational psychology, especially in addressing the challenges and stresses intrinsic to the teaching profession. Luthar et al., (2000) define resilience as a dynamic process of positive adaptation in the face of significant adversity, emphasizing its essential role in helping educators manage emotional and physical demands, maintain motivation, and foster a positive perspective on student development. Research indicated that teachers with higher levels of resilience are more likely to endure difficult circumstances, effectively manage classroom dynamics, and remain dedicated to their professional responsibilities (He-J et al., 2023). For pre-service teachers, building resilience is critical as it equips them with tools to handle the complexities of classroom environments and the evolving demands of their roles as educators.

Theoretical frameworks, such as Masten, (2001) Developmental Perspective and Fredrickson's (2004) Broaden-and-Build Theory, propose that resilience is not an inherent trait but a set of adaptive behaviors, thoughts, and actions that can be cultivated over time. These frameworks highlight the significance of internal factors, such as emotional regulation and self-efficacy, alongside external supports

like mentorship and institutional resources, in fostering resilience among educators (Parker et al., 2023). This dynamic view suggests that pre-service teachers can develop the psychological resources required for success when provided with adequate support during their training.

Simultaneously, integrating universal human values into education is increasingly recognized as fundamental to holistic education. These values offer an ethical framework essential for promoting social justice and harmonious relationships in educational contexts (Liliana, 2024). Values-based education transcends academic instruction, fostering moral, social, and emotional competencies (Toomey, 2023). Educators who embody values like empathy, fairness, and cooperation significantly enhance student's social-emotional development, contributing to a more inclusive and equitable society (Gimbert et al., 2023).

The intersection of resilience and values-based education is critical in understanding how educators can maintain ethical commitments under adversity. However, empirical research on their intersection, particularly in the development of pre-service teachers, remains limited (Khamzina et al., 2024).

Theoretical Framework

This study adopts a theoretical framework that integrates Resilience Theory with the concept of Universal Human Values to explore the role of resilience in promoting ethical practices among pre-service teachers. Resilience Theory posits that resilience is a dynamic process enabling individuals to adapt positively to adversity, with key elements such as emotional regulation, problem-solving skills, agency, and social support (Aldrup et al., 2023). Emotional regulation helps educators manage their emotions effectively in challenging situations, while problem-solving skills aid in addressing classroom difficulties. Agency reflects the sense of control over actions and decisions, fostering autonomy in navigating teaching complexities.

Universal Human Values, encompassing principles like compassion, empathy, honesty, and fairness, serve as ethical guidelines within educational settings (Prendeville & Kinsella, 2022). The relationship between resilience and these values suggests that resilient pre-service teachers are better prepared to embody and promote empathy and cooperation, even under adversity (Kudo & Hartley, 2024). Thus, teacher preparation programs that cultivate resilience enhance educator's ability to uphold ethical commitments and foster inclusive, value-driven classrooms (Orland-Barak, 2021).

Methodology

This study adopted a qualitative research design to explore the interplay between resilience and universal human values among pre-service teachers. Semi-structured interviews were utilized to facilitate open dialogue, enabling participants to express their thoughts and feelings regarding resilience and values in their teaching practices.

Data Collection Technique

This study employed a qualitative approach, utilizing semi-structured interviews with 30 final-year pre-service teachers from Akal University, Bathinda District, to explore their perspectives on resilience and universal human values. Purposive sampling was used to select final-year participants, as their advanced understanding of the teaching profession and classroom experience provided deeper insights. Ethical considerations, including informed consent, ensured voluntary participation. Interview questions focused on defining resilience, its relation to values like compassion and empathy, and strategies for fostering resilience. Participants also discussed how peer and mentor relationships promote values such as honesty, integrity, and social harmony within their training programs. See Table 1 for demographic profile of the Sample

Data Analysis

The semi-structured interviews were recorded and transcribed verbatim to ensure accuracy in participant’s responses. A thematic

Table1. Demographic characteristics of the sample

<i>Variables</i>	<i>Categories</i>	<i>Frequency</i>	<i>%</i>
Age	18-22	19	63%
	22-25	11	37%
Gender	Male	14	46%
	Female	16	54%
Educational Qualification	Final year pre-service teachers	30	100%

Table 1 presents the demographic characteristics of the sample, revealing a predominance of younger participants aged 18-22 (63%) and a slightly higher representation of females (54%). All participants were final-year pre-service teachers, indicating a homogenous educational background.

analysis was conducted to identify and examine key themes related to resilience and universal human values. This process commenced with familiarization through repeated readings of the transcripts, followed by coding to highlight segments reflecting participant's perceptions and experiences. Relevant literature on resilience and universal human values was integrated to support themes, detailed in Table 2, which aligns with the research questions. See table 2.

Table 2. Thematic Analysis of Results

<i>Interview Questions</i>	<i>Themes</i>	<i>frequency</i>	<i>%</i>
1. How do pre-service teachers define resilience, and how does this understanding relate to universal human values like compassion and empathy?	Classroom adaptability	13	43%
	Kindness connections	10	33%
	Empathy overcoming	7	23%
2. What resilience-building strategies do pre-service teachers believe help them develop important values such as respect for human dignity and justice?	Positive role modeling	18	60%
	Collaborative problem-solving	12	40%
3. How do relationships with peers and mentors support pre-service teachers in becoming more resilient and promoting values like honesty and integrity?	Mentorship guidance	21	70%
	Collaborative learning environments	9	30%
4. How can training programs help pre-service teachers learn to manage challenges while promoting values like responsibility, tolerance, and social harmony?	Practical skill development	17	56%
	Values-based curriculum	13	44%
5. What role do pre-service teachers see resilience playing in fostering environmental stewardship and peace in their future classrooms?	Promoting sustainable practices	6	20%
	Empowering student agency	13	43%
	Cultivating a peaceful learning environment	11	37%

Thematic Analysis results

1) Classroom adaptability

The findings revealed that 43% of participants recognize classroom adaptability as a vital component of resilience linked to universal human values. This adaptability entails being flexible and resourceful in addressing classroom challenges, promoting values like compassion and empathy. Foster (2020), revealed that resilience enables individuals to thrive despite adversity. Similarly, Masten (2001) highlighted the importance of supportive environments where relationships foster empathy. The emphasis on adaptability underscores the need for teacher training programs to cultivate these skills, as they are essential for creating inclusive learning environments that respond to diverse student needs. The insights from respondents illustrate the connection between adaptable teaching methods and the creation of compassionate classroom atmospheres, emphasizing a fundamental shift in pre-service teacher's mindsets toward empathy-driven education.

Respondent 1 *“Being adaptable in the classroom is really important. When lessons don’t go as planned, we need to find new ways to help students understand. This flexibility not only improves our teaching but also shows compassion, making the classroom a more caring place for everyone.”*

Respondent 2 *“For me, classroom adaptability means changing our teaching methods based on students’ needs. If someone is struggling, we should adjust to help them. This connects to empathy because it’s about understanding our students’ feelings and supporting them, creating a positive learning environment.”*

2) Kindness connections

A significant portion of participants (33%) underscored the importance of kindness connections in fostering resilience. They highlighted that supportive relationships, marked by acts of kindness, enhance emotional safety and belonging within the classroom. This aligns with the assertion by Slavich et al. (2022) that resilience is strengthened through social bonds. The insights gathered emphasize that even small gestures of kindness can profoundly impact classroom dynamics, reinforcing emotional resilience among students. By integrating kindness into their teaching practices, pre-service teachers can cultivate a positive environment that not only nurtures resilience but also aligns with the universal values of compassion and support.

Respondent 1 *“Kindness is really important in our classrooms. When we’re nice to each other, it creates a friendly space where everyone feels safe and included. Just little acts like encouraging someone or listening can make a big difference in how we handle tough times together.”*

Respondent 2 *“I believe that being kind helps us build strong connections. When teachers and students support each other, it makes school a better place. Kindness helps us feel like we belong, which is essential for resilience. It gives us the strength to overcome challenges.”*

3) Empathy overcoming

The concept of empathy overcoming emerged as significant for 7% of participants, indicating that empathy serves as a mechanism for transcending personal adversities. This ability to connect with other’s challenges fosters deeper emotional understanding, vital for creating inclusive classroom environments. Helmreich et al. (2017) affirm that resilience is bolstered by strong interpersonal connections, while Xing et al. (2023) emphasize the role of empathy in contributing to both social and emotional development. The respondents articulated that empathy enables them to better address student’s needs, highlighting its critical role in fostering a compassionate educational setting.

Respondent 1 *“Empathy really helps us connect with our classmates. When I understand what someone else is going through, it makes me more supportive and encourages me to overcome my own challenges. It’s like we can lift each other up, making our classroom a better place.”*

Respondent 2 *“I think empathy is key in dealing with tough times. When I can see things from someone else’s perspective, it helps me be a better friend and teacher. This way, we can create a supportive environment where everyone feels understood and included.”*

4) Positive role modeling

60% of respondents identified positive role modeling as an essential strategy for developing resilience and values such as respect for human dignity and justice. By observing experienced educators who embody these values, pre-service teachers gain practical insights into ethical teaching practices. This mirrors Ungar’s (2008) perspective on resilience, emphasizing the importance of social and ethical foundations in education. The insights suggest that positive role models inspire future educators to prioritize human dignity in their interactions, reinforcing the necessity for teacher education

programs to integrate values-driven practices that cultivate resilience and social justice.

Respondent 1 *“I think having good role models is really important. When I see my teachers treat everyone with respect, it inspires me to do the same. It helps me understand how to create a positive classroom where everyone feels valued and included.”*

Respondent 2 *“Watching experienced teachers who care about fairness and dignity makes a big difference. It shows me how to handle tough situations while respecting everyone. This kind of role modeling helps me build my own resilience and be a better teacher for my future students.”*

5) Collaborative problem-solving

40% of participants emphasized collaborative problem-solving as a significant resilience-building strategy. Engaging in collaborative approaches enhances their ability to navigate challenges while fostering mutual respect and understanding. This aligns with Riasnugrahani et al., (2024), who asserted that resilience is nurtured through social collaboration. The emphasis on collaborative problem-solving illustrates how these interactions enhance empathy and communication skills, equipping pre-service teachers to effectively address diverse student needs while promoting respect for human dignity.

Respondent 1 *“Working together on problems helps us understand each other better. When we share ideas and listen to different viewpoints, it makes us more empathetic. I feel like it’s important for creating a classroom where everyone feels included and respected.”*

Respondent 2 *“Collaborative problem-solving teaches us how to communicate and support each other. It shows that everyone’s perspective matters, which is crucial for respecting human dignity. This teamwork not only helps us solve issues but also builds our resilience as future teachers.”*

6) Mentorship guidance

A notable 70% of respondents highlighted mentorship guidance as crucial for fostering resilience and promoting values of honesty and integrity. Positive mentorship relationships provide essential support and constructive feedback, allowing pre-service teachers to navigate training challenges. This aligns with Denckla et al., (2020), who view supportive relationships as vital for resilience. The findings suggest that mentorship not only enhances emotional resilience but

also instills a strong sense of accountability and integrity in future educators.

Respondent 1 *“My mentor has been really supportive and always gives me honest feedback. It’s helped me see how important integrity is in teaching. Knowing I can rely on them for guidance makes me feel more confident in my journey.”*

Respondent 2 *“Having a mentor is super important. They show us what it means to be honest and accountable. Their guidance helps me handle tough situations better and builds my resilience as a future teacher. I really value that connection.”*

7) Collaborative learning environments

From the table 2, 30% of participants recognized collaborative learning environments as vital in fostering resilience and promoting values such as honesty and integrity. Engaging in group activities enhances problem-solving skills and encourages open dialogue, essential for ethical decision-making. Keck & Sakdapolrak (2013) assert that social interactions are fundamental to building resilience. The findings illustrate how collaborative settings create a community where individuals feel safe to express their thoughts, reinforcing values of honesty and integrity in professional practice.

Respondent 1 *“Working in groups has really changed how I learn. It helps me think differently and understand others’ views. I feel more confident discussing ethical issues and making honest decisions when we share ideas.”*

Respondent 2 *“I love our group projects! They create a safe space to express my thoughts and learn from my classmates. This teamwork helps me grow and teaches me the importance of integrity and honesty in everything we do.”*

8) Practical skill development

56% of participants identified practical skill development as critical in training programs for managing challenges and promoting values of responsibility and tolerance. Hands-on experiences, such as classroom simulations, empower pre-service teachers to apply theoretical knowledge in real-world settings, enhancing confidence and problem-solving capabilities. This aligns with Liu & Buyatzis (2021), who emphasize the importance of practical experiences in fostering resilience. The findings underscore that skill mastery not only prepares future educators to face classroom dynamics but also promotes responsible interactions within their communities.

Respondent 1 *“I think practical skill development is super important in our*

training. Getting hands-on experience through classroom simulations helps us apply what we've learned in theory. It makes me more confident and ready to face different challenges, which is crucial for being responsible towards my students and my community."

Respondent 2 *"I believe that learning practical skills is key to becoming a good teacher. It not only prepares us for the classroom but also teaches us values like responsibility and tolerance. These skills help us work well with our students and create a positive environment where everyone feels included and respected."*

9) Values-based curriculum

Thematic analysis revealed that 44% of respondents highlighted the importance of a values-based curriculum in training programs. This curriculum, integrating ethical principles and social justice topics, encourages critical reflection and a strong sense of purpose in teaching. McCowan (2017) asserts that education should focus not only on knowledge but also on character development. The insights from participants indicate that a values-based curriculum is essential for nurturing socially responsible educators committed to fostering harmony and understanding within diverse educational settings.

Respondent 1 *"I really think a values-based curriculum is crucial for us as future teachers. It helps us not just learn facts but also understand important issues like social justice and responsibility. This makes me reflect on my role as a teacher and how I can create a supportive and inclusive classroom."*

Respondent 2 *"Having a curriculum focused on values is so important! It teaches us to think critically about social issues and prepares us to handle real challenges in our classrooms."*

10) Promoting Sustainable Practices

From Table 2, 25% of respondents highlighted promoting sustainable practices as a key element of resilience in their future classrooms. They emphasized that resilience enables educators to incorporate environmental education, fostering sustainability awareness and proactive actions like recycling, conserving energy, reducing water usage, and using eco-friendly materials. By modeling such behaviors, pre-service teachers can inspire students to take responsibility for their environmental impact. This aligns with D'Angelo (2022), who notes that resilience involves adaptive strategies, equipping students to face environmental challenges and nurturing responsible, environmentally conscious citizens for the future.

Respondent 1 *"I believe that promoting sustainable practices is super*

important for us as future teachers. By teaching students about the environment, we can help them understand their role in protecting it. Simple things like recycling and saving energy can make a big difference, and I want my students to feel responsible for their actions.”

Respondent 2 *“Integrating sustainability into our teaching is key! When we show students how to care for the environment, it empowers them to make a change. It’s not just about learning facts; it’s about inspiring them to take action, like recycling or conserving water, so they feel connected to their community and the planet.”*

11) Empowering Student Agency

According to Table 2, 43% of participants identified student agency as integral to fostering resilience in promoting environmental stewardship and peace. They emphasized the importance of providing students with opportunities to express their views, engage in decision-making, and take initiative in classroom activities. This empowerment cultivates ownership and responsibility, motivating students to advocate for sustainable practices and peaceful conflict resolution. Consistent with Schafer et al. (2020), who assert that resilience is strengthened through supportive environments that enhance self-efficacy, promoting student agency is essential for developing resilient learners equipped to address environmental and social challenges.

Respondent 1 *“I think giving students a chance to have their say is really important for building resilience. When they get to make decisions and take part in activities, they feel more responsible. This encourages them to care about the environment and find peaceful ways to solve problems.”*

Respondent 2 *“Empowering students are key! When we let them express their thoughts and make choices in the classroom, it builds their confidence and encourages them to care about sustainability and resolving conflicts peacefully. This way, they learn how to tackle real-world problems, which is super important for their future.”*

12) Cultivating a Peaceful Learning Environment

Thematic analysis disclosed that 37% of participants emphasized cultivating a peaceful learning environment as a crucial component of resilience in their future classrooms. They noted that a harmonious atmosphere fosters positive student relationships, enhancing emotional well-being and academic achievement. By implementing restorative practices, conflict resolution techniques, and mindfulness activities, pre-service teachers can promote empathy

and collaboration. This perspective aligns with Hanley-Dafoe's (2022) view that resilience is grounded in healthy relationships and belonging, and Freeman-Green's (2023) assertion that a safe, inclusive environment fosters active engagement, environmental stewardship, and peace.

Respondent 1 *"A peaceful classroom truly makes a difference. When students feel safe and supported, they can build better relationships. Methods like conflict resolution and mindfulness help everyone connect, enhancing learning and encouraging care for each other and the environment."*

Respondent 2 *"Creating a peaceful learning space is essential! A calm atmosphere fosters strong connections, and using strategies like mindfulness promotes empathy, contributing to emotional well-being and academic success."*

Discussion

The findings of this study underscore the crucial role of resilience in promoting universal human values within educational contexts. Findings revealed that classroom adaptability emerged as a key element in fostering resilience and advancing values such as compassion and empathy. This aligns with the perspectives of Foster (2020), emphasized resilience as a critical factor enabling individuals to thrive amidst challenges, particularly in environments that cultivate empathy and support. The focus on adaptability highlights the need for teacher education programs to prioritize the development of these skills, equipping pre-service teachers to create inclusive and compassionate learning environments that respond to diverse student needs.

Furthermore, Kindness also emerged as a significant theme, with participants recognizing the importance of supportive relationships in fostering emotional safety and resilience. This is consistent with Slavich et al., (2022) assertion that strong social bonds are essential in strengthening resilience. By incorporating acts of kindness into their teaching practices, pre-service teachers can establish classroom environments that promote resilience and reflect universal values such as compassion, care, and mutual support.

Empathy was further identified as a pivotal factor in overcoming personal adversities. Participants noted that empathy enhances emotional understanding and is essential for fostering inclusivity in the classroom. This finding aligns with the research by Xing et al., (2023) revealed that resilience is bolstered through strong

interpersonal connections and emotional development. This insight underscores the importance of empathy-driven education in creating nurturing and supportive classroom atmospheres.

Moreover, positive role modeling and mentorship were highlighted as critical strategies for fostering resilience and instilling ethical values such as integrity, respect, and honesty. These findings correspond with the research of Ungar, (2008), who stress the importance of mentorship and ethical role models in shaping future educators.

Finally, collaborative problem-solving and practical skill development were identified as effective resilience-building strategies. These hands-on experiences allow pre-service teachers to apply theoretical knowledge in real-world settings, helping them uphold universal human values in their teaching practices (Riasnugrahani et al., 2024).

Implications for Practice

The study's findings offer significant implications for teacher education, particularly in promoting resilience and universal human values among pre-service teachers. Teacher training programs should prioritize adaptability in instructional design, incorporating dynamic classroom simulations that challenge pre-service teachers to navigate diverse and unpredictable scenarios. This approach encourages flexibility, creative problem-solving, and the development of empathetic, responsive learning environments.

Additionally, integrating kindness and empathy-building exercises into curricula is essential. Role-playing scenarios that simulate challenging classroom situations can foster emotional intelligence and strengthen interpersonal skills, which are critical for creating inclusive and resilient classrooms.

Mentorship programs should also be enhanced to emphasize values-based guidance, pairing pre-service teachers with mentors who exemplify ethical teaching practices and resilience. Such role models can impart values like integrity, respect, and honesty, thereby shaping the professional ethos of future educators.

Furthermore, collaborative problem-solving activities, such as group projects simulating real-world challenges, can strengthen teamwork, communication, and a commitment to fairness and justice. Finally, practical skill development modules, enabling pre-service teachers to apply theoretical concepts in authentic classroom settings, are essential for bridging the gap between theory and

practice, fostering resilience, and promoting the application of universal values in everyday teaching.

Conclusion

The study highlights the critical role of resilience in fostering universal human values among pre-service teachers. The findings emphasize the importance of adaptability, empathy, kindness, mentorship, and collaborative problem-solving in developing both personal and professional resilience. These elements, when integrated into teacher education programs, not only enhance the emotional well-being of future educators but also promote ethical teaching practices aligned with values such as compassion, integrity, and justice. By prioritizing these competencies, teacher training institutions can better equip pre-service teachers to create inclusive, values-driven learning environments that address diverse student needs.

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