

Well-Being of Public School Teachers in Chile: The Role of Resilience and Positive Relationships

Bienestar del profesorado público en Chile: el rol de la resiliencia y las relaciones positivas

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Resumen

La resiliencia incide directamente en la calidad de vida y en el bienestar psicológico del profesorado. Es clave para un proceso de enseñanza-aprendizaje eficaz y para mantener relaciones saludables. Además, favorece un clima positivo en la convivencia escolar. El objetivo de este estudio fue analizar la relación entre la resiliencia y el bienestar psicológico del profesorado en el contexto de la educación pública en Chile. Se empleó un diseño correlacional de tipo transversal. Participaron 146 docentes, y la recolección de datos se realizó de manera presencial mediante la aplicación de la Escala de Resiliencia Cotidiana Docente y la Escala de Bienestar Psicológico. Los participantes presentaron una edad promedio de 42 años. Los resultados indican niveles moderados de resiliencia ($M = 5,338$) y de relaciones positivas con los otros ($M = 5,252$). Se identificó una correlación significativa entre resiliencia y relaciones positivas ($\rho = 0,359$; $p < ,001$). Se concluye que, a mayor resiliencia, mejores son las relaciones interpersonales del profesorado en el entorno escolar. Se recomienda profundizar en estudios empíricos con diseños que permitan una mayor especificidad de variables e intervenciones eficaces para el trabajo con docentes.

Palabras clave

Resiliencia, Bienestar Psicológico, Relaciones Interpersonales, Educación Pública

Abstract

Resilience directly impacts teachers' quality of life and psychological well-being. It is key to an effective teaching-learning process and to maintaining healthy relationships. It also fosters a positive school climate. The objective was to analyze the relationship between resilience and teachers' psychological well-being in a public education context in Chile. A cross-sectional correlational design was used. A total of 146 teachers participated, and data were collected using the Teacher's Everyday Resilience Scale and the Psychological Well-Being Scale in a face-to-face modality.

The results show an average age of 42 years. Resilience ($M=5,338$) and positive relationships ($M=5,252$) showed moderate levels. A significant correlation was found between resilience and positive relationships with others ($\rho = 0,359$; $< ,001$). It is concluded that higher resilience leads to better interpersonal relationships among teachers in schools. Empirical studies are suggested to develop designs that provide greater specificity in variables or effective interventions to work with teachers.

Key Words

Resilience, Psychological Well-Being, Interpersonal Relationships, Public Education

1. INTRODUCTION

Over the years, teachers have faced various challenges both inside and outside the classroom. These include issues such as teaching neurodivergent individuals, school violence among students, working with families with low engagement, lack of support from administrators, and interpersonal conflicts with colleagues, between others (Geraldo et al., 2020). These challenges cause significant psychological distress, with anxiety and depression symptoms being prevalent among teachers (Orrego, 2024).

The increasing frequency of stress-related disorders among educational staff highlights the urgency of prioritizing teacher well-being (Camacho et al., 2021). Efforts to mitigate these effects have not been fully effective, revealing persistent problems in teachers' emotional stability and professional performance.

Enhancing teacher well-being is an urgent necessity, as it directly impacts the teaching and learning process. Teachers' psychological distress can lead to lower academic performance and difficulties in achieving educational objectives (Abadanés, 2020). It is essential to provide intrapersonal tools to help teachers manage stress and improve their overall well-being. Among these tools, resilience stands out as a critical capacity. It enables individuals to overcome and adapt positively to adversity, thereby fostering teacher well-being by addressing everyday challenges and creating a positive impact on their environment (Masten, 2021). Resilience allows teachers to maintain a positive attitude and enhance their performance in the educational context (Santamaría, 2020).

Teachers' well-being is not only related to their resilience, but also by the quality of interpersonal relationships. Positive relationships based on open and respectful communication play a crucial role in promoting well-being in the workplace. The sense of well-being derived from these relationships can directly impact teacher performance, influencing the educational process (Collie & Martín, 2023).

In the Chilean context, the pandemic highlighted the importance of mental health, with emotional exhaustion among teachers being prevalent (Ramos et al., 2023). This allowed for a deeper understanding and investigation of the negative emotional states related with teacher well-being. This phenomenon was observed among teachers in both private and public schools (Cabezas et al., 2022). Teachers experience high levels of anxiety, depression, and stress, linked to low emotional intelligence, particularly in evaluating and regulating emotions (López-Angulo et al., 2020). These findings emphasize the importance of further exploring the public education system, particularly in contexts where privatization has increased, exacerbating segregation and educational inequalities (Lobo, 2023). Addressing these issues is essential to promote greater social justice, especially in public schools that serve students with fewer opportunities.

Moreover, Chile's education system has historically been related with significant inequality, particularly outside the metropolitan region. Mieres (2020) points out that communities far from the capital lack the necessary resources for an optimal teaching and learning process, reflecting a system that excludes and discriminates against students based on their location and socioeconomic context.

Addressing this inequality is critical to fostering healthy and sustainable school environments in the long term. The lack of teacher training in resilience is a crucial aspect that needs to be addressed to improve well-being and interpersonal relationships (Redondo-Blasco et al., 2024; Valenzuela-Zambrano et al., 2021). This research provides valuable insights for designing interventions and support programs to improve teachers' quality of work life and, consequently, academic performance in public schools in the Biobío region.

Research in public schools is essential to ensure equitable and inclusive education, offering students the tools necessary for academic and personal development. This contributes to a more equitable education system, providing equal opportunities for all students, regardless of their economic background. Research on the relationship between resilience and teacher well-being in the Biobío region is particularly relevant, as it can foster teachers' professional development and provide better resources for students facing socio-economic disadvantages, thereby increasing social responsibility toward school inclusion.

1.1. Teacher Resilience

Work-related stress and the various challenges teachers face in educating children and adolescents have intensified in recent years. This is partly due to the COVID-19 pandemic, which exacerbated pre-existing political, social, educational, economic, and cultural issues, directly impacting educational environments (Egúsquiza et al., 2024; UNESCO, 2021). In this context, resilience –the ability to overcome and adapt positively to adverse situations (Masten, 2021)– is of paramount importance. This quality is essential for teacher well-being, as it is one of the most relevant competencies for optimizing performance in the teaching and learning process (Santamaría, 2020).

Resilience is a positive and beneficial characteristic for teachers, enabling them to overcome daily challenges and feel capable of positively impacting their environment while continuously improving their personal and interpersonal well-being (Sáez-Delgado et al., 2023). This aptitude correlates with the concept of buoyancy, which, while part of resilience, presents certain differences (Collie, 2021). Buoyancy refers to a personal resource that helps teachers handle challenges or adversities in the workplace, contrasting with resilience, which pertains to overcoming major or chronic negative situations across all aspects of well-being.

It is important to note that the situations requiring teacher resilience are often chronic, emphasizing the need for schools to promote teacher buoyancy by creating a positive school climate, fostering staff collaboration, providing adequate resources, and offering emotional and professional support (Fernández et al., 2022). Strengthening organizational resilience can help protect teachers' mental health and well-being while enhancing the quality of teaching and learning in the classroom (López-Angulo et al., 2022).

1.2. Teacher Well-Being

As previously mentioned, teachers must navigate various daily challenges in their professional environment to fulfill the demands of educational communities (Collie, 2019). Therefore, maintaining adequate teacher well-being is essential, defined as positive perceptions coupled with a healthy performance in their organizational context. Teacher well-being is crucial for effectively carrying out their duties and sustaining a healthy performance (Martínez-Saura et al., 2024).

In this regard, investigating teachers' psychological well-being is vital to improving their quality of life and performance in assigned organizational tasks (Redondo-Trujillo et al., 2023). Moreover, teacher well-being plays a key role in reducing anxiety and depression symptoms caused by low workplace support and constant professional pressures (Ibrahim et al., 2021).

Although international evidence has consistently shown associations between teacher well-being and resilience (e.g., Burić & Soric, 2020; Hascher et al., 2021; Li, 2023), these findings emerge mainly from studies conducted in Europe, North America, and Asia, where educational, organizational, and sociocultural conditions differ substantially from the Chilean context. Consequently, the mechanisms linking resilience and well-being in teachers cannot be assumed to operate uniformly across contexts. Rather than establishing causal relations, it is necessary to first examine whether such associations are empirically supported in Chile, where persistent structural inequalities and high work demands may alter how these constructs interact. Addressing this gap contributes to advancing a more context-sensitive understanding of teacher well-being, moving from descriptive analyses toward evidence-based insights that reflect the realities of local public education systems.

From a theoretical–conceptual standpoint, teacher well-being operates through several interrelated psychological and organizational mechanisms. At the individual level, well-being enhances teachers' intrinsic motivation, self-efficacy, and emotional regulation, enabling them to cope more effectively with occupational stressors and to sustain engagement in their work (Skaalvik & Skaalvik, 2018). At the interpersonal level, a sense of well-being strengthens social connectedness and empathy, fostering supportive relationships with students and colleagues and thereby cultivating a positive classroom climate (Collie & Martin, 2023). At the organizational level, well-being mediates the relationship between job resources—such as autonomy, recognition, and professional support—and teaching quality, facilitating adaptive behaviors and innovative pedagogical practices (Burić & Soric, 2020). Through these pathways, teacher well-being not only contributes to educators' psychological balance but also functions as a key mechanism for improving educational processes and student outcomes.

Teacher well-being is fundamental to effectively convey content, values, skills, competencies, and ethics (Abanades, 2020). A teacher in a state of satisfaction and prosperity can create a positive, motivating, and enriching learning environment, directly impacting students' performance and holistic development (Fernández, et al. 2025).

A proper state of well-being not only enables teachers to address diverse workplace challenges but also enhances their capacity to carry out their duties effectively while maintaining a healthy performance (Zuluaga, 2024). Additionally, satisfied teachers can foster positive and motivating learning environments, benefiting students directly. Thus, teachers' psychological well-being is not merely a matter of health and personal satisfaction, but also a determining factor in students' educational success.

1.3. Positive Relationships with Others

The measured dimension here is positive relationships with others, which involves maintaining stable interpersonal interactions with trustworthy individuals and building emotional bonds (Pancheva et al., 2021). This aspect is crucial in the educational context, as it promotes a collaborative learning environment and contributes to the emotional well-being of all who are involved. The quality of these relationships directly influences the creation of a favorable environment for personal and academic development.

This dimension refers to the ability to establish and maintain healthy, fulfilling interpersonal relationships (Li, 2021). Positive relationships significantly contribute to general psychological well-being by providing emotional, social, and workplace support, enhancing teachers' sense of belonging.

The relevance of positive relationships lies in their foundational role in psychological well-being within the educational setting (Van Dierendonck & Lam, 2023). Interpersonal bonds formed within the educational community influence teachers' satisfaction levels, which can directly impact teaching and learning processes. Unsatisfactory interactions may lead to anxiety and stress symptoms, emphasizing the importance of this dimension as one of the most crucial (Borbor-Balón, 2021).

In conclusion, positive relationships with others are vital for a fulfilling life and adequate well-being. Building meaningful relationships enhances quality of life and emotional balance (Vargas et al., 2022). Furthermore, fostering positive relationships within educational environments not only improves educators' quality of life but also creates conducive conditions for learning and development (Ramírez et al., 2020; Treviño & González, 2024).

1.4. The Relationship Between Resilience and Positive Teacher Relationships

As previously stated, resilience and positive relationships have a direct impact on teachers' psychological well-being (Priya & Grag, 2021), suggesting a potential link between the two. The interplay of these competencies may play a key role in teachers' professional lives, as they can reduce anxiety and depression symptoms while enhancing biopsychosocial well-being when these skills are well-developed (Ibrahim et al., 2021).

Teachers continuously interact with various actors within the educational community, requiring them to cultivate appropriate interpersonal relationships to avoid disrupting the teaching-learning process. These interactions are critical for teachers' emotional and professional well-being, fostering a positive educational environment (Ramírez & Tesén, 2021). Resilience, as a core component of socio-emotional competencies, is essential for handling the various challenges and interpersonal conflicts that arise in schools (Pozo-Rico et al., 2023). Teachers need the ability to overcome daily difficulties to maintain a positive school climate.

Resilience helps manage stress and adversity, contributing to the creation of a more favorable and effective learning environment for students (Redondo-Blasco & Martínez-Abad, 2024). Promoting teacher resilience and positive relationships is key to improving the school climate and the well-being of the entire educational community (Huaire-Inacio & Gómez-Esquivel, 2023).

Finally, a good teacher must maintain adequate emotional well-being, which requires resilience and positive relationships with others (Abadanes, 2020). Teachers need these skills to resolve conflicts effectively, ultimately enhancing students' academic performance (Rojo, 2021). However, the literature indicates that no significant differences in terms of age are observed in the variables of resilience and positive relationships (Daniilidou et al., 2025; Scheirlinckx et al., 2025).

From a theoretical standpoint, the conceptual models guiding this study directly informed the measurement and operationalization of its main constructs. Teacher well-being was framed within Ryff's multidimensional model of psychological well-being, which emphasizes self-acceptance, personal growth, and positive relationships as key to teachers' emotional and professional functioning (Van Dierendonck & Lam, 2023). Resilience was defined following Masten (2021) view of it as a dynamic process of positive adaptation to adversity, guiding the selection of indicators that assess persistence, emotional regulation, and coping strategies in the face of occupational stress. Finally, the construct of positive relationships drew on flourishing models that highlight supportive interactions and belonging as essential to well-being (Keyes, 2005; Diener et al., 2010). Thus, the theoretical framework not only defined each construct conceptually but also guided their empirical operationalization to ensure coherence between theory and measurement.

Given the above background, the following hypotheses were proposed: (a) There is a relationship between resilience (buoyancy), positive relationships, and age. (b) There are differences in levels of resilience (buoyancy) and positive relationships with others according to gender.

2. METHOD

2.1. Design

This research is framed within a positivist approach (Ramírez & Torres, 2020), as it promotes knowledge based on empirical evidence and objective observation, employing methods that seek to validate theories through direct observation and precise measurement of the variables involved. The study adopts a quantitative paradigm (Abad et al., 2021), focusing on data collection to confirm hypotheses through quantitative measurements and statistical analysis. The study design is cross-sectional correlational, defined as a research strategy that examines relationships between variables without experimental manipulation (Paniagua-Machicao & Condori-Ojeda, 2018). In this case, it explores teacher resilience and its relationships with other factors.

2.2. Participants

A non-probabilistic sampling method was used to select participants, which, according to Hernández-Sampieri & Mendoza (2021), involves selecting individuals without a random method. Specifically, convenience sampling was chosen, involving participants who were more accessible and met the study's criteria. This approach allows for the collection of relevant and specific data from teachers in this region, despite limitations of non-random methods.

The study was conducted in the Biobío and Ñuble regions, areas that significantly represent the educational reality of south-central Chile. According to data from the Ministry of Education's Center for Studies (Mineduc, 2024b), the Biobío Region has 23.402 teachers, while the Ñuble Region has 8.559 practicing teachers. The former is notable for its educational and demographic importance, as it is home to the Greater Concepción metropolitan area, considered the second largest urban conglomerate in the country. For its part, the Ñuble Region is characterized as an emerging territory, whose capital, Chillán, stands out for its historical and cultural value and its sustained urban and educational growth. The study sample consisted of 146 teachers (43 men and 103 women), with an average age of 42 ($\sigma = 11,700$). Participants ranged in age from 21 to 69 and worked in public schools in the Biobío Region, representing various levels and career paths within the school system.

2.3. Instruments

2.3.1. Resilience (Buoyancy) (RES.BUOY)

The “Teacher Everyday Resilience Scale” (Martin & Marsh, 2008) will be used, focusing specifically on teachers' buoyancy at work. This unifactorial self-report instrument measures the ability to successfully cope with work-related difficulties. It consists of four 7-point Likert-type items (from 1 = Totally disagree to 7 = Totally agree). The original study reported a reliability coefficient of $\alpha = ,80$. It has been validated and shown high reliability within the FONDECYT Regular Project 1241902. An example item is, “I don't let work stress overwhelm me.”

2.3.2. Positive Relations with Others (PRWO)

The Spanish version of Ryff's “Psychological Well-Being Scale”, adapted into Spanish (Díaz et al., 2006), will be used to measure teachers' positive perceptions and the stable, reliable interpersonal relationships they maintain. The scale uses a 6-point Likert scale (from 1 = Totally disagree to 6 = Totally agree). Its factorial structure includes: (1) Self-acceptance (4 items, $\alpha = ,84$); (2) Positive Relations with Others (5 items, $\alpha = ,78$); (3) Autonomy (6 items, $\alpha = ,84$); (4) Environmental Mastery (5 items, $\alpha = ,82$); (5) Purpose in Life (4 items, $\alpha = ,70$); and (6) Personal Growth (4 items, $\alpha = ,71$). The scale has been validated in Chile and demonstrates high reliability within the broader FONDECYT Regular Project 1241902. An example item is, “I feel that my friendships contribute a lot to my life.”

The reliability of the instrument was assessed using internal consistency analysis, employing Cronbach's alpha (overall), alpha if an item was removed, and McDonald's omega. Given the Likert nature of the items, ordinal reliability (omega based on polychronic correlations) was also calculated. In the four-item RES.BUOY scale, the corrected correlations between items and the total were high (0,697-0,761), and removing any item did not improve reliability (alpha if removed = 0,823-0,849), supporting good internal consistency. In the case of the five-item positive relationships scale, the corrected item-total correlations were acceptable (0,556-0,646), and the alpha did not increase after item deletion (alpha if deleted = 0,761-0,784). McDonald's ordinal omega indicated adequate reliability for both scales (RES.BUOY: $\omega_t = 0,893$; PRWO: $\omega_t = 0,849$).

RES.BUOY	I1	4,808	1,697	0,697	0,849
RES.BUOY	I2	5,124	1699	0,728	0,837
RES.BUOY	I3	4,959	1,783	0,724	0,839
RES.BUOY	I4	4,843	1,730	0,761	0,823
PRWO	I67	4,743	2,092	0,631	0,761
PRWO	I68	4,820	2,009	0,589	0,775
PRWO	I69	5,531	1,562	0,646	0,762
PRWO	I70	4,840	1,916	0,556	0,784
PRWO	I71	5,665	1,706	0,581	0,776

Table 1. Item-level statistics consolidated across all scales (M, SD, corrected item-total correlation, and alpha if the item is removed)

2.4. Data Collection Procedure

Necessary authorizations were obtained to participate in the FONDECYT Regular Project 1241902, including informed consents from school administrators in the Biobío region. During data collection, participants were provided with informed consent forms along with scales to measure the study variables. After data collection, the data were entered into Microsoft Excel, and the corresponding analyses were conducted. It is noteworthy that the forms and scales were reviewed and approved by the Ethics Committee of the university affiliated with the study's primary author.

2.5. Data Analysis Procedure

The JASP software was used to perform descriptive and correlational analyses of the study variables. Initially, normality and homogeneity tests were applied to determine the appropriate correlation test, alongside descriptive analyses addressing the first research objective. Given that the data did not follow a normal distribution, Spearman's correlation test was used to analyze the relationship between variables. Additionally, graphical distribution options and scatterplots were employed to visualize the obtained data.

With the study sample (N = 147), the post hoc analysis in G*Power (exact test for "Correlation: Bivariate normal model," two-tailed, $\alpha = ,05$, $H1: \rho = ,36$) indicated a power achieved of $1 - \beta = ,995$, with a critical correlation $|r| = ,162$. This means that, under these conditions, the study had a 99,5% probability of detecting a correlation of that size.

3. RESULTS

3.1. Analysis of Normality and Homogeneity Assumptions

As shown in Table 1, the normality tests are not met for any of the variables. Therefore, non-parametric statistical tests were applied. Specifically, Spearman's correlation test was

employed, as it is suitable for analyzing relationships between variables without normal distribution.

Variable	AGE	RES.BUOY	PRWO
Mean	41,966	5,338	5,252
Std. Dev	11,700	1,077	1,062
Skewness	0,390	-0,973	-0,327
Skewness SE	0,200	0,200	0,200
Kurtosis	-0,761	1,140	-0,122
Kurtosis SE	0,397	0,397	0,397
Shapiro-Wilk	0,964	0,938	0,975
Shapiro-Wilk p-value	< ,001	< ,001	0,010
Min	21,000	1,500	1,800
Max	69,000	7,000	7,000

Table 2. Descriptive Analysis of the Variables

As shown in Figure 1, the data for the age variable does not follow a normal distribution. Specifically, a positive and stochastic skewness is observed.

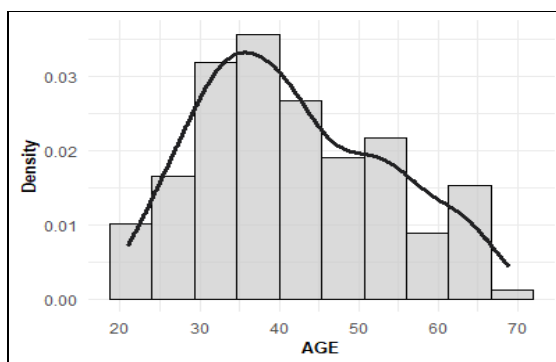


Figure 1. Distribution Graph of the Age Variable

As shown in Figure 2, the data for the teacher resilience variable do not follow a normal distribution. Specifically, a positive and stochastic skewness is observed.

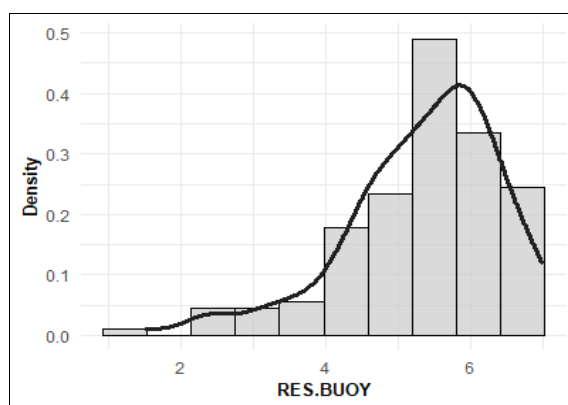


Figure 2. Distribution Graph of the Resilience Variable (Buoyancy)

As shown in Figure 3, the data for the positive relationships variable do not follow a normal distribution. Specifically, a positive and stochastic skewness is observed.

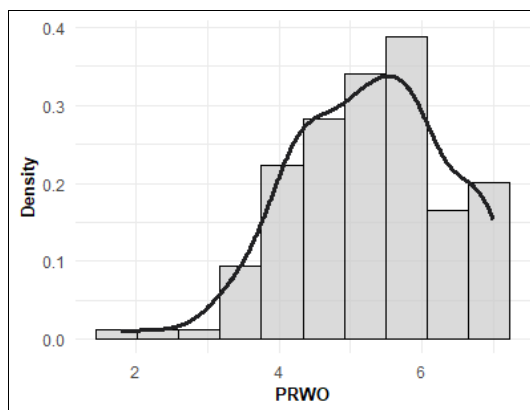


Figure 3. Distribution graph of Variable Positive Relations with Others

3.2. Descriptive Analysis Results

In relation to Figure 1, the sample shows an average age of approximately 42 years, with a wide variability ranging from 21 to 69 years. Resilience values have a mean of 5,338, while the positive relationships variable has a mean of 5,252, both showing moderate variation with standard deviations of 1,077 and 1,062, respectively. Resilience values range from 1,5 to 7,0, while positive relationships range from 1,8 to 7,0, indicating moderate dispersion around the mean in both variables.

Additionally, the results for teacher resilience levels (M=5,338) are moderately adequate, suggesting that teachers perceive themselves as sufficiently resilient in their professional environment. This can be visualized in items 1 and 2, which have an average rating of “somewhat agree” on the Likert scale, indicating that teachers are capable of overcoming stressful situations and adequately managing professional tasks.

Finally, the results for positive relationships with others (M=5,252) are moderately adequate, indicating that teachers perceive positive and reliable relationships in their environment. This is supported by items 7 and 9, which also have an average rating of “somewhat agree” on the Likert scale, showing that teachers maintain valuable and trustworthy relationships.

3.2.1 Scatter Plot

As shown in Figure 5, the scatter plots indicate a low positive relationship between age and teacher resilience, as well as between age and positive relationships. However, there is a significant positive relationship between teacher resilience and positive relationships, suggesting that higher levels of teacher resilience are related with higher levels of positive relationships.

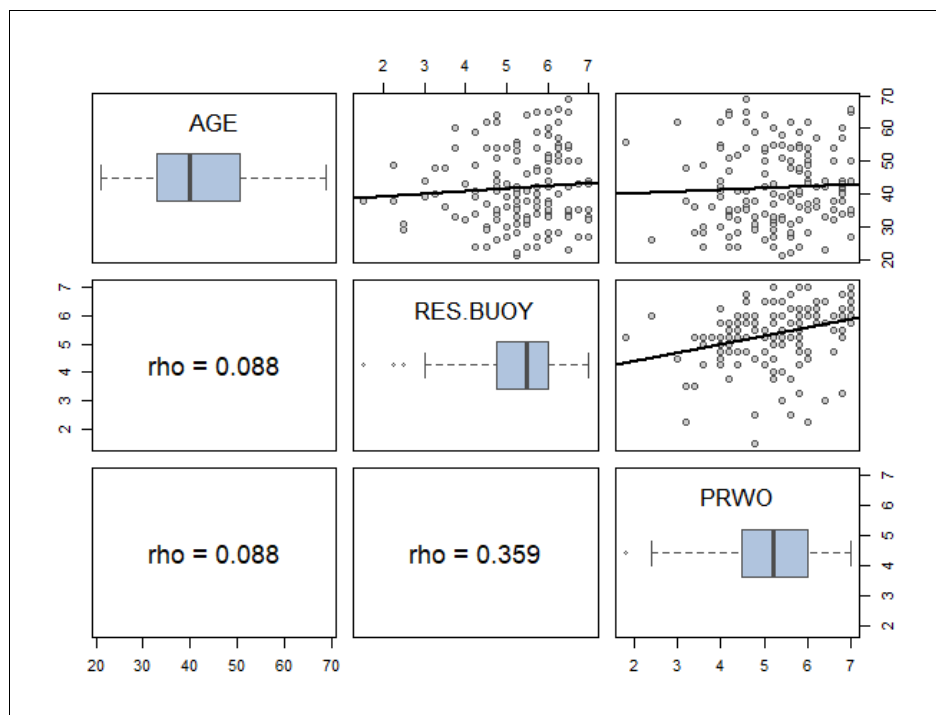


Figure 4. Plot graph of the variables age, Resilience Variable (Buoyancy) and Variable Positive Relations with Others

3.2.2 Correlation Analysis Results

As shown in Table 6, resilience is positively and significantly correlated with the well-being dimension of positive relationships ($\rho = 0,359; < ,001$). This indicates that teachers with greater resilience are likely to maintain positive and constructive relationships with their surroundings.

Variable	AGE	RES.BUOY	PRWO
AGE	1		
RES.BUOY	0,088	1	
PRWO	0,088	0,359***	1

Table 3. Correlation of variables in Spearman's nonparametric test

3.2.3 Gender differences in resilience (buoyancy) and positive relationships with others

Differences by gender were evaluated in Resilience (buoyancy) and positive relationships with others. As an initial step, the means and standard deviations were described by group.

Variable	Male (n=43)		Female (n=104)	
	mean	Sd	mean	Sd
RES.BUOY	5,67	0,80	5,20	1,15
PRWO	5,23	1,17	5,26	1,02

Table 4. Means and standard deviations by sex

For Resilience, men scored an average of 5,67 (SD = 0,80), while women scored an average of 5,20 (SD = 1,15). For positive relationships with others, men scored an average of 5,23 (SD = 1,17) and women scored an average of 5,26 (SD = 1,02).

The assumptions of normality and homogeneity of variances were verified. In Resilience (buoyancy), the Shapiro–Wilk test indicated normality in men ($W = 0,967, p = 0,256$) and deviation from normality in women ($W = 0,941, p < 0,001$). The Levene test showed unequal variances $F(1,145) = 3,997, p = 0,047$. In positive relationships with others, normality was evident in the distribution of data in men ($W = 0,951, p = 0,066$) and showed a deviation in women ($W = 0,974, p = 0,037$), with respect to the homogeneity of variances, in this case, assumption $F(1,145) = 0,147, p = 0,702$ could be assumed.

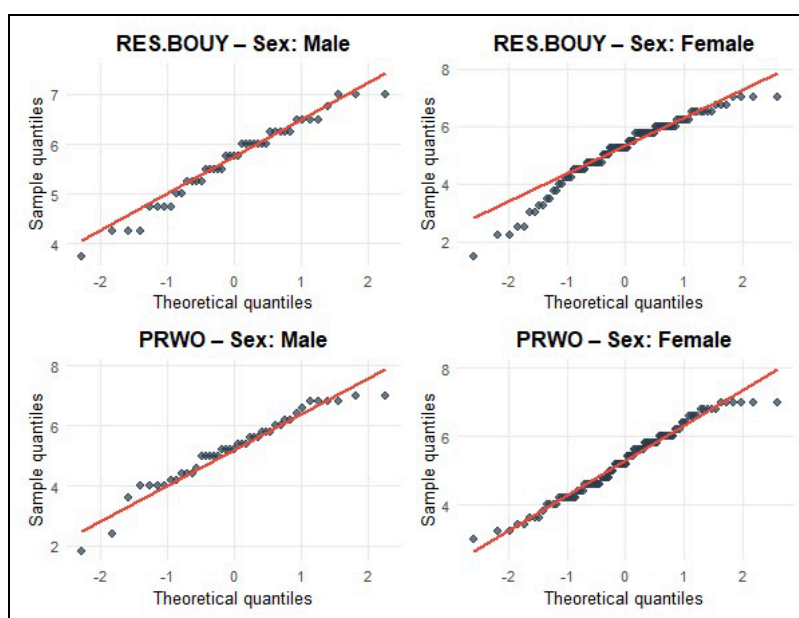


Figure 5. QQ-plots of distributional assumptions by sex for RES.BUOY and PRWO

Given the above, and added to the imbalance in the number of teachers by gender, priority was given to a robust approach to asymmetries and outliers using the Yuen test based on truncated means, setting the truncation at $tr = 0,20$.

In the Resilience (buoyancy) variable, Yuen's test with $tr = 0,20$ showed a positive and statistically significant difference in favor of men, $t\text{-yuen}(59,92) = 2,476, p = 0,016$, a difference in trimmed means = 0,388 with a 95% confidence interval [0,075, 0,701]. Finally, with regard to effect size, an $ES = 0,33$ was identified, which is considered a small to moderate effect.

In positive relationships with others, no statistically significant differences were observed, $t\text{-yuen}(49,14) = 0,071, p = 0,943$, trimmed mean difference = 0,016, with a 95% confidence interval [-0,431, 0,462].

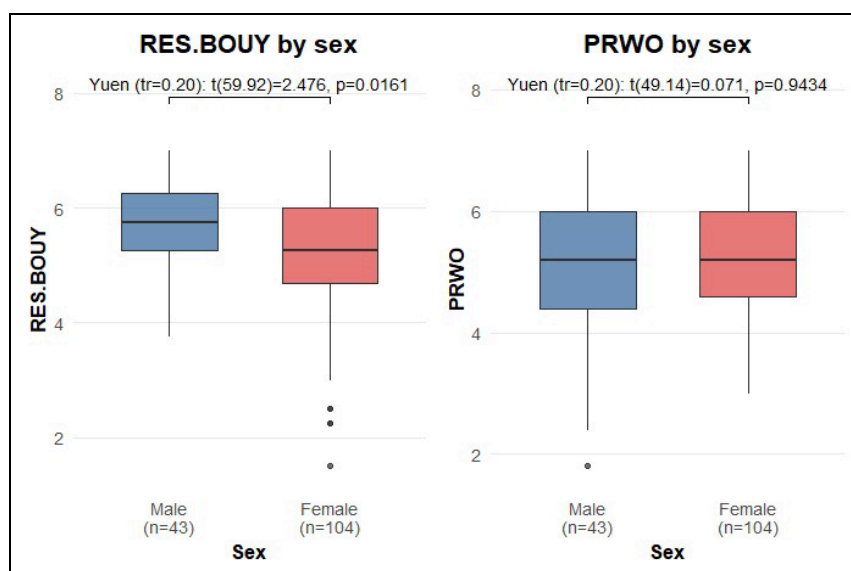


Figure 6. Boxplots by sex with Yuen's test (RES. BOUY and PRWO)

These findings indicate that there are gender differences in RESILIENCE, with slightly to moderately higher values in men, while no differences are evident in positive relationships with others.

4. DISCUSSION AND CONCLUSIONS

The analysis of the collected data identified patterns showing how resilience influences teachers' perceptions of well-being in the region. The findings reveal that teachers perceive themselves as resilient, with average levels indicating significant capacity to manage stressful situations and effectively fulfill professional responsibilities. This aligns with previous studies highlighting resilience's importance in education. Teachers with high resilience demonstrate greater adaptability in critical environments, maintaining positive social relationships in their workplace (Dooshima, 2024). Resilience operates as both a coping mechanism for challenges and a crucial pillar for emotional stability and professional performance in demanding situations (Sáez-Delgado et al., 2020; Sáez-Delgado et al., 2022).

In education, resilience is widely recognized as a protective factor helping teachers manage stress and workplace pressures. Emotional strength and adaptability facilitated by resilience improve stress management, positively impacting job satisfaction and overall well-being (Lazarus & Folkman, 2022). Resilient teachers face adversities with a positive attitude, enhancing performance and fostering a stable educational environment (Mulati & Purwandari, 2022). This study supports findings that resilience and emotional intelligence were key during the COVID-19 pandemic for navigating complex situations (Sáez-Delgado et al., 2022; Sáez-Delgado et al., 2020).

Regarding social interactions, the observed levels suggest teachers value and maintain constructive relationships in both professional and personal environments. A supportive organizational climate fosters positive interpersonal relationships, enhancing well-being and job satisfaction (Ramírez, et al., 2021). The quality of interpersonal relationships is closely linked to workplace well-being and resilience, indicating that positive work environments contribute to greater satisfaction and reduced stress (Bakker & Demerouti,

2021). Constructive workplace interactions and social support not only improve job satisfaction but also promote emotional support and a sense of belonging (Gouldner, 2022). Recent literature suggests that collaborative and positive workplace environments foster teacher resilience and well-being, creating a cohesive and supportive climate (Villalobos et al., 2022).

The correlational analysis revealed a significant positive relationship between resilience and positive teacher relationships, suggesting that as teachers strengthen their ability to face adversities, their professional and peer relationships become more collaborative. This supports the hypothesis that resilience is critical for stress management and creating a cohesive and positive work environment. Maintaining a positive attitude toward challenges contributes to stronger workplace relationships, which are essential for success in education (Hill-Berry & Burris-Melville, 2024). Resilience fosters collaborative and healthy interactions, enhancing workplace dynamics (Tugade & Fredrickson, 2002).

Finally, the findings highlight the importance of resilience in teachers' well-being and its influence on the quality of interpersonal relationships. Promoting resilience among teachers could significantly enhance their ability to handle stress and maintain constructive relationships in their work environment. Integrating resilience into educational policies and professional development programs could improve both teacher well-being and the quality of the educational environment (Córdova, 2024; Sáez-Delgado, et al., 2024). Implementing psychoeducational programs aimed at strengthening resilience and fostering positive work environments could be key to creating a healthier and more productive educational setting (Lozano-Peña et al., 2023; Sáez-Delgado et al., 2023).

Teachers perceive themselves as adequately resilient in their professional environment, with an average resilience level indicating a significant capacity to overcome stressful situations and effectively manage professional tasks. However, men show greater resilience than women, suggesting that gender differences may influence the perception and manifestation of resilience in professional settings (Arı & Çarkıt, 2020; Gök & Yılmaz Koğar, 2021). Similarly, the levels of positive relationships with others suggest that teachers maintain adequate and trustworthy relationships within their environment, valuing their interactions. Furthermore, a positive correlation was found between resilience and positive relationships, indicating that teachers with a greater capacity to face and adapt to adverse situations tend to maintain more positive and constructive relationships with their colleagues and professional surroundings. These findings highlight the importance of fostering resilience among teachers to promote a more positive and collaborative work environment.

4.1. Limitations

This study's limitations guide future research toward greater precision. The sample included only 147 teachers from the Biobío region, limiting the ability to generalize findings to a broader population. The limited representativeness suggests that the results may not fully reflect the reality of all teachers in the region. Conclusions drawn from small or non-representative samples may lack generalizability, and this should be considered when interpreting findings and planning future research.

Additionally, the study's correlational design restricts the ability to establish causal relationships between variables. While correlation is useful for identifying associations, it does not infer causality. Experimental designs, such as predictive or intervention studies, could offer a more comprehensive and robust perspective. These designs could examine causality and assess the impact of specific interventions, providing concrete methodologies to address issues within the educational community.

Another limitation is the potential bias related with self-reported data. Despite the use of highly reliable and valid instruments, self-assessments may be related by social desirability bias, in which participants respond in ways they perceive as socially acceptable or favorable, rather than reflecting their true opinions or experiences. In order to mitigate this in future studies, additional data collection methods, such as direct observations or third-party reports, could complement and verify self-reported data.

4.2. Projections

Future studies could include additional variables that may influence the relationship between resilience and positive relationships, such as institutional support, organizational climate, and professional training levels. These factors could impact teachers' perceptions and resilience capacity, as well as the quality of interpersonal relationships within the educational environment. Incorporating these variables could provide a more comprehensive understanding of the interrelation between resilience and positive relationships in public education contexts.

Moreover, future research could benefit from mixed-method approaches combining qualitative and quantitative methods. This methodological integration would enable a deeper understanding of how resilience and psychological well-being manifest among teachers. Qualitative methods, such as interviews and focus groups, could offer detailed insights into teachers' experiences and perceptions, while quantitative methods, like surveys and statistical analyses, could generalize findings to a broader population.

Finally, implementing and evaluating teacher resilience and well-being programs in public education could be valuable for addressing daily challenges faced by teachers in their educational communities. These programs could include training workshops, self-care strategies, and psychological support aimed at improving teachers' stress management and fostering positive work environments. Future research could focus on evaluating these programs' effectiveness and their impact on teachers' psychological well-being and the quality of education provided to students. Evidence-based models of scaffolding and support could directly enhance teaching quality and student well-being, creating a positive cycle of improvement in the educational field.

CONFLICT OF INTEREST

The authors declare that they have no potential conflicts of interest regarding the authorship of this research and/or the publication of this article.

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