

# **The Study of Needs Assessment to Develop the Resilience of Pre-service Teachers**

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## **Abstract**

The purpose of this research was to assess and prioritize the needs to develop the resilience of pre-service teachers. 1) For qualitative research, the needs assessment on resilience was conducted by using an in-depth interview and focus group. The key informants for the interview were expert teachers, university advisors totaling 7 persons. The key informants for the focus group were 9 pre-service teachers who studied in the 4th year of Bachelor of Education in Srinakharinwirot University, Bangkok, Thailand. 2) For quantitative research, the data were collected by using the questionnaire about needs assessment on resilience. The sample consisted of 256, 4th year pre-service teachers. The qualitative data were analyzed by content analysis, while the quantitative data were analyzed by mean, standard deviation, and modified priority needs index (PNI<sub>modified</sub>). The results from qualitative study showed that the pre-service teacher at present needed the enhancement in resilience, especially in the Problem management. This was in accordance with the quantitative research that the level of Problem management of the pre-service teacher in the actual condition aspect was lower than he expected condition. When considering the priority of needs in each component, the component that mostly needs development was the Problem management, followed by the Emotional stability, and Encouragement, respectively.

*Keywords:* needs assessment, resilience, pre-service teachers

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## Introduction

In 2019, the Office of the Higher Education Commission of Thailand issued the **Undergraduate Qualification Framework for Education and Teacher Education Programs (4-Year Curriculum)**. This framework was established to guide higher education institutions in developing or revising their curricula and instructional practices to ensure the quality and standardization of graduates. According to the framework, students enrolled in teacher education programs are required to engage in **at least one year of teaching practice** at an educational institution (Office of the Higher Education Commission, 2019).

During the teaching practicum at educational institutions, pre-service teachers are expected to engage in a variety of professional activities. These include meeting with school administrators for an initial introduction and orientation, receiving work assignments, developing instructional plans, conducting classroom teaching, and fulfilling assigned duties. Throughout the practicum, pre-service teachers undergo evaluations and are encouraged to revise, improve, and develop their work based on feedback from school administrators, mentor teachers, and supervising lecturers.

Upon completion of the practicum, pre-service teachers are required to submit essential documentation, including course outlines, lesson plans, teaching portfolios, and research reports. They must also participate in a seminar organized by their university as part of the practicum completion process. It is evident that pre-service teachers are assigned a substantial workload during their teaching practicum in educational institutions. In addition to instructional responsibilities, they are also expected to collaborate and communicate effectively with various school stakeholders, including teachers, parents, and students.

Pre-service teachers are also required to adapt to various individuals and the dynamic environment within the school. This includes adjusting to the school's culture, norms, and professional relationships, which are essential for effective teaching and learning during the practicum period. As a result, pre-service teachers may experience stress and anxiety due to the heavy workload associated with their responsibilities. These include teaching students in the classroom, managing classroom behavior, creating instructional materials, and preparing various documents. Additionally, this pressure may lead to a lack of self-confidence and feelings of discouragement.

A critical factor in supporting students' mental well-being is **resilience**, which refers to the ability to bounce back from adversity and continue living with a sense of well-being is a key aspect of resilience. People can demonstrate resilience even in stressful and neglectful environments (Turner, 2000). Additionally, **resilience** protective role in preventing the loss of mental health when faced with uncontrollable events. It helps safeguard individuals and their families from mental health issues, such as depression, stress, anxiety, and other psychiatric conditions. Moreover, resilience also aids in preventing physical health problems that may arise from stress, including heart disease, hypertension, and diabetes (Department of Mental Health, 2020).

Srinakharinwirot University, Thailand, is an institution dedicated to teacher education with roots in the Higher Teacher Training School and the Faculty of Education. The university has long established a foundation in progressive education to promote democratic society in Thailand for over half a century. Teacher training for basic education is a vital part of the “reform of educational sciences.” This reform is not limited to the Faculty of Education but

also includes other faculties involved in teacher production, such as the Faculty of Science, Faculty of Humanities, Faculty of Social Sciences, Faculty of Physical Education, and Faculty of Fine Arts (Srinakharinwirot University, 2018).

Therefore, to ensure that the reform of educational sciences at Srinakharinwirot University is based on sound data leading to effective planning and development strategies that align with the current situation and meet the needs of the organization, the researcher believes it is necessary to assess the needs and prioritize the requirements of pre-service teachers in developing **resilience** by examining three areas: problem management, encouragement, and emotional stability. The findings will provide relevant organizations or stakeholders with essential information for planning activities, projects, or workshops designed to enhance resilience in pre-service teachers in each of these areas. This will lead to the development of effective plans and actions to fully address the identified needs.

### **Research Objective**

To assess and prioritize the needs to develop the resilience of pre-service teachers.

### **Research Methodology**

#### **Key Informants and Sample**

1. The key informants for the interviews were 7 supervising lecturers for the Bachelor of Education programs. The participants consisted of six faculties: Faculty of Education, Faculty of Science, Faculty of Humanities, Faculty of Social Sciences, Faculty of Physical Education, and Faculty of Fine Arts.
2. In addition to the key informants, a focus group discussion was conducted with 9 pre-service teachers studied in the 4th year who had already completed their teaching practicum in schools. These participants voluntarily participated in the focus group discussion, having expressed a willingness to share their experiences and perspectives.
3. The sample consisted of 4th year pre-service teachers in the Bachelor of Education program at Srinakharinwirot University during the 2024 academic year. A total of 256 students participated in the study, representing six faculties: 59 students from the Faculty of Education, 24 from the Faculty of Social Sciences, 28 from the Faculty of Humanities, 68 from the Faculty of Science, 52 from the Faculty of Physical Education, and 25 from the Faculty of Fine Arts.

#### **Data Collection Instruments**

The study adopts a qualitative research approach with the following data collection instruments:

1. To collect in-depth qualitative data, the researcher employed a semi-structured interview designed for supervising lecturers who oversee pre-service teachers during their teaching practicum. The purpose of the interview was to explore the challenges, stressors, and developmental needs related to building resilience among pre-service teachers. The interview content focused on three core dimensions of resilience: problem management, encouragement, and emotional stability. The results of the IOC (Index of Item-Objective Congruence) analysis indicated that the interview topics had IOC values ranging from 0.67 to 1.00.

2. The focus group discussions were designed to explore the experiences and developmental needs of pre-service teachers in relation to their resilience during the teaching practicum. The discussion framework was structured around three key domains of resilience, namely problem management, encouragement, and emotional stability and Pre-service teachers should be guided to prioritize the essential needs required for developing resilience. The results of the IOC (Index of Item-Objective Congruence) analysis indicated that the items discussed in the focus group had IOC values ranging from 0.67 to 1.00.
3. The instrument used in this study was a questionnaire designed to assess the needs for resilience development among pre-service teachers. The questionnaire employed a 5-point Likert scale and measured both the Actual and the Expected of resilience. It covered three core dimensions: Problem Management, Encouragement, and Emotional Stability. The questionnaire consisted of 35 items in total and was adapted from the original assessment tool developed by the Department of Mental Health, Ministry of Public Health (Department of Mental Health, 2019). The results of the discriminant power analysis for the questionnaire indicated values ranging from 0.29 to 0.98. Additionally, the questionnaire exhibited a Cronbach's Alpha coefficient of 0.86.

## **Data Analysis**

1. The researcher employed content analysis to examine the data obtained from interviews and focus group discussions. The analysis focused on identifying key issues, such as the stress experienced by pre-service teachers during their teaching practice, and the needs for resilience development among pre-service teachers. This approach aimed to gain insights into the challenges faced by pre-service teachers and their needs for enhancing their ability to cope with various teaching situations.
2. The researcher conducted a quantitative data analysis using descriptive statistics, including percentage, mean, and standard deviation. Additionally, the Modified Priority Needs Index (PNImodified) was employed to prioritize the needs. This method involves calculating the difference between the expected condition (I) and the current condition (D), divided by the current condition (D), using the formula  $PNImodified = (I - D) / D$  (Wongwanich, 2015, p. 279).

## **Research Results**

### **Qualitative Research Findings**

The results of the interviews with supervising lecturers revealed that all participants agreed on the significance of resilience for pre-service teachers. The pre-service teachers often experience stress, anxiety, and pressure during their teaching practicum, stemming from both their workload responsibilities and interpersonal interactions within the school environment. It was suggested that promoting or developing resilience would help pre-service teachers manage their emotions, adapt to challenges, and recover from stressful circumstances. This would enable them to overcome difficulties and return to their normal functioning more effectively. In addition, the supervising lecturers prioritized the needs for promoting or developing resilience. Among the various components of resilience, problem management was identified as the most important area requiring development. Problem management refers to the pre-service teachers' ability to identify and address problems that arise during their practicum. This competency involves recognizing issues encountered during teaching

practice, analyzing the root causes, developing appropriate solutions, and implementing preventive strategies to avoid recurrence. Enhancing this skill is seen as a key component in strengthening pre-service teachers' resilience.

The results of the interviews revealed that pre-service teachers faced several challenges:

- 1) Stress and Anxiety from managing heavy workloads and adapting to a new role with high expectations. One participant shared, "We are afraid of not teaching well and of not helping students understand."
- 2) Classroom Management Issues were experienced by many pre-service teachers, particularly in managing student behavior, especially in large classrooms. Maintaining emotional control and discipline within the classroom was a significant challenge. One participant stated, "Classroom control is very difficult when the students don't listen and make noise."
- 3) Lack of Self-Confidence: Some pre-service teachers expressed feelings of insecurity in their teaching abilities or confusion when planning lessons. One participant noted, "Sometimes I'm not sure if the content I teach will be understood by the students."
- 4) High Expectations from Supervising Teachers: Supervising teachers often had high expectations for pre-service teachers' performance, which could lead to pressure and discomfort, preventing them from fully demonstrating their potential. One participant remarked, "Supervising teachers expect us to perform well all the time, which makes us feel stressed."
- 5) Lack of Communication Skills: Communication with students and clearly explaining content were noted as difficulties for some pre-service teachers, particularly when dealing with students of varying abilities and skills. One participant said, "Sometimes, I don't know how to explain things in a way that students can easily understand."
- 6) Time Management: Some pre-service teachers struggled with time management, which hindered their ability to prepare lessons effectively or to complete assessments on time. One participant commented, "Sometimes I don't finish my homework because I have too much preparation for teaching."
- 7) Lack of Support: Some pre-service teachers felt that they lacked support from supervising teachers or colleagues, which led to feelings of isolation during their practicum and a lack of confidence in decision-making. One participant mentioned, "Sometimes, I want to ask my supervising teacher for advice, but I'm unsure if I will receive the support I need."

Furthermore, the pre-service teachers prioritized the development of resilience, with a particular emphasis on problem management. Problem management is a critical process in developing resilience in individuals or organizations. This process enables the identification and resolution of issues quickly, enhancing flexibility in adapting and recovering from challenging situations. It also strengthens decision-making skills and reduces stress, helping individuals feel more confident and better equipped to handle challenges effectively. These aspects are crucial in fostering long-term, sustainable resilience. For example 1) pre-service teachers who face challenges in classroom management can utilize problem analysis to reduce stress and find effective solutions. This may involve adjusting lesson plans or seeking advice from supervising teachers to improve their approach. 2) pre-service teachers experience high levels of pressure, particularly when being evaluated by supervising teachers. Strategies to address this include effective time management to avoid stress from lesson preparation or other tasks, engaging in relaxation activities to alleviate stress and creating a support system with fellow pre-service teachers and supervising teachers for sharing experiences and advice.

## Quantitative Research Findings

The results of the assessment of pre-service teachers' needs for developing resilience, based on a survey conducted with 256 students, are presented in the table below.

**Table 1**

*Needs Assessment for Developing Resilience in Pre-service Teachers*

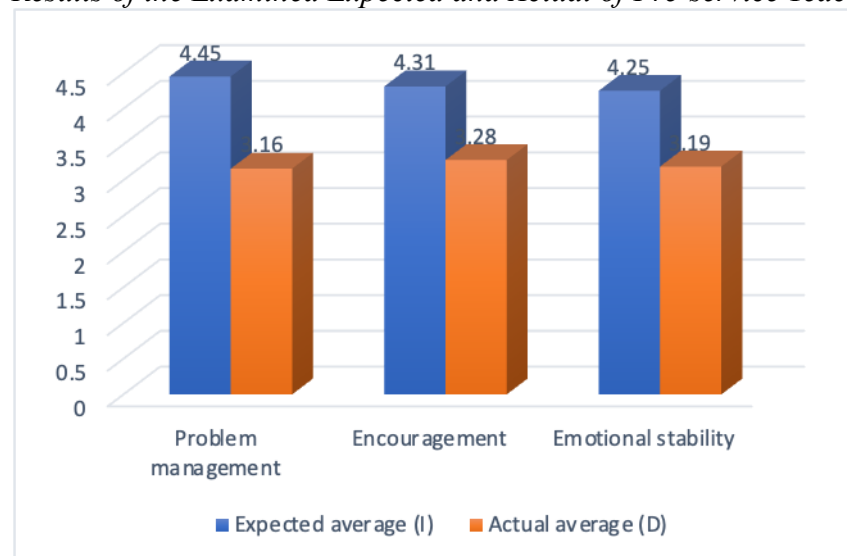
Resilience	Expected average (I)	Actual average (D)	PNImodified (I-D)/D	Sequence
Problem management	4.45	3.16	0.41	1
Encouragement	4.31	3.28	0.31	3
Emotional stability	4.25	3.19	0.33	2

From the table, when considering the essential needs for developing resilience in pre-service teachers based on the analysis of the Modified Priority Needs Index (PNImodified), it was found that problem management had the highest priority index value (0.41), followed by emotional stability (0.33) and encouragement (0.31), which ranked third in terms of priority.

The research findings can be visualized in a graph, as shown in the figure.

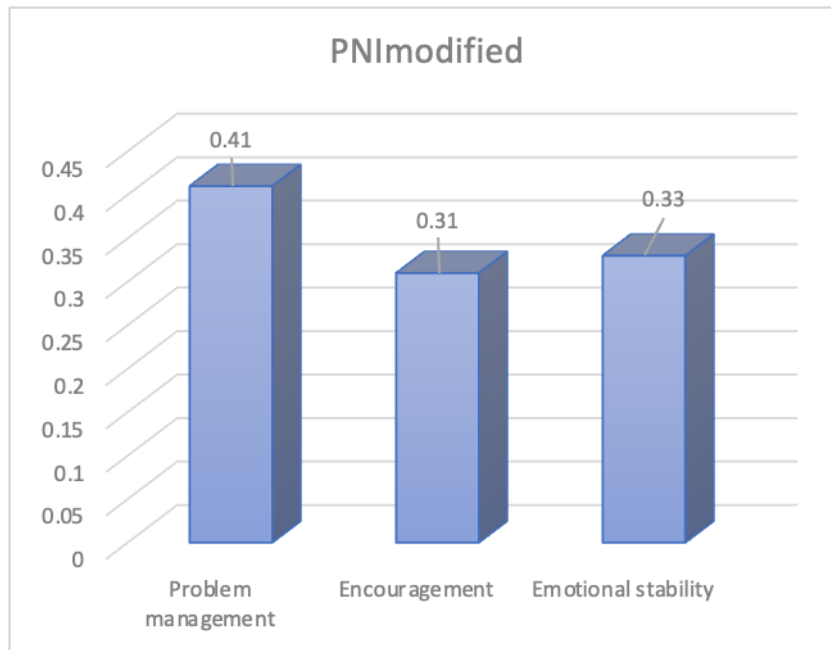
**Figure 1**

*Results of the Examined Expected and Actual of Pre-service Teachers' Resilience*



**Figure 2**

*Results of the Needs (PNImodified) to Develop the Resilience of Pre-service Teachers*



### **Research Conclusion**

1. The qualitative study showed that the pre-service teacher at present needed the enhancement in resilience, especially in the problem management.
2. The quantitative research findings from questionnaire revealed that pre-service teachers' problem management in actual conditions was lower than expected. Among the prioritized needs, problem management required the most development, followed by emotional stability and encouragement.

### **Research Discussion**

The results of both qualitative and quantitative research indicate that pre-service teachers have a significant need to develop resilience, with a primary focus on improving problem management, followed by emotional stability and encouragement in that order. Problem management is a crucial skill for pre-service teachers as it aids in developing the ability to handle various challenges that arise during the teaching process. Learning problem management enhances skills such as decision-making, establishing positive relationships in the classroom, self-confidence, flexibility in adjusting teaching strategies, and resilience in recovering from failures. The development of these skills will contribute to their effectiveness as teachers, enabling them to solve problems and improve their teaching approaches in the future (Goleman, 1995).

Strategies for Developing Problem Management Skills in Pre-Service Teachers (Fletcher 2010; Masten, 2001):

- 1) Handling Unexpected Situations: Pre-service teachers often encounter unpredictable situations, such as dealing with students who exhibit challenging behavior or encountering unexpected events in the classroom. Problem management enables pre-service teachers to handle these situations effectively without losing confidence.

- 2) **Decision-Making Skills:** Pre-service teachers need to make appropriate decisions to solve problems, such as determining the best teaching method for students with diverse needs or resolving issues that arise during instruction.
- 3) **Building Self-Confidence:** Developing problem management skills helps pre-service teachers manage challenges more effectively, which boosts their confidence in teaching and allows them to adapt more easily to different situations.
- 4) **Building Positive Teacher-Student Relationships:** Pre-service teachers can creatively resolve problems or conflicts with students, which helps build positive relationships and enhances the learning environment.
- 5) **Learning and Developing Flexibility:** Pre-service teachers must be able to adapt to unexpected situations, such as adjusting teaching strategies when challenges arise in the classroom. Problem management helps them develop flexibility in teaching and adjusting strategies to achieve the best outcomes.
- 6) **Recovery from Failure:** When problems or failures occur during teaching, pre-service teachers can learn from these experiences and refine their methods for future teaching.

Emotional stability refers to the ability to regulate emotions and manage stress or difficult situations in an appropriate and effective manner. Emotional stability is especially important for pre-service teachers, as they often face numerous challenging and complex situations in the classroom. The ability to control emotions helps pre-service teachers manage stress, anxiety, and various challenges that may arise. Pre-service teachers with emotional stability can maintain self-control, even in stressful situations. For example, when students exhibit inappropriate behavior, maintaining calm and not reacting emotionally can help improve the situation and allow for thoughtful, impartial decision-making.

Encouragement is a form of emotional and psychological support that enhances confidence, expressiveness, and resilience among pre-service teachers. During their practicum, pre-service teachers often experience anxiety; however, receiving encouragement from mentors or colleagues can significantly boost their confidence in decision-making and self-expression. Additionally, positive reinforcement such as praise, understanding, or even short encouraging remarks can substantially reduce stress levels. Encouragement helps pre-service teachers believe that “they can do it” and fosters a willingness to learn from mistakes—an essential factor for continuous development. When student teachers feel accepted and valued, they tend to form a positive self-image as future educators and are more likely to pursue a long-term teaching career (Ryan & Deci, 2000).

### **Recommendation**

Recommendations for Teacher Education and Stakeholders:

1. Developing pre-service teachers at Srinakharinwirot University in problem management should be prioritized, as students identified it as their most needed competency.
2. Teacher education stakeholders in each faculty should design competency development activities that align with the specific characteristics and needs of their students, in order to effectively address their essential developmental needs.
3. Teacher education stakeholders analyzed the causes of pre-service teachers’ needs for resilience development to inform policy and practice by identifying appropriate strategies to support resilience-building efforts.



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