

Early Childhood Education Teacher Resilience in Rural Areas: Concept, Improvement Efforts and Urgency

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Abstract

The success of early childhood education in rural areas cannot be separated from teacher resilience. The research aims to explore scientific insights into the urgency, influencing factors and efforts to increase the resilience of early childhood teachers in rural areas. The study used the Systematic Literature Review method by applying the PRISMA Protocol (Preferred Reporting Items for Systematic Reviews and Meta-Analysis). The results show that early childhood teachers' resilience is needed to support their critical role in providing quality early childhood education amid unique challenges such as limited resources and isolation. Factors that are at the core of teacher resilience include emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and "reaching out". Efforts to increase their resilience include a range of strategies, including providing adequate support networks, professional development opportunities, and access to mental health resources. By addressing these influencing factors and implementing targeted interventions, we can empower early childhood teachers in rural areas to effectively meet challenges and maintain high-quality teaching practices for rural children.

Keyword : Resilience, Teachers, Early Childhood Education, Rural

1. Introduction

Teacher resilience is a fundamental aspect of the teaching profession, characterized by the ability of educators to maintain their dedication in teaching despite challenging ups and downs (Schussler et al., 2018). This involves teachers' ability to adapt to a variety of environments, improve their skills in dealing with obstacles, and maintain their commitment to teaching practice (Xie, 2021; Gu, 2014). Resilient teachers are not only able to adapt to change but are also able to survive the worst conditions, which underscores the importance of resilience in ensuring positive student learning outcomes, as well as improving retention and well-being (Beltman et al., 2016).

In rural areas, early childhood education teachers face unique challenges that require a high level of resilience in order to perform their roles effectively (Ebersöhn, 2014). The condition of ECCE teachers in rural areas is indeed poor, as evidenced by the various challenges they face. Teachers in rural areas often face obstacles such as limited access to resources, inadequate training, inadequate facilities, and isolation (Rojo-ramos et al., 2022; Heda, 2022; Couples & Melda yeni, 2022). These challenges can impact teacher well-being, job satisfaction, and ultimately, the quality of education provided to early childhood (Mun et al., 2022; Nasution, 2021).

The study of teacher resilience highlights the dynamic nature of adaptability and dealing with the worst stressful conditions teachers face, which are influenced by interactions between individuals and their environment over time (Li et al., 2019). Factors such as stress management, emotion regulation, and relational trust are critical in fostering teacher resilience (Xie, 2021; Li et al., 2019). In addition, the term we know as "teacher resilience" is closely related to their ability to utilize professional skills effectively, engage in reflective practice, and find purpose in their work (Leroux & Théorêt, 2014; Ross et al., 2023). Understanding and improving teacher resilience is critical to addressing burnout, encouraging teacher retention, and ultimately improving student performance (Hong, 2012; Ross et al., 2023). By fostering resilience through mindfulness interventions, supportive environments, and reflective practice, educators can navigate the challenges of their profession and continue to have a positive impact on students' lives and well-being.

Gu & Day (2013) challenge the simplistic view that resilience is defined as simply bouncing back quickly from difficult or traumatic events. They argue that resilience is a complex concept and has many aspects, thus suggesting that resilience can be fostered through the interaction between one's personal resources and the support provided by one's environment (Peixoto et al., 2020). In particular, research conducted by Gu & Day (2013) shows that teachers' resilience is not innate or consistent, but is influenced by the personal, social, and organizational contexts in which they work.

The OECD (2019) reports that there are global concerns about teacher reductions, especially in developed countries. In western OECD countries, teacher retention and reduction are in crisis with a massive exodus taking place in most countries. For example, a UK survey of more than 4,000 teachers documented that 79% of schools reported having difficulty recruiting staff, and 43% of existing teachers plan to leave the profession within the next five years (Boon, 2020: 1). Meanwhile, Australian media report that 40% of graduate teachers in Australia quit within the first five years of entering their profession (Molloy, 2019), reflecting an ongoing and seemingly difficult problem teachers are at the start of their careers to overcome (Gallant & Riley, 2016: 563).

Mansfield et al (2012) conducted a study of 200 tenure and early career teachers. They teachers were asked about "what qualities define a strong teacher?". This research focuses on identifying protective factors that increase teacher resilience. The results highlight four main dimensions of protective factors: those related to the teaching profession itself (such as self-

efficacy beliefs and pedagogical competence), emotional aspects (including positive emotions and emotional regulation), social aspects (such as supportive relationships with students and co-workers), and motivational aspects (such as having goals in work) (e.g., intrinsic motivation, perseverance, expectations, and goals). These findings laid the groundwork for the development of scales that capture diverse traits of resilience in the teaching profession.

Growing concerns regarding increased levels of teacher burnout, teacher turnover, and teacher dissatisfaction have prompted an increase in research focusing on teacher resilience in recent times (Gratacós et al., 2023). Investigations related to teacher resilience conducted by various researchers have investigated various factors that contribute to resilience, which include personal attributes, social support systems, coping strategies, and professional resources (Brouskeli et al., 2018; Suryaratri et al., 2020; Diasti, 2021). A better understanding of these factors can empower educators and policymakers to design interventions and strategies aimed at improving teacher well-being, job satisfaction, and ultimately, student learning outcomes (Van Wingerden & Poell, 2019; Daniilidou et al., 2020; Cho et al., 2021).

Learning teacher resilience is important because effective and resilient educators have a positive impact on their students' academic performance. Teacher resilience, along with skills, abilities, and other attributes, forms a mosaic of educational support that is essential to student success in school. This is even more important for early childhood education teachers in rural areas with limited resources, where teachers serve as key facilitators of effective learning in developing countries (Ebersöhn, 2014).

Seeing teacher resilience as a concept that bridges the complex context of early childhood education practices and the individuals who work in them, numerous studies have identified the importance of teacher resilience and recommended that teacher resilience play an important role in teaching and education (Ainsworth & Oldfield, 2019; Gu, 2014; Hiver, 2018; Liu & Chu, 2022; Mansfield et al., 2018). To teach best from time to time, teachers always need resilience (Gu & Day, 2013: 22). The most important question that needs to be solved is how teacher resilience can be developed and maintained. Resilience recognized by Higgins (Kowitarttawatee & Limphaibool, 2022: 2) is a static condition; can be encouraged and developed.

This research examines the urgency of ECCE teacher reciprocity in rural areas, which also includes factors that influence teacher resilience and efforts to increase teacher resilience. Examining the urgency of teacher resilience in rural areas helps to understand how the challenges of rural environments affect teachers' mental well-being, so as to design more effective support strategies. A deep understanding of factors such as access to resources, social support, and workload can guide efforts to increase teacher resilience, strengthen their capacity to deal with pressure and maintain teaching quality in diverse rural environments.

2. Method

This research is a research with the *Systematic Literature Review* (SLR) method, which is a methodical and structured approach to review existing literature on certain research topics or questions (Rushiana et al., 2023). SLR involves systematically searching, selecting, critically appraising, and synthesizing relevant studies to provide a comprehensive picture of the current state of knowledge in a particular field (Stracke, 2021).

The Preferred Reporting Items for Systematic Reviews and Meta-Analysis (*PRISMA*) protocol is implemented during various stages of conducting systematic literature reviews. The PRISMA Protocol is a set of guidelines designed to improve transparency and quality of reporting in systematic reviews and meta-analyses. These guidelines help ensure that systematic reviews are conducted in a rigorous and transparent manner, allowing for reproducible results and aiding critical assessment of the review process (Page et al., 2021).

The systematic literature review process involves several steps, including: (a) defining the research question, (b) collecting data, (c) assessing the suitability of the data, (d) analyzing and interpreting relevant data, and (e) compiling and presenting its findings (Purba & Raya, 2021). The search is based on data sources on *Google Scholar* using *publish or perish* in the range of 2000-2024. In this systematic literature review, there are a total of 14 national journals with the keyword "ECCE teacher resilience" and 13 international journals with the keyword "*teacher resilience in early childhood education*". Once done with the search stage, the next step is to gather relevant journal literature. The appropriate journal literature is carefully selected, then analyzed. The results of journal literature selection and analysis are then conveyed in research discussions to respond to research questions or achieve research objectives.

3. Result

Based on a search on *the Google Scholar* data source using *publish or perish*, there were a total of 27 articles, and as many as 10 articles were reviewed in depth and comprehensively with a *systematic literature review approach*. The results are reported as follows:

Table 1. Literature Review

No	Penulis	Tahun	Judul	Jurnal	Deskripsi
1.	Mirna Wahyu Agustina & Germino Wahyu Broto	2019	Resilience of Honorary ECCE Teachers	HAPPINESS (Journal of Psychology and Islamic Science)	Resilience not only refers to a person's ability to overcome adversity and rise from failure, but also includes aspects of "reaching out" or the ability to see the positive side and strive for success and chances of success. This ability is the result of a combination of factors and components discussed earlier, as well as from the practice of dealing with failure rather than avoiding it, as well as choosing to live without achievement in order to pursue something. Factors that are at the core of resilience, such as emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and "reaching out", are expected

No	Penulis	Tahun	Judul	Jurnal	Deskripsi
					to be possessed by honorary ECCE teachers who interact directly with students, parents, or guardians and their families.
2.	Fauzia Bella Cahya Ramdhanian & Erna Susiaty ²	2021	Resilience of PAUD Teachers in Bandung City during the Pandemic	Jurnal Pendidikan Anak Usia Dini	The majority of ECCE teachers in Bandung City show a high level of resilience, reflecting their ability to overcome the challenges of learning from home (BDR) during the COVID-19 pandemic. Resilience here refers to the quality or ability of a person to bounce back when faced with a difficult situation.
3.	Alucyana, Yenni Yunita, Restu Nabila Ria Safitri, & Syarifah Fahriah	(2024)	ECCE teachers' resilience is seen from emotional regulation, age and length of service in inclusive schools	aş-şibyān Jurnal Pendidikan Anak Usia Dini	Resilience is very important for ECCE teachers in inclusive schools, as evidenced by research findings showing that emotional regulation, age, and length of service have a significant effect on ECCE teacher resilience. Specifically, 75.1% of ECCE teachers' resilience is influenced by emotion regulation, and a similar percentage is influenced by age in inclusive school environments. It is recommended for teachers to foster resilience in teaching and handling children with special needs, regardless of emotional regulation, age, or length of teaching experience.
4.	Devi Risma & Nurlita	2015	The relationship of psychological well-being to the performance of ECCE teachers In Pekanbaru City	Educhild	The psychological well-being of ECCE teachers in Pekanbaru is moderate, while their performance reaches a very high level. There was no correlation between psychological well-being and the performance of ECCE teachers in the city. A

No	Penulis	Tahun	Judul	Jurnal	Deskripsi
					motivational boost is needed to improve the psychological well-being of ECCE teachers so that they continue to strive to maintain good achievements, while still focusing on the achievements they have achieved. Subsequent research suggested paying more attention to other factors that can affect psychological well-being, including external factors such as cultural conditions, family environment, society, and socioeconomic conditions, as well as internal factors such as emotional, intellectual, motivational, and problem-solving abilities.
5.	Triana Indrawati	2019	The Effect of Resilience and Religiosity on Psychological Well-Being in Teachers in ROB Disaster-Prone ECCE	Al-Athfaal	It can be seen that there is a positive impact of the level of resilience and the level of religiosity on psychological well-being in teachers in early childhood prone to tidal disasters, reaching 83.1%. These findings suggest that the higher the level of resilience and religiosity, the more likely the psychological well-being of teachers in early childhood disasters is likely to increase. For teachers who have low or moderate psychological well-being, it is advisable to increase their resilience and religiosity, one of which is through training in problem-solving and exploration skills as well as religious practice. Meanwhile, for teachers who have high psychological well-being, it is advisable to maintain it because this study shows that resilience and religiosity can improve

No	Penulis	Tahun	Judul	Jurnal	Deskripsi
					psychological well-being. For future research, it is recommended to explore other variables that have the potential to contribute to the psychological well-being of teachers in tidal disaster-prone ECCE, such as life experiences, optimism, sociodemographic characteristics, and levels of religiosity.
6.	Caroline F. Mansfield, Susan Beltman, Anne Price, & Andrew McConney	2012	“Don’t sweat the small stuff:” Understanding teacher resilience at the chalkface	Teaching and Teacher Education	Newly graduated teachers and early career students view that teacher resilience has multidimensional and overlapping characteristics, and views on resilience can develop according to teacher career stages. To further conceptualize teacher resilience, four possible dimensions of teacher resilience (profession-related, emotional, motivational and social) are suggested and aspects within those dimensions are described. Some of the implications of the view of teacher resilience to teacher candidate education and future research will be discussed.
7.	Soon-ok Joo, & Sung-je Cho	(2019)	The Effect of Teacher Efficacy of Early Childhood Teachers on Teacher Happiness	Asia-Pacific Journal of Educational Management Research	Personal teacher efficacy has a significant influence on teachers' internal happiness. Second, ECCE teacher efficacy factors show that both general teacher efficacy and personal teacher efficacy have a significant influence on teachers' external happiness. Third, the teacher efficacy factor of early childhood teachers shows that both teacher efficacy in general and teacher efficacy in personal have a significant

No	Penulis	Tahun	Judul	Jurnal	Deskripsi
					influence on teacher self-regulation happiness.
8.	Sol Seo, & Jongil Yuh	2021	Mindfulness and Resilience as Mediators in the Relationship Between Job-Related Stress and Teacher–Child Interaction Among Early Childhood Educators	Early Childhood Education Journal	Work-related stress experienced by early childhood educators is negatively related to emotional, verbal, and emotional. and behavioral interactions with the child. Work-related stress among child educators affects not only educators' well-being but also interactions with children. Awareness and resilience are important personal resources for early childhood educators. Stress management programs that leverage awareness and resilience require appropriate implementation among early childhood educators to further improve the quality of ECCE service processes. Although mediating models can help us understand how work-related stress is associated with teacher-child interactions, future research should investigate additional personal variables that influence interactions with children to stress.
9.	Yi Wang	2021	Building Teachers' Resilience: Practical Applications for Teacher Education of China	Frontiers in Psychology	Teacher resilience plays an important role in teacher teaching and education around the world. However, little practical effort has been made to systematically refine and (re)establish these characteristics in teachers. Teacher resilience is a dynamic process in which the various components must work interactively and collectively to adapt to the difficulties that challenge a system (i.e. individuals, communities, institutions,

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					and ecosystems). The model is then transformed into five modules namely Building Resilience, Relationships, Well-being, Taking Initiative, and Emotions with related topics that will be covered in online and regular training courses. This model has been used in a variety of educational contexts (USA, Spain, Australia, and the Netherlands) and the results are astounding as teacher resilience rates are increasing exponentially. Because, in this model, the responsibility of building teacher resilience is not only placed on one group, but all parties to the education system and its relationships
10.	Shaina Annette Wright	2019	An Exploration of the Role of Teacher Identity in Teacher Resilience throughout Lispo County Early Childhood Programs: A Case Study	Thesis: Northcentral University	Retaining highly qualified teachers is essential to ensure a quality relationship between teachers and students as this affects academic success as well as children's social and emotional development. Given that teacher identity and resilience are relatively new constructs in teacher reduction and retention studies, the issue is how early childhood teachers describe their teacher identities at various points in their careers is relatively unexplored, and how, if at all, these identities can contribute to their resilience. Teachers' resilience, and/or transformation as their careers progress is still unknown. These findings reveal the most significant areas of teacher identity for these teachers include: (a)

No	Penulis	Tahun	Judul	Jurnal	Deskripsi
					professional and personal identity, (b) self-reflection, and (c) sense of agency, efficacy, and self-esteem. The results of these case studies can inform administrators about teacher identity construction and demonstrate promising practices in designing early childhood teacher training or mentoring programs to help strengthen their identity and help them become more resilient.

Mullen et al (2021) offer an action-based framework for fostering work climate, resilience, culture, coaching, and professional learning. Each action is described according to measures and one of four dimensions of resilience:

Table 2. Teacher Resilience Development

Action	Professional	Motivation	Social	Emotional
Recruiting and hiring	Hire teachers who are organized, reflective, and passionate about students and subject matter. Design interview questions to evaluate those characteristics	Look for teachers who enjoy working with others and have good relationships and communicators. Design interview questions to evaluate those characteristics	Hire teachers who are self-motivated and view teaching as a goal or calling. Design interview questions to evaluate those characteristics	Look for teachers who have demonstrated the ability to persevere through challenges or bounce back from failure. Design interview questions to evaluate these characteristics.
Reculture	Support teachers with the resources	Make time for teachers every	Recognize the strengths and	Maintain an open-door

Action	Professional	Motivation	Social	Emotional
	they need to be effective in the classroom. Reduce teachers' workload by not burdening them with tasks that are unimportant or not beneficial to student learning.	day to communicate with colleagues. Hold social gatherings before or after school to build intimacy.	successes of teachers. Provide support for student discipline and parental care by setting clear expectations	policy for teachers. Provide strong coaches and opportunities to collaborate for teachers. Show empathy and understand the teacher's demands.
Coaching	Teacher coaches communicate school culture, expectations, policies, and procedures. They provide feedback on lesson planning and delivery, as well as classroom management	Coach teachers observe their coachee and are observed by the coachee (peer coaching). They meet to discuss strategies that can improve planning, management, and teaching.	The teacher trainers work to develop the strengths of the trainers. They empower them to make decisions and provide constructive feedback. In the face of challenges, they provide helpful guidance	The coaches support their coachee's communication with the family. They advocate for them and assist in the struggle to adapt, and bounce back from failure, by implementing coping strategies
Professional learning	Division or School-wide professional development should be done to share the information everyone needs. Social justice-oriented professional development raises awareness of issues such as teachers' implied racial bias.	Time should be reserved for community groups to discuss challenges and ways to improve. Building camaraderie among staff is a goal, as is developing collective resilience.	Teachers should be allowed to attend or design self-development as they deem relevant so that they can focus on improving and developing resilience. District leaders can direct the focus of learning	Professional development should be implemented to protect mental health, deal with difficulties, communicate with parents and deal with difficult people, as well as maintain work-life balance

4. Discussion

Early childhood education teacher resilience in rural areas can be defined as the capacity of teachers to effectively utilize their emotional resources and professional skills to provide high-quality education to children despite facing various challenges such as limited resources, isolation, and lack of support systems common in rural areas (Abu Hasan et al., 2022). This resilience includes the ability to manage stress, maintain positive emotions, and adapt to new experiences, ultimately allowing teachers to deliver effective teaching and problem-solving strategies (Kim & Lee, 2021). Mirna Wahyu Agustina and Germino Wahyu Broto (2019) stated that the core factors of resilience include, among others: the ability to regulate emotions, control impulses, have an optimistic attitude, conduct causal analysis, show empathy, have self-confidence, and carry out effective communication or "*reaching out*"

In rural areas, where there may be a shortage of qualified educators and high rates of teacher reduction, resilience is an important factor for early childhood education teachers in rural areas, given the specific challenges they face. Rural teachers often face limited access to resources, isolation, and diverse student needs (Zhang et al., 2022). Resilience empowers educators to effectively navigate and overcome these barriers, enabling them to provide quality education and support to children in rural communities (Mun et al., 2022).

Resilience is often associated with decreased burnout and increased job satisfaction among teachers, which is critical to maintaining a positive learning environment (Mun et al., 2022). By fostering resilience, teachers can better manage stress, adapt to changing circumstances, and stay motivated in their roles, ultimately improving the overall educational experience for children in rural areas (Cho et al., 2021). In addition, resilience is also closely linked to competence and professional performance, demonstrating the importance of ensuring teachers can deliver high-quality education despite the challenges they face.

The resilience of ECCE teachers in rural areas is influenced by a variety of factors. Research shows that career advancement opportunities, rural environments, personal interests, and levels of implementation fidelity in curriculum delivery play an important role in shaping teachers' willingness to remain in rural areas (Clayback et al., 2023). In addition, factors such as ego resilience, work burnout, stress, lack of resources, technology awareness, and insecurity in teaching in remote areas can have an impact on teacher resilience in rural areas (Cho et al., 2021). In addition, the support provided to teachers, including self-efficacy, professional support, and work engagement, can contribute to their resilience and job satisfaction (Abu Hasan et al., 2022). In addition, factors such as public service motivation, teacher assignment mechanisms, and the importance of teacher support policies have been identified as major influences on teacher satisfaction and retention in rural schools (Mansfield et al., 2012; Mullen et al., 2021; Kowitarttawatee & Limphaibool, 2022).

Efforts to improve the resilience of rural early childhood education teachers through recruitment, retraining, coaching, and professional learning can be strengthened by focusing on key aspects highlighted in the literature (Mullen et al., 2021). Strategies such as recruiting trainees from diverse backgrounds to reflect the communities they serve, providing incentives, and addressing specific challenges related to rural teacher shortages can contribute to building a stronger and more diverse teaching workforce (Mitchell & Hampton, 2022). In addition,

efforts to re-nurture and nurture teachers can include improving local wisdom-based literacy culture, improving STEM education through metacognitive approaches, and emphasizing the importance of male teachers' involvement and perspectives in early childhood education (Amaliyah et al., 2022) (Chen et al., 2023).

Professional learning initiatives can further support resilience by addressing job stress, psychological burnout, and happiness among teachers, focusing on resilience-building strategies and collaboration among educators to effectively manage inclusive classrooms. By implementing a comprehensive approach that includes recruitment, re-coaching, coaching, and professional learning, early childhood education teachers in rural areas can be better prepared to meet challenges and increase their resilience in educational settings.

A systematic literature review on the resilience of early childhood education teachers in rural areas faces several limitations and offers specific recommendations. One major limitation is variability in defining and measuring resilience across different studies, posing challenges in synthesizing findings and drawing conclusive conclusions. In addition, the lack of standardized parameters for assessing resilience in the context of rural early childhood education may hinder comparability of outcomes and generalization of recommendations.

Existing literature may show publication bias towards positive outcomes, and potentially ignore negative aspects that can impact teacher resilience-building efforts. To address these limitations, future systematic reviews should seek greater consistency in resilience measurement, consider nuances of rural contexts, and incorporate diverse perspectives to provide a comprehensive understanding of the factors affecting teacher resilience in early childhood education environments. Recommendations include the need for more rigorous research methodologies, the inclusion of diverse opinions and experiences, and an exploration of challenges and successes in fostering resilience among early childhood education teachers in rural areas.

5. Conclusion

Early childhood education teacher resilience in rural areas is the capacity of teachers to effectively utilize their emotional resources and professional skills to provide high-quality education to children despite facing challenges such as limited resources, isolation, and lack of support systems. common in rural areas. Resilience is important for competency development and professional performance, so teachers can provide high-quality education despite the challenges they face. Ego resilience, work burnout, stress, lack of resources, technology awareness, and insecurity in teaching in remote areas can have an impact on teacher resilience in rural areas. Efforts to improve the resilience of rural early childhood education teachers can be made through recruitment, re-coaching, coaching, and professional learning.

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