Kindergarten Teachers' Resilience and Its Relation to the Parental Behaviour of Their Mothers and Fathers

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Abstract

The number of studies on resilience is rapidly growing, and so is the interest in their implications aiming at fostering resilience of all children; not only those at risk. Many of these studies focus on protective factors that increase the probability of positive developmental outcomes. Protective factors can be recognized at all environmental levels, and the crucial level is family. More specifically, parents are those who have a key role in building children's resilience through parental practices and behaviours. Another important environmental level for fostering resilience from an early age is kindergarten, particularly kindergarten teachers who can also be a relevant protective factor during childhood. Most studies linking parental behaviour and resilience explore this relationship in childhood and adolescence. Additionally, studies on the resilience of kindergarten teachers are also lacking. Therefore, the aim of this study was to obtain insight into kindergarten teachers' resilience and its relationship with the parental behaviour of their mothers and fathers. The results obtained indicate a rather high level of resilience among kindergarten teachers in general. The results also revealed that those who grew up with supportive parents are more resilient compared to those whose parents were restrictive.

Key words: *dimensions of resilience in adulthood; protective factors; restrictive parents; supportive parents.*

Introduction

Over the last two decades the number of studies on resilience - the ability to cope with and overcome adversities - has been growing rapidly. Hence, the interest in developmental risk and protective factors as well as their practical implications in

terms of fostering positive outcomes for all children, not only those at risk, is also increasing (Goldstein, 2006). Such interest in resilience implies a recognition of its importance both from the theoretical and practical perspective. Although the concept of resilience can seem simple, it is a rather complex and ambiguous construct (Kaplan, 2006). There are on-going debates on the nature of resilience and its definitions can depend on the theoretical perspective and research discipline. Hence, resilience has been defined and viewed variously by different researchers (Mackay, 2003). However, each definition emphasises its desirableness in terms of developmental outcomes (since it refers to maintaining and regaining mental health) and implies its interactive nature. Debate on the nature of resilience also leads to another debate – the one on its indicators (or measures). Namely, resilience is not measured directly and it is inferred from positive outcomes in the presence of adversity (Noltemeyer & Bush, 2013). This leaves place for various resilience indicators, depending on theoretical perspective and approach. According to Masten (2001), some studies are focused on one's good and adaptable functioning in society, others on the absence of psychopathology and/or delinquency, while some are focused on psychological well-being. Additionally, the overall impression is that recent studies have focused more on identifying protective rather than risk factors, which is a result of positivistic view on personal strengths. Literature also indicates a dependence of resilience on the cultural context (Ungar & Liebenberg, 2011), which also enhances the general impression that measuring resilience is a rather challenging task, and that construction of resilience measures is still "work in progress", especially those measuring adult resilience (some protective factors measures in adulthood are proposed by Friborg, Barlaug, Martinussen, Rosenvinge & Hjemdal, 2005; and Ryan & Caltabiano, 2009).

Resilience is related to personal, biological and environmental factors and what seems important to mention in this context is pointed out by Masten (2001): "Early images of resilience implied that there was something remarkable or special about this children"…, but "Resilience appears to be a common phenomenon…" (Masten, 2001, p. 227). In other words, a resilient person is not resilient because he or she has some "super-powers"; everyone has the potential to become resilient since it is an ordinary phenomenon. This perspective emphasizes the possibility to influence the development of children's resilience. In addition, Ungar and Liebenberg's comprehension of resilience as "…the qualities of both the individual and individual's environment that potentiate positive development" (Ungar & Liebenberg, 2011, p. 127) also places emphasis on the possibility to develop resilience. Hence, it is possible to promote development of children's resilience, both through family and educational processes, by developing resilient (or positive, or growth) mind-set in all children regardless of the presence or absence of adversity in their lives.

Factors contributing to the development of resilience are often labelled as protective factors. As opposed to risk factors, which increase the probability of negative developmental outcomes, protective factors increase the probability of

positive outcomes. Protective factors (and risk factors as well) can be recognized at all environmental levels such as family, kindergarten, school, peers, neighbourhood, and society in general (Daniel & Wassel, 2002), and the focus of this study is placed on family context, more specifically on parents and their behaviour as a crucial factor of that context.

Factors related to the family context are extremely important (especially in childhood) since families play a significant role in developing adaptive functioning and successful coping with adversities throughout the life-span. Early socialization theories considered that parental actions are determinants of the emotional climate, which is consequently an important predictor of developmental outcomes (Blunt Bugental & Grusec, 2006). Accordingly, parent-child relationship and rearing practices are also a significant part of child's socialization (Parke & Buriel, 2006). Additionally, parents have a crucial role in creating a resilient family environment, and moreover, families in general can also be characterised as resilient (Black & Lobo, 2008; Walsh, 1998). Consequently, a higher level of family resilience is related to the higher level of family members' personal resilience. Hence, parents are those who have a key role in building children's resilience since their parental behaviour is one of the most important environmental protective (or risk) factors regarding children's developmental outcomes.

Among various constructs used for describing parental practices, Baumrind's conceptualization of parenting styles as authoritative (parents who are supportive and responsive, but at the same time have clear standards and expectations regarding child's conduct), authoritarian (obedience-oriented parents with the lack of responsiveness) and permissive (responsive parents who are at the same time very undemanding) seems to be most commonly used to describe different types of parenting. Darling and Steinberg (1993) indicate that, although there is consensus about the effects of parenting on child development, the question about the parenting style construct and its operationalization still remains open. The mentioned authors define parenting style "as a constellation of attitudes towards the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviours are expressed" (Darling & Steinberg, 1993, p. 488). Since attitudes are expressed through behaviour, many studies of parental influence on child development are focused on specific parental behaviours. These behaviours are often classified in three dimensions introduced by Schafer (1965; as cited in Barber, Maughan & Olsen, 2005): Acceptance/Rejection, Psychological control/Psychological autonomy, and Firm control/Lax control. Other studies suggest somewhat different labels for these dimensions. For example, Barber, Maughan, and Olsen (2005) instead of Acceptance suggest a broader construct of Parental support, which includes parental warmth and acceptance, behaviours that are analogous to authoritative parenting and support positive developmental outcomes. These authors also consider labels Behavioural

control and Psychological control to be more appropriate for distinguishing between the control of child's behaviour and child's psychological world. Behavioural control includes all behaviours aimed at regulating child's behaviours according to norms, while Psychological control covers behaviours that suppress autonomy and independence and ignore children's psychological needs. With respect to the previously mentioned differences in the operationalization of the parenting style construct, Darling and Steinberg (1993) indicate that parental practices and the effects of parenting styles depend on cultural context, and proposed dimensions of parental behaviour were also explored in the Croatian context with certain differences that occurred in comparison to the results of the American studies (Keresteš, 2001; Keresteš, Brković, Kuterovac Jagodić & Greblo, 2012). Based on the results obtained on the sample of Croatian parents and children, Keresteš et al. (2012) described parental behaviours through three global dimensions. The first dimension is labelled as Parental support and it is characterized by parental warmth and autonomy, but also by parental knowledge and inductive reasoning (behaviours which are in American studies part of parental behavioural control). The second dimension obtained in the Croatian study is labelled as Restrictive control and it is similar to the construct of psychological control, while the third dimension is labelled as Permissiveness (as a minor part of behavioural control in American studies). These results also indicate that behaviours that are ascribed to certain dimensions of parenting can be culturally specific. However, regardless of cultural differences, it should be emphasised that certain parental behaviours (e.g. warmth and autonomy granting which are often mentioned in the context of authoritative parenting), are consistently related to positive developmental outcomes (Noltemeyer & Bush, 2013; Sorkhabi, 2005). Thus, parental behaviours that contribute to child's social, emotional, and cognitive development (and psychological well-being in general), contribute to the development of resilience as well. In this manner it should be pointed out that there is a lack of research on the relationships between adult resilience and parental behaviour, since most of the research in this field (as well as in the field of resilience in general), is concerned with these relationships in middle childhood and adolescence (Werner, 2006).

In the context of environmental levels important for children's developmental outcomes, besides from parental behaviour, i.e. family level, another environmental level relevant for fostering resilience is the kindergarten level. Kindergartens can be an important protective factor, since resilience is built from an early age and children benefit from warm and supportive adults with good social and emotional competences. Hence, kindergarten teachers can play a significant role in fostering children's resilience. Besides, from their knowledge and general attitudes regarding the implementation of programmes aimed at building children's resilience (as well as knowledge and beliefs regarding developmentally appropriate practices in general),

their own resilience can also be of relevance. Namely, in order for children to build resilience, it is desirable that the adults, who work with them, especially during their early years, have certain characteristics that make them resilient too, which is especially important in case of vulnerable children, i.e. children who are exposed to multiple risk factors (Kumpfer, 2002). It can be assumed that kindergarten teachers, who are resilient, will also be better models for the development of children's social and emotional competences associated with resilience, and that they will be an important environmental protective factor.

The aim of this study is to obtain insight into kindergarten teachers' resilience and its relationship with the parental behaviour of their mothers and fathers. The initial hypothesis was that kindergarten teachers who grew up with supportive parents would have higher results on adult resilience dimensions compared to those whose parents were restrictive and controlling.

Method

Sample and Procedure

162 female kindergarten teachers (M_{age}=35.09 years, SD_{age}=6.617) currently enrolled in part-time early education studies at the Faculty of Teacher Education, University of Zagreb (Croatia), participated in this research during regular classes. All participants from this sample grew up with both parents. Participation was on voluntary basis and anonymous, in line with ethical standards.

Instruments

Having in mind that the structure of certain parental dimensions can somewhat differ with regard to cultural context, data on kindergarten teachers' perception of their mothers and fathers' parental behaviour was collected through the *Parental behaviour questionnaire* (Keresteš et al., 2012), an instrument validated on Croatian parents and children (for a detailed description of scale construction and validation see Keresteš et al., 2012). Kindergarten teachers were asked to retrospectively rate the extent to which certain parental behaviours (29 items) refer to their mothers and fathers (separately for each parent) on a scale from 1 (not at all like her/him) to 4 (completely like her/him). This questionnaire measures seven aspects of parental behaviour: Warmth, Autonomy, Knowledge, Inductive reasoning (as a part of Parental support dimension), Punishment, Intrusiveness (as a part of the Restrictive control dimension), and Permissiveness.

Data on kindergarten teachers' resilience was collected through the *Resilience scale for adults* (Friborg et al., 2005). It is a 33-item self-report inventory measuring the presence of certain protective factors i.e. dimensions of adult resilience considered to be important for maintaining and regaining mental health in adulthood. These dimensions are Personal strength (10 items), Social competence (6 items), Family cohesion (6 items), Structured style (4 items) and Social support (7 items) (for original

version of scale see Friborg et al., 2005)[1]. Ratings are given on a seven-point semantic differential scale with positive and negative attribute at each end.

Both instruments have been used with the authors' consent. Data analyses included descriptive indicators of kindergarten teachers' resilience and multivariate analysis of variance.

Results and Discussion

Table 1 presents the general indicators of kindergarten teachers' experienced parental behaviours and their scores on dimensions of resilience as well as data on scale reliabilities (Cronbach's alpha).

Table 1.

Descriptive indicators on kindergarten teachers' perceived parental behaviour and dimensions of resilience (N=162)

	M	SD	α
Mother's parental behaviour			
Inductive reasoning	2.71	0.697	.88
Warmth	3.07	0.745	.90
Knowledge	3.04	0.716	.78
Autonomy	3.05	0.762	.86
Punishment	1.98	0.710	.82
Intrusiveness	2.30	0.769	.78
Permissiveness	2.26	0.718	.82
Father's parental behaviour			
Inductive reasoning	2.54	0.725	.87
Warmth	2.97	0.833	.74
Knowledge	2.52	0.768	.89
Autonomy	3.01	0.786	.82
Punishment	1.84	0.716	.87
Intrusiveness	1.90	0.705	.75
Permissiveness	2.53	0.781	.74
Dimensions of resilience			
Personal strength	5.51	0.860	.83
Social competence	5.78	0.839	.68
Family cohesion	5.61	1.020	.79
Structured style	5.51	1.121	.63
Social support	6.29	0.705	.75

Descriptive indicators generally reveal higher level of ratings on parental behaviours which indicate parental support (Inductive reasoning, Warmth, Knowledge and

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[1] Factor structure of this scale as proposed by its authors was examined on a larger sample of kindergarten teachers (*N*=191; including these participants) for purposes of another study and confirmatory factor analysis indicated that proposed model fitted the data well. Although S-B scaled χ^2 was significant (S-B χ^2 (485) = 738.46, *p*<.001), all other fit indices indicated good model fit (χ^2/df = 1.52; RMSEA = 0.052; NNFI = 0.96; CFI =0.97 and AGFI = 0.93).

Autonomy), somewhat lower level of Permissiveness, and the lowest level of Intrusiveness and Punishment, behaviours which can be labelled as parental restrictive control (ratings on all items covered the total range from minimum 1 to maximum 4). With respect to kindergarten teachers' self-ratings on the five dimensions of resilience, descriptive data indicate that their average results on all five protective factors i.e. dimensions of resilience are relatively high (ranging from minimum 2 to maximum 7) with Social support protective factor rated as the highest.

The results obtained for the dimensions of resilience indicate that kindergarten teachers in general have rather optimistic view of their own resilience since their ratings on all the measured dimensions of resilience are shifted to higher values. This could be an encouraging result, since it is desirable that adults who work with children have certain characteristics relevant for maintaining and regaining mental health, making them resilient too. As already emphasized in the introduction, in order to foster resilience in children, it is desirable that their educators, especially in the early years, are also resilient. We can assume that they can be good models of social and emotional competences and it could be expected that they will (explicitly or implicitly) transfer these skills to children, which can be especially important in cases of children at risk. Crosnoe and Elder (2004) also indicate that research results suggest that establishing close relationship with teachers can partly buffer the effects of absence of support at home. In the context of the obtained results it also seems interesting to mention the results obtained by Friborg et al. (2005), which indicated positive associations of these resilience dimensions with the Big Five factors of emotional stability, agreeableness and conscientiousness. This can lead to the conclusion that presence of certain protective factors which contribute to person's psychological well-being in general, can also be associated with certain desirable personality traits. In the context of kindergarten teachers that can be important since it is justified to assume that adults working with children, besides their professional qualifications, should have a certain personality profile which makes them more suitable for working with children (e.g. sociable, with positive emotionality, pro-social and altruistic orientation and good impulse control) and which are known to influence vocational interests (Larson, Rottinghaus & Borgen, 2002), hence choosing this profession in the first place.

Resilience and Parental Behaviour

According to kindergarten teachers' ratings of their mothers and fathers on seven aspects of parental behaviour, a *k*-means cluster analysis was conducted (with theoretically based prior assumption on two logical clusters). The analysis identified that the clusters differed in all aspects of parental behaviour except mother's permissiveness. Further analyses of differences between the clusters regarding final cluster centres on each variable (Table 2) indicated that the main difference between the two clusters can be described in terms of two global dimensions: Parental Support and Restrictive control of both mothers and fathers. More specifically, the first cluster

is characterized with lower ratings of both mother and father's parental behaviour on Inductive Reasoning, Warmth, Knowledge and Autonomy (global dimension of Parental Support), and higher level of both mother and father's parental behaviour on Punishment and Intrusiveness (global dimension of Restrictive Control). Accordingly, the second cluster is characterized by higher level of both mother and father's Parental Support, and lower level of Restrictive control. Thus, the first cluster can be described as experience of restrictive parenting and the second cluster as experience of supportive parenting. In addition, similar patterns of parental behaviour on the family level obtained in this study are in accordance with Simons and Conger's results (2007) which indicate that in most families both parents display the same parenting style.

Table 2.
Final cluster centres*

	Cluster	
	Q1 - Restrictive parenting (*N*=79)	Q2 - Supportive parenting (*N*=83)
Mother's parental behaviour		
Inductive reasoning	2.28	3.13
Warmth	2.59	3.52
Knowledge	2.57	3.49
Autonomy	2.53	3.55
Punishment	2.15	1.81
Intrusiveness	2.51	2.10
Permissiveness	2.31	2.20
Father's parental behaviour		
Inductive reasoning	2.16	2.90
Warmth	2.42	3.49
Knowledge	2.06	2.95
Autonomy	2.46	3.53
Punishment	2.06	1.63
Intrusiveness	2.07	1.74
Permissiveness	2.31	2.74

* *Note*: Differences between cluster centres are statistically significant at *p*<.01 for all variables except mother's permissiveness

Cluster membership served as a basis for further data analysis. In order to explore differences in kindergarten teachers' resilience with regard to their mothers and fathers' parental behaviour, differences between the two clusters on five dimensions of resilience were calculated by multivariate analysis of variance. The obtained results indicated a significant difference between the clusters: $F (5, 156) = 9.50$; $p<.001$; size effect (eta-squared) $\eta^2= .23$. Additionally, post hoc ANOVA was used to test the significance on each resilience dimension. The results of post hoc tests are presented in Table 3.

Table 3.

Analysis of differences in kindergarten teachers' resilience with regard to cluster membership*

Resilience factors	F (1/160)	p
Personal strength	9.13	.003
Social competence	5.06	.026
Family cohesion	43.17	.001
Structured style	8.52	.004
Social support	24.42	.001

$F_{(5, 156)}=9.50$; $p<.001$; eta-squared $\eta^2=.23$

* *Note*: Q1 - Restrictive parenting; Q2 - Supportive parenting

In general, the results indicate a significant effect of cluster membership on resilience which leads to the conclusion that parental behaviour is associated with the presence of certain protective factors relevant for maintaining and regaining mental health in adulthood. Further comparison of each dimension of resilience regarding the cluster membership indicates significant differences on all measured variables. Inspection of means reveals the same direction of differences for all average results, i.e. kindergarten teachers whose parents were supportive achieved higher results on all five dimensions of resilience compared to those whose parents were restrictive.

Figure 1. Kindergarten teachers' average results on dimensions of resilience regarding cluster membership
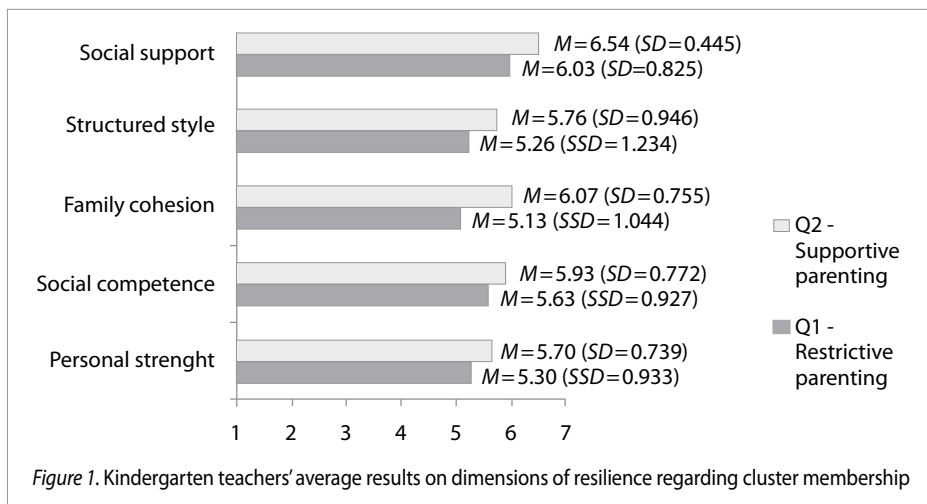
Obtained results confirmed the hypothesis that kindergarten teachers whose parents were supportive will have higher results on all measured dimensions of resilience. Therefore, we can conclude that parental behaviour is related to resilience in adulthood in the expected manner, and expectations regarding protective role of supportive parenting are confirmed. The value of obtained size effect ($\eta^2=.23$) is, according to Gamst, Meyer and Guariono (2008) large, which implies that parental behaviour has

a substantial role in explaining variance of adult resilience measures. This can be linked to the results obtained in Gordon Simmons, and Conger's study (2007), which indicated that having two authoritative parents who are supportive relates to the most positive outcomes in adolescence. Thus, it is expected that such strong positive effect of growing up with two supportive, warm and autonomy granting parents will persist in adulthood as well.

All of the measured dimensions of resilience represent protective factors which are to a certain extent saturated with various psychological constructs whose development can be related to parental behaviour. Thus, expectations regarding association of resilience and parental behaviour were all in the same direction. First dimension, which Friborg et al. (2005) label as Personal strength refers to confidence in own abilities and positive and clear view on own life in future, which can also reflect a sense of control of what is happening in one's own life. Shin An and Cooney (2006) explored association between some aspects of adult participants' psychological well-being (which included a sense of purpose in life and personal growth) and perception of their relationship with parents (which they labelled as remembered pre-adult relationship with parents). They concluded that those adults who had affectionate and supportive parents also expressed a higher level of psychological well-being. Buri's study (1989) has shown that adolescents with authoritative parents had higher results on Self-concept scale, thus considered themselves as more worthy and confident compared to those whose parents were authoritarian. Additionally, sense of control as a part of Personal strength dimension can also be partially related to studies on locus of control and parenting in adolescence. Results of these studies showed positive relation of authoritative parenting and adolescents' internal locus of control (Lee, Daniels & Kissinger, 2006; Marsiglia, Walczyk, Buboltz & Griffith-Ross, 2007), which can also be relevant from the perspective of explaining differences between clusters on Personal strength factor.

Dimension which Friborg et al. (2005) labelled as Structured style is also expected to be associated with parental behaviour since it refers to clear goals, planning ahead and to be organised. These characteristics can be discussed within a broader construct of self-regulation, which is often explored in educational context, but results can be, to a certain extent, related to those obtained in this study, since self-regulation (behavioural and emotional) is related to other domains as well. Namely, self-regulation is also positively associated with supportive parenting, indicating that children and adolescents of supportive and autonomy granting parents are better self-regulated and have higher pursuit of academic goals. Accordingly, better self-regulation regarding educational goals in adolescence, can also be a predictor of better self-regulation in other aspects of life, and in adulthood as well. Additionally, parental role in the presence of Structured style protective factor, besides from granting autonomy to a child/adolescent (of course, in accordance with developmental level), can also be accomplished indirectly through development of self-regulatory capacities, both on

behavioural and emotional level. Further, Buri (1989) indicates that children growing up with authoritative parents are more self-reliant and responsible, which can also be related to results regarding dimension of Structured style obtained in this study. In this context it should also be mentioned that parents who are supportive and warm are more likely to create warm and supportive family atmosphere in general, and one of the characteristics of such families are family routines and rituals which not only foster close relationships between family members, but also provide sense of security and predictability (and are related to positive developmental outcomes). Thus, experience of structure in childhood can also be related to tendency to structure one's own activities later in life.

Finally, higher scores on the dimension of Family cohesion regarding parental behaviour are also expected. Indeed, if we were to assume ranking of measured dimensions regarding differences between the clusters, this would probably be dimension that would be ranked as first since we would expect the largest difference exactly on this protective factor. As already mentioned, supportive parenting is positively associated with healthy family environment, thus serving as protective developmental factor throughout child's life (Noltemeyer & Bush, 2013). More specifically, supportive and warm parents invest more effort in providing family communication which is clear and bidirectional. Further, they also care about shared family time (during e.g. family meals) and family routines, create family support network and are flexible and adjustable. All of these characteristics make family cohesive and serve as a protective factor related to multiple positive developmental outcomes.

Differences between the clusters regarding Social competence and Social support are also expected. Meaningful personal relationships are important since they provide a support network and create a sense of belonging, thus serving as a protective factor. Supportive parents are good models of interpersonal interactions, and foster the development of a child's social skills (Eisenberg, Chang, Ma & Huang, 2009). The study by Updergraff, Madden-Derdich, Ullola Estrada, Sales and Leonard (2002; as cited in Betts, Trueman, Chiverton, Stanbridge & Stephens, 2012) indicated that adolescents whose parents were warm and accepting reported higher levels of intimacy with their friends. Similarly, the results obtained by Dekovic and Meeus (1997) revealed that warm parenting was related to higher quality of peer relationships in adolescence. Warm and supportive parents are good models of social competences, and thus are more likely to foster the development of good social skills in children resulting in quality peer relationships, not only in childhood, but throughout life. Additionally, as mentioned in the context of structured style, the parental role in the development of these dimensions of resilience can also be realized through the development of emotional regulation which is also associated with social competence (Eisenberg & Sulik, 2012). Hence, it can be expected that those who are better at regulating their emotions have better social skills that help them in building quality interpersonal

relationships. Consequently, more developed emotional and social competences contribute to establishing a meaningful and intimate relationship with others, which leads to creating supportive social network, whose presence is especially important when a person is facing adversity. In conclusion, these social competences, which are useful for establishing peer relationships during childhood and adolescence, are also useful in creating stable, fulfilling and supportive relationships with others in adulthood. Thus, a higher level of social competence and social support among those kindergarten teachers who grew up with supportive parents is expected.

Conclusion

For good developmental outcomes, with resilience being one of them, supportive and warm parents are crucial. In this manner, it seems very important to emphasize the results of The Kauai Study (Werner, 2000; as cited in Toland & Carrigan, 2011) which lead to the conclusion that even if a child has only one person in life with these characteristics, he or she will have better odds at being resilient and successfully coping with adversities in life.

Although this research does not allow causal inference, these results indicate a strong association between kindergarten teachers' mothers and fathers' parental behaviour, and presence of certain protective factors, which indicate the level of kindergarten teachers' personal resilience. In addition we can point out that it would be interesting to explore if measured dimensions of resilience, and to which extent, function as protective factors in maintaining (or regaining) mental health when real adversity or more of them occur.

Finally, it should be emphasized that kindergarten teachers from our sample can be characterized as resilient, thus providing a potentially good basis for building resilience in children from an early age. Namely, in order to build resilience in children, it is desirable that protective factors exist at several environmental levels (e.g. family, kindergarten, schools, neighbourhood…), and that they function accordingly. Such circumstances are expected to increase the probability of developing resilience in all children. In this manner it is important to mention that kindergarten teachers' knowledge about resilience, protective factors and possibilities for practical implications, as well as reflection on that construct from the perspective of their own resilience, could contribute to awareness of their direct and indirect role in fostering children's resilience. In addition, their understanding of parental behaviour influence on resilience (as well as on developmental outcomes in general), can encourage their cooperation with parents, either on individual or on group level, or through preparation and implementation of resilience programmes (or activities). Finally, understanding good parental behaviour and its influence on both resilience and developmental outcomes in general is important since certain characteristics which are ascribed to supportive parents are desirable characteristics of good kindergarten teachers as well.

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Povezanost otpornosti odgojiteljica s roditeljskim ponašanjem njihovih majki i očeva

Sažetak

Sve su brojnija istraživanja koja se bave otpornošću i sve je veće zanimanje za praktične implikacije otpornosti s ciljem razvoja otpornosti u sve djece, a ne samo u one koja su prepoznata kao rizična. Mnoga od tih istraživanja usmjerena su na istraživanje zaštitnih faktora, odnosno onih koji povećavaju vjerojatnost pozitivnih razvojnih ishoda. Ti faktori mogu se prepoznati na svim razinama okoline, ali je obitelj od svih najvažnija. Točnije, roditelji su oni koji svojim roditeljskim ponašanjem imaju ključnu ulogu u razvoju djetetove otpornosti. Još jedna razina okoline važna za razvoj otpornosti je vrtić, posebno odgojitelji/ce koji također mogu biti važan zaštitni faktor tijekom djetinjstva. Većina istraživanja koja se bave odnosom roditeljskog ponašanja i otpornosti tu vezu istražuje tijekom djetinjstva i adolescencije. Nadalje, nedostaju i istraživanja o otpornosti odgajatelja. Cilj ovog istraživanja bio je dobiti uvid u otpornost odgojiteljica, kao i ispitati postoje li razlike u otpornosti s obzirom na roditeljsko ponašanje njihovih majki i očeva. Rezultati su pokazali kako odgojiteljice imaju prilično visoku razinu otpornosti, te kako su one koje su odrasle s podržavajućim roditeljima otpornije od onih čiji su roditelji bili restriktivni.

Ključne riječi: *dimenzije otpornosti u odrasloj dobi; podržavajući roditelji; restriktivni roditelji; zaštitni faktori.*