

TEACHERS' ROLES IN PROMOTING PRESCHOOLERS' RESILIENCE IN SCHOOLS OF THE BANGKOK METROPOLITAN REGION

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ABSTRACT

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The purpose of this research was to study teachers' roles in promoting preschoolers' resilience in a school in the Bangkok metropolitan region. This study's aim was to assess two aspects of these roles: creating a learning atmosphere and learning management. The sample comprised 456 preschool teachers in schools that were under the Office of the Basic Education Commission, the Office of the Private Education, the Bangkok Metropolitan/Local Administrative Organizations, and the Office of the Higher Education Commission. The research tools were questionnaires, observation forms, and interviews. Data were analyzed by using frequency, mean, percentage, standard deviation, and content analysis. The research finding was that preschool teachers' roles in promoting preschoolers' resilience was at a high level. The aspect of creating a learning atmosphere was higher than learning management. This study also used data from observations and the interviews with preschool teachers, with a focus on how they encouraged children in their classes to become resilient. This involved creating a warm and a friendly atmosphere that encouraged children to feel a sense of mental stability. Moreover, this made children feel that they were part of the classroom, developed their social skills, and helped children to manage their emotions through opportunities to engage in play. Furthermore, encouraging resilience gave children opportunities to have new experiences, and to develop skills in dealing with problems.

Keywords: Teachers' roles; resilience; preschoolers

1. INTRODUCTION

Currently, preschool children face educational competition, which leads to tension and pressure from parents' expectations about children's ability to learn and to be ready for admission to elementary education. Preschool children are accelerated early; although they may learn to read and write, this focus reduces their opportunities to learn through all five senses and to play independently, and has negative effects on their development (Khongsanoh, 2018; News monitor, 2018). Moreover, as children's brains are designed to learn through play, their schoolwork also suffers from lack of play. When children have inappropriate learning experiences, they will show signs of stress and lack of self-confidence (Thepsuwan, 2018). Survey results of children and women in Thailand (2015-2016) demonstrate a high level of emotional development problems in

preschool children (79.4%). Children aged 1-14 years (73.1%) also suffered from problems due to physical and psychological violence at home (UNICEF, 2017). Furthermore, Nopmaneejumruslers (2020) mentions the negative effects of physical violence and physical punishment against preschoolers perpetrated by caregivers in childcare centers who cannot keep order in their classrooms, such as smacking, pinching, or striking children. Psychological violence is another type of violence that occurs in childcare centers. Inappropriate and negative words such as stupid, foolish, or naughty are used to label young children who misbehave or cannot keep up with the rest of the class. As a result, young children will exhibit negative behaviors due to inappropriate teacher behaviors.

One of the essential things that helps children to overcome these obstacles is resilience. Resilience refers to the human potential to face problems or situations and deal with them successfully. Grothberg (1995) states that resilience depends on three main factors: having external sources of support, having a healthy mental state, and having skills to solve problems. Developing resilience thus depends on the support that children receive from the people around them. Resilient people have strong social capabilities: they can establish relationships, develop problem-solving skills, think abstractly, plan, and ask others for help. Moreover, resilient persons are aware individuals who use strategies to overcome obstacles, accept the consequences of their actions, and are confident that good things will happen (Bernard, 1993; Bernard, 1995; Gilligan, 2000).

Teaching plays an essential role in the development of preschool children by providing a balanced learning experience. This covers all aspects of development, helping children to learn in the face of demanding situations, and to solve problems appropriately according to a child's individual potential, which thereby encourages children to live happily in society (Niemhom, 2012; Office of Academic Affairs and Educational Standards Office of the Basic Education Commission, Ministry of Education, 2008). Nolan et al. (2014) found that positive teachers' guidelines for promoting resilience in children include attention to the physical environment of the classroom and creation of rules or agreements with children as to roles and responsibilities. Effective teachers encourage children to accept their emotions and not to judge their emotions, by talking to them gently and supporting self-regulation. They create a classroom atmosphere in which mistakes are normal and acceptable, allowing children to learn to solve problems that arise. In encouraging children to play and choose activities freely, the effective teacher observes and assists as needed - promoting positive relationships between children-children, children-teachers, and teachers-parents. Such teachers promote resilience by modeling emotional stability themselves and adhering to the class agreements made together with the children, which include options for children to practice decision-making.

Bangkok metropolitan regions are high-risk areas for social problems, which directly and indirectly affect preschool children. Nevertheless, children can overcome those obstacles if they have learned with the help of teachers to be resilient. Resilience is an effective strategy to prevent and solve mental and social problems that occur not only in a preschool child's present circumstances, but that also may occur in the future. Therefore, the researcher aimed to study teachers' roles in promoting preschoolers' resilience in effective ways, in the context of a rapidly changing Thai society.

2. LITERATURE REVIEW

Educators use a variety of terms for resilience (including recovery, emotional flexibility, mental immunity, ability to recover energy, and mental strength). However, this paper uses the term resilience.

Resilience

Resilience is a dimension of mental health that is important to human well-being. Resilience comes from a Latin root meaning the ability to recover. There is no fixed word for this concept in Thai. Resilience should be strengthened beginning in early childhood because children with resilience tend to be children who can convey their thoughts, display empathy, are good at problem-solving, are responsible, form healthy attachments, and have good relationships with caregivers (Inkaew et al., 2009).

Ginsburg and Jablow (2014) define resilience as an increase in human capacity in the face of adversity, which leads to continued human existence in this imperfect world and progress with optimism and confidence. Resilience is the ability to recover from defeat. A resilient person can see challenges as opportunities to be met, instead of reacting with suspicion, malice, or a sense of victimhood. Resilience is a critical factor in adjustment and success in life.

Factors in promoting resilience

Grothberg (1995) studied the ability to resilience by dividing the factors that enhance resilience into three areas:

- Having external support (I have) is when people are aware of having social support, which teaches the principles and real life skills that promote resilience by developing stability and safety.
- Having a healthy mental state (I am) is the power to handle stressful situations, including feelings, attitudes, and self-beliefs.
- Having social skills and interacting with others (I can) refers to the social skills learned from interacting with others.

Gilligan (2000) states that the promotion of resilience can be achieved through the promotion of the following factors:

- Secure base, in which a person receives love, support, or help when there is a problem. Feelings of security arise from good relationships with family, community, and environment.
- Self-esteem, which comes from people receiving love and care. When people feel that they are loved, this fosters self-esteem.
- Self-efficacy is the ability to manage things as an individual; these perceptions and abilities are promoted by caregivers who model and give instructions on problem-solving, thus encouraging confidence.

Characteristics of a person with resilience

Persons with resilience learn and grow from encountering obstacles or challenges. This helps them to lead healthy lives, with a sense of happiness and success. Bernard (1993; 1995) states that children who are resilient work well, play well, are loving, and expect good things. A resilient child shows five crucial characteristics:

- Having social competence (sympathy, caring, flexibility, well-developed communication skills, and humor). Resilient children tend to create good relationships between themselves and others, which helps them to bond with families, communities, and schools.
- Having skills in problem-solving, which include being able to think a problem through, to form a plan to solve the problem, and to request and acquire the resources necessary to solve the problem.
- Having an awareness of social oppression, such as abusive parents and social inequality, and being able to create strategies to deal with and overcome these obstacles.
- Having a sense of individuality, which includes the ability to perform tasks on one's own, to take charge of one's environment, and to believe that one's circumstances are in part a result of one's actions and abilities. Individuality also helps a person to reject negative and inappropriate messages about themselves.
- Having strong goals, optimism and hope about the future, and the motivation and perseverance to study and accomplish things.

Teacher guidelines for promoting resilience

Teachers play a crucial role in promoting resilience in children. Inkaew et al. (2009) state that teachers enhance resilience of children by providing opportunities for children to show personality, ability, and thinking. These include organized group activities that encourage children to feel part of a group, which is an essential basis for coexistence in society.

Petty (2014) acknowledged that working with children is a challenge, especially when children face difficulties, and developed the following guidelines for teachers to promote resilience in children:

- Support children's understanding of other people. Understanding other people and perspectives strengthens children's feelings and minds. Use literature to develop this understanding. Encourage children to express opinions about characters and feelings about stories. In group discussions, encourage children to listen to the opinions and feelings of other children, creating a positive mutual experience.
- Gain children's trust. Children need close, attentive adults as guides when they face challenges. Teachers are crucial figures in giving advice and helping to strengthen resilience in children.
- Cultivate deep listening, which involves really hearing and paying attention to what children say. Deep listening is necessary to understanding individual children and to encouraging resilience.
- Teach children to learn from mistakes. Help them to consider the future by using past experiences as lessons and looking at future experiences as opportunities to strengthen the self. Allow children to set goals and make plans in the short and long term.

- Accept the identity of each child, and study the characteristics and temperaments of children, as well as their cultural differences. Teachers need to know what expectations are appropriate for the development of children at each age in order to plan and design appropriate activities.
- Identify the strengths and competence of individual children to help children overcome their weaknesses. Organize activities that are consistent with ability, and provide opportunities for a do-over to improve. Give warm, gentle advice.
- Teach that mistakes are acceptable and are learning opportunities. Allowing children to repeat tasks and correct mistakes helps them to practice proper behavior and builds trust with their caregivers.
- Encourage children to develop responsibility by allowing them to look after themselves and others, to participate in caring for their environment (for example, cleaning the classroom or caring for animals in the classroom), to help other children in the class, and to be responsible for public property.
- Help children to create classroom rules in regard to everyday daily activities, and to develop commitment to meeting those obligations.
- Model and teach problem-solving (identifying a problem, working out solutions, and finding needed resources). Problem-solving is a key skill in developing resilience.

Nolan et al. (2015) said that the context of kindergarten is an essential place for teachers to promote, support, and protect the resilience of children through a variety of classroom practices. Teachers should consider the following points raised by these authors:

- Classroom environment. Design a peaceful space within the classroom, and encourage children to express their feelings and emotions. The classroom should foster positive relationships, healthy daily routines, and reasonable expectations, including accepting mistakes and practicing tasks until students achieve competence.
- Relationships. Building a good relationship with children means that the teacher must be sensitive to the feelings of children. Both model and encourage children to listen to others with intention and respect. Create opportunities for children to practice skills by following the class agreement. Furthermore, train children to be good speakers and listeners in circle/reading time.

Classroom practice. Teachers should focus on the emotional and social learning of children in the classroom. Classroom practices include the following:

- Modeling behavior and language usage; being gentle and consistent in setting the tone and content of classroom language and behavior, and helping children to do the same.
- Teaching social skills. Supporting social skills for children by using both small and large group activities. Also, using role-playing strategies help children to understand others' behaviors.
- Supporting self-regulation in children by providing feedback and suggesting appropriate solutions for interacting with others.
- Offering both choice and structure. A daily routine helps children to know the expectations the teacher has of them. Within these boundaries, the teacher should give children one or two choices to foster their independence and decision-making skills.
- Encouraging play skills. Play is a way of learning for children, and makes the world a better place for children. Playing helps children to solve problems by themselves through interesting and stimulating activities. The teacher's role is to observe play and to help children to interact with one another in ways that encourage growth.

Based on this literature review, the research for this paper focuses on two aspects of education: creating a learning atmosphere (including being a role model for classroom interaction and classroom management), and learning management (including teaching social skills, supporting learning, and promoting play).

3. METHOD

Research design and participants

Participants

This survey research collected data from preschool teachers in the Bangkok metropolitan region, including the Office of the Basic Education Commission, the Office of the Private Education, the Bangkok

Metropolitan Administration/Local Administrative Organization, and the Office of the Higher Education Commission.

The population used in this research comprised 12,834 preschool teachers from 2,274 schools located in 6 provinces within the Bangkok metropolitan region. Multi-stage sampling was used to select the samples. Firstly, the sample size was determined using Taro Yamane's formula, the number of samples were at least 390 preschool teachers. Secondly, the researchers increased 17% of sample size which were 456 preschooler teachers. Then, cluster sampling was used to divide the samples according to 4 affiliations equally which were 114 of each. In each affiliation, cluster sampling was used to divide the samples equally according to 6 provinces within the Bangkok metropolitan region. Each province thus would require 19 preschool teachers to answer the questionnaires from each of the 4 affiliations. Then purposive sampling using criteria of top 5 average scores from each affiliation questionnaire were used in order to conduct the instructional observation and in-depth interview. Twenty informants, 5 from each affiliation, were selected.

Four hundred fifty-six responses were collected through a questionnaire, and twenty were collected through an observation form and in-depth interview done by the researchers.

Questionnaires

The questionnaire is divided into three parts. Part 1, general information, contains sixteen checklist items and open-ended questions. Part 2 contains information about the teachers' role in promoting preschoolers' resilience in two aspects: creating a learning atmosphere and learning management. There are fifty items on a 1-5 rating scale (always, very often, sometimes, rarely, and never). Part 3, information about problems and suggestions on the teachers' role in promoting preschoolers' resilience, contains three checklist items and open-ended questions. The content validity of questionnaires is 0.96, and the reliability of the questionnaires is 0.898.

Observations

The observations form consists of two parts. Part 1, general information, contains seven open-ended questions. Part 2, observation record table, contains twenty checklist items on two aspects of teaching: creating a learning atmosphere and learning management. The content validity of the observations form is 0.98 while the inter-rater reliability of the observation form is 0.837.

Interviews

The interview questions are divided into two parts. Part 1, general information, contains seven open-ended questions. Part 2, the teacher's role in promoting preschoolers' resilience in two aspects, contains twenty questions covering two aspects of teaching: creating a learning atmosphere and learning management. The content validity of the observation form is 0.93.

A total of 425 questionnaires, or 93.20%, were returned 390 questionnaires, or 85.53%, were fully complete. Qualitative data collected through observation and interviews were recorded by notes and transcripts made by the researchers.

Data analysis

Quantitative data were analyzed by using frequency, percentage, mean, and standard deviation. The criteria of mean score is as follows: 4.51-5.00, teachers' practice at the highest level; 3.51-4.50, teachers' practice is at a high level; 2.51-3.50, teachers' practice is average; 1.51-2.50, teachers' practice is at a low level; 1.00-1.50, teachers' practice is at a very low level. Content analysis was used to classify qualitative data from observation and interviews.

4. RESULTS

Most of the teachers who answered the questionnaire were female, aged between 31-40, with bachelor's degrees in early childhood education. The sample group had less than five years average of teaching experience in kindergarten. The number of children in their classes ranged between 26-30. (In the classrooms of the teachers who were interviewed, there was at least one child with special needs in the classroom.) Besides teaching, these teachers were responsible for quality assurance. Their most common free-time hobby was watching movies/listening to music. Although these teachers had some training in stress management, most had never attended training sessions to promote resilience for children, although they believed that they themselves had a high level of resilience, and that resilience is essential for children to achieve at the highest level. However, they also believed that the children in their classes had achieved only a moderate level of resilience. The research shows that the mean score of teacher practice in promoting resilience of preschoolers was at a high level as shown in Table 1:

Table 1: Mean, Standard Deviation, and Teacher Practice Level

Items	Teacher practice level (n=390)		
	\bar{X}	S.D.	Interpret
Creating a learning atmosphere	4.36	0.38	High
Modeling	4.43	0.42	High
Teacher personality	4.42	0.45	High
The attitude of teachers towards children	4.46	0.48	High
Classroom interaction	4.46	0.45	High
Interaction between children and <i>children</i>	4.59	0.48	Highest
Interaction between children and teachers	4.31	0.55	High
Interaction between teachers and parents	4.47	0.52	High
Class management	4.18	0.40	High
Creating feeling is part of the class	3.95	0.43	High
Learning from mistakes	4.41	0.51	High
Learning management	4.10	0.36	High
Teach social skills	4.34	0.50	High
Problem-solving	4.25	0.58	High
Self-regulation	4.10	0.68	High
Building relationships with others	4.58	0.47	Highest
Support learning	3.79	0.34	High
Teaching strategies	3.86	0.39	High
The experience that is appropriate for the age and ability of the child	3.72	0.39	High
Play promotion	4.11	0.39	High
Decision making	3.72	0.41	High
Problem-solving by themselves	4.24	0.65	High
Self-help as appropriate	4.54	0.53	Highest
Total	4.23	0.35	High

Note: The research shows that the mean score of teacher practice in promoting resilience of preschoolers was at a high level. The aspect that had the highest mean score was creating a learning atmosphere, followed by learning management.

Creating a learning atmosphere

Teachers practiced this at a high level. The aspect with the highest mean was classroom interaction, followed by model and class management, respectively.

Modeling

Data from the *questionnaires* found that the teachers practiced modeling at a high level. The data from the *observation* found that most teachers were gentle, mild, smiling, humorous, talked to children using polite words, and listened to children attentively. Moreover, teachers also paid attention to children individually, treated children with respect, showed confidence in children, and paid attention to the answers children gave in different situations. The data from the *interviews* found that all teachers interviewed had the traits of a resilient person, including self-confidence, assertiveness, emotional expressiveness, rationality, calmness, optimism, and adaptability. Furthermore, these teachers had the ability to listen to children deeply, consider children's individual differences, and to help them in problem-solving by recognizing that mistakes are normal and that practice can resolve problems.

Classroom interaction

Data from the *questionnaires* found that the teachers practiced at a high level. Data from the *observations* found that children in the classroom shared activities with friends smoothly and helped friends through problems. The teachers encouraged the children to communicate with them, and were affectionate toward the children. Teachers and parents helped each other by allowing parents to participate in the class. The data from the *interviews* found that children in these classrooms had a high level of interaction and helped each other. The teachers were friendly to children, and listened to them without being quick to judge. Teachers and parents worked together to solve children's behavior problems, and exchanged information regularly with each other.

Class management

Data from the *questionnaires* found that the teachers practiced at a high level. Data from *observations* found that teachers encouraged children to be part of the classroom by having them help to design the environment, make a class agreement, make an activity agreement, and set a clear daily routine. Teachers designed a variety of classroom activities. When a mistake occurred in the classroom, teachers responded to these events calmly, did not scold children, and used phrases such as "It is okay" and open-ended questions to

encourage children to review and solve problems. Data from the *interviews* found that teachers encouraged children to participate in designing the classroom environment and special activities. When a mistake occurred, teachers reacted positively, and used the situation as an opportunity for children to learn together.

Learning management

Data from the questionnaires found that the teachers practiced at a high level. The aspect with the highest mean was teaching social skills, followed by play promotion and support learning, respectively.

Teach social skills

Data from the *questionnaires* found that the teachers practiced at a high level. Data from the *observations* found that when problems occurred in the classroom, teachers modeled acceptance and solving problems (which occurred regularly) calmly. They also encouraged children to set work goals and plan what they wanted to do on their own. Teachers used open-ended questions to help children assess and control emotions, encouraged explanations for feelings and behavior, taught children to express and recognize forgiveness, and helped children to relax through sensory activities. The interaction between children in the classroom was positive; children listened to what their friends said intently, and sympathized with their problems. Data from the *interviews* found that teachers were excellent models for solving problems, using the techniques observed and described above. In addition, teachers encouraged children to be generous with others, including children with special needs, and positively reinforced generous behavior.

Support learning

Data from the *questionnaires* found that the teachers practiced at a high level. Data from the *observations* found that teachers gave timely advice to the children and organized a variety of classroom activities. The teachers identified the weaknesses and strengths of the children, and organized activities appropriate to their individual abilities and development. Data from the *interviews* found that teachers provided appropriate feedback by giving compliments when children showed positive behavior, and warnings when children showed negative behavior. Teachers valued children's efforts more than results, recognizing the weaknesses and strengths of each child in the classroom, and provided exercises and assessment based on individual abilities.

Play promotion

Data from the *questionnaires* found that the teachers practiced play promotion at a high level. Data from the *observations* found that teachers encouraged exploration and play, acting as facilitators and preparing the equipment for the children's use. While children played, teachers carefully observed them, noting problems and progress. When problems occurred during play, teachers gave children time to solve problems and negotiate by themselves, providing guidance only when requested. Data from *interviews* found that teachers allowed this gently supervised free play at least 30 minutes a day.

5. DISCUSSION

The research found that the mean score of teachers' practice both in creating a learning atmosphere and learning management were at the same level, a high level. However, research also found that most teachers surveyed had never attended professional development training on resilience. These results can be explained as follows.

The characteristics of preschool teachers were consistent with guidelines for promoting the resilience of preschoolers

The research demonstrated that teachers played an important role in promoting the resilience of preschoolers at a high level. Although the majority of the teachers who completed the questionnaires had bachelor's degrees in early childhood education, most of them had been working for fewer than five years. (It is important to note, however, that the highest ranked teachers, who were observed and interviewed, had an average of fourteen years of teaching experience.) Nonetheless, results indicated that college training and practice, in addition to a few years of full-time classroom experience, produced teachers capable of encouraging resilience in kindergarten children. Although the highly experienced teachers may have been better at their jobs than the newer teachers, the newer teachers also displayed the essential characteristics described by Colker (2008): sensitivity, flexibility, perseverance, creative, self-confidence, pursuing, enthusiasm, and humor, which are consistent with promoting resilience in children (including having compassion for others, being flexible in various situations, having humor, having strategies to solve problems, being yourself, and being optimistic).

Creating a learning atmosphere

Data from the questionnaires found that teachers performed at a high level in areas such as modeling, the attitude of teachers towards children, and class management. Data from observations and interviews found that teachers had a friendly, gentle manner, and were sensitive to the individuality of their students. Students interacted well with each other and with the teachers. Teachers used techniques consistent with literature, research, and practice in regard to the development and nature of children. The key was to make children an important part of organizing the classroom environment. Experts on developing resilience in children, such as Gartrell and Cairone (2014), Gilligan (2000), and Pizzolongo and Hunter (2011), state that teachers strengthen children's resilience by building positive relationships with and for the child and encouraging children to form attachments to those around them, which result in the child feeling safe. In such an environment, children develop physically, emotionally, socially, and intellectually. This environment is enhanced by individual work assignments, following a daily routine, and helping children to develop problem-solving skills. This literature is consistent with Disaro (2008) and Miller-Lewis et al. (2013), who state that good relationships between children, teachers, and parents, as well as unconditional acceptance, promote resilience, even in children who face significant hardships in their lives.

Learning management

Data from the questionnaires found that teachers performed all three aspects at a high level: teaching social skills, support learning, and play promotion. Data from observations and interviews found that teachers modeled creative problem-solving. They encouraged children to regularly assess their emotions, create good relationships with others, and pursue appropriate activities, depending on their individual weaknesses and strengths. Teachers facilitated children in creative play, observing them and helping as necessary. Blackburn (2016), Collet (2017), and Nolan et al. (2014) state that teachers should train children to set goals, allow children to learn to solve problems from various situations, value the effort of children, and use a variety of teaching strategies.

The researchers found that teaching children to learn from mistakes is another factor that encourages children to have resilience. Data from the questionnaires found that teachers performed this skill at a high level, as did data from observations and interviews. The teachers regularly said, "Never mind," approaching problem-solving with warmth and kindness. According to Blackburn (2016), Nolan et al. (2014) and Petty (2014), the classroom atmosphere should be accepting, with teachers encouraging children in problem-solving through repeating activities and learning from their mistakes.

Preschool teachers pay more attention to creating a learning atmosphere than to learning management in promoting the resilience of preschoolers

The data from the questionnaires found that the average score of creating a learning atmosphere was higher than that of learning management. The researchers commented that despite a lower rating in learning management (most teachers had never attended professional development in the promotion of resilience), the teachers nonetheless encouraged children by creating a warm, trusting classroom atmosphere. Teachers were role models in the development of students' relationships with others, including classmates. Niemhom (2012) and National Association for the Education of Young Children (NAEYC) (2009) specify that preschool teachers should be good role models for children, demonstrating high self-esteem, promoting good relationships with children and parents, encouraging children to respect the differences between people, and creating an atmosphere in which all children are part of the classroom. These factors contribute to a learning atmosphere that encourages resilience.

Data from the questionnaires demonstrated that teachers scored lower in using open-ended questions to encourage children in problem-solving (preferring to answer questions themselves), and sometimes interfered too much in free play in their role as classroom supervisors. These behaviors are not consistent with the guidelines that promote resilience in children. Teachers should encourage children to manage their emotions and problems by being accepting and non-judgmental, and also allow children to practice problem-solving through free play, helping only when necessary. (Gartrell and Cairone, 2014; Gilligan, 2000; Ginsburg and Jablow, 2014; Nolen et al., 2014). As Nolan et al. (2015) state, teachers can teach social skills to children through open-ended questions and role-playing strategies. Moreover, Petty (2014) states that teachers should teach how to solve problems by modeling problem-solving step-by-step, which includes self-regulation, identifying problems, finding various solutions, and thinking about what worked before when problems arise again.

A classroom with children with special needs helps to teach all children to understand the feelings of others

Data from the questionnaires found that when classrooms include children with special needs, teachers have a higher average practice score than teachers without special needs children in their classrooms. This is because the more skilled teachers were assigned to classes which contain special needs children. 19 of 20 teachers have teaching experiences over 10 years with a bachelor's degree in early childhood education. Data from the interviews of teachers with the highest mean scores revealed that, the other children learned to behave with kindness, and to help friends with special needs (for example, helping them with buttons and packing supplies, as well as with following classroom agreements). This demonstrated that a diverse classroom encouraged children to express their empathy for others and to respect individual differences. This is consistent with Sawakpan (2012), who states that inclusive classrooms not only help children with special needs to develop, but help all children in the classroom to develop. Petty (2014) states that helping children understand other people's feelings and thinking in other perspectives can help them to build resilience.

Resilient teachers can manage stress effectively

Data from the questionnaires found that teachers experienced stress not only from teaching, but from other tasks added to their workload. However, they appeared to be mentally healthy, managing stress through relaxing hobbies such as watching movies and listening to music. This demonstrated that teachers can handle stressful tasks and workloads beyond teaching. This is consistent with findings by the Local Government Association (2012), which suggests that people with high resilience can identify the causes of stress and manage stress effectively. Teachers who considered themselves to be resilient, valued resilience, and viewed their students as resilient had a high mean score of practice in promoting resilience.

6. CONCLUSION

Resilience is crucial; it strengthens children from an early age to learn to live in the world and to resolve problems, including serious ones arising from factors such as social discrimination and abusive home situations. Teachers play an essential role in modeling and encouraging resilience in children from preschool onward. Both literature and research support early classroom strategies and practices for developing resilience. However, further study should be done to examine the relationship between resilience and inclusive practices of teachers who have at least one special child in a class.

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