

CHAPTER 2

LITERATURE REVIEW

This chapter reviews some previous literature related to the topic of this study. The review of relevant literature consists of 2 parts:

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2.1 Theoretical Framework

2.1.1 A Brief Overview of Psychology

2.1.1.1 The Definition of Psychology

Although the science of psychology is only about a century old, the term “psychology” has been variously defined.

Todford and Sawery define “psychology” as “the science of human behavior or as the science of the experiences and activities of human beings” (7-8). They also argue that the basic unit in psychology is one human being, or organism, functioning as an integrated system, which includes such activities as perceiving, thinking, conceiving and feeling (9).

Kagan and Havemann define “psychology” as “the science that systematically studies and attempts to explain observable behavior and its relationship to the unseen mental processes that go on inside the organism and to external events in the environment” (9).

Wrench defined “psychology” as “the study of human experience and behavior based on research with animals and with technologically advanced cultures” (6).

Isaacson et al. define “psychology” as the science which is concerned with the study of behavior (6-7). They also argue that there are two areas of psychology, which are theoretical psychology and applied psychology. Theoretical psychology is utilized by psychologists in an attempt to understand the basic functions and organization of individual differences. Applied psychology is utilized by psychologists to study man in the real world in order that they can understand the application of psychological knowledge to behavior. They study man in his natural environments - at home, at his job, and in the marketplace (8-9).

However, “psychology” has been commonly defined as the science that systematically studies and attempts to understand and describe human behavior and the mind. It represents an integrated system which includes all human beings. Psychologists utilize the science of psychology to help them understand human behavior and individual differences.

2.1.1.2 Research in Psychology: Some Examples

Psychology is the study concerned with all of the activities and behavior of a total person. Many researchers have applied or created psychological theories and methods as a conceptual framework in order to understand and explain behavior, the mind and cognitive thinking of human beings or animals.

In an attempt to analyze and understand a learning system the psychologist, Wolfgang Kohler, conducted naturalistic learning experiments with chimpanzees using theories of learning as a framework, which was described in a book entitled *The Mentality of Apes*. He concluded that the chimpanzees did not learn by blind trial and error as general theories of learning, at that time, postulated. In contrast, Kohler determined that chimpanzees were able to analyze relationships and think out solutions to problems. Kohler labeled this type of learning “insight learning”. However, the interpretation of Kohler’s results was not clear as he did not know the history of his animals before he began experimenting with them (qtd. in Wrench 2).

Another psychologist, Harlow, described a series of experiments in which he had raised young monkeys with artificial mothers of various kinds. One of the results was that the young animal developed normal affectionate responses to a mother produced from terry cloth, but not to a mother with clothes made of wire, while it created slight difference whether or not the artificial mother provided milk. He so inferred the results of the experiment to a theory as an explanation of human behavior; that is, the attachment of infants to their mothers was based on “contact comfort” rather than her provision of food (673-685).

Aronson and Carlsmith also studied young children’s behavior using a theory about the way people resolve inconsistencies between their actions and their attitudes as a framework. They studied methods of producing a “taboo” in young

children by a method based on the theory that if a person commits himself to a course of action that is inconsistent with one of his attitudes, then he/she is likely to change his/her attitude to align with his/her behavior. Their study found that the best way to teach a child a taboo is to use a minimum threat which will lead to obstructing the performance of the undesirable act (584-588).

Binet developed the first standardized method of mental testing in order that he could measure mental capabilities of retarded children. He was commissioned to develop a method for identifying mentally retarded children so they could be educated more economically and effectively in special programs. His mental tests have been used to predict many aspects of human behavior, and have been successful in predicting success in school, and industry, and the military (qtd. in Isaacson et al. 11).

It can be concluded that since psychology is concerned with all behavior and activities of a human being, psychological theories or methods can be utilized as theoretical frameworks to understand, predict or describe human behavior. Thus, in order to understand behavior, cognitive thinking, and the mind of a resilient child such as the protagonist, Kamphol Changsamran, psychological theories related to resilience are applied as the theoretical framework in this study.

2.1.2 The Nature of Resilience

Many scholars have defined the terms of resilience and identified protective factors that affect individual resilience.

Dacey and Kenny define resilience as the ability to cope with life adversities by individuals (365). Likewise, Masten et al. describes the term “resilience” as a good outcome despite high risk factors, sustained competence under threat, and recovery from trauma (qtd. in Young-Eisendrath 202).

Benard identified in his article "Fostering Resilience in Children" that resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk and adversity. Moreover, she also mentioned that the protective factors which may change or reverse negative outcomes and enable individuals to avoid life stressors and manifest resilience despite risk, can be grouped into three major categories: caring and supportive relationships, positive and high expectations, and opportunities for meaningful participation.

Rutter describes resilient individuals as possessing self-efficacy, self-esteem, and a range of problem-solving skills (607). Masten and Garmezy mentioned that the protective factors that help promote resilience are composed of: stable care, problem-solving abilities, attractiveness to peers and adults, manifest competence and perceived efficacy, identification with competent role models, playfulness and aspiration (qtd. in Haggerty et al. 14).

Jacelon classified resiliency characteristics into three groups: (1) personal predisposition activity levels, social responsiveness and autonomy; (2) warm, supportive family environments; and (3) extra-familial peer and adult support sources and positive role models (123-129).

Garmezy identifies resilience factors that help children who have faced many life difficulties. The first component is personal factors which deal with temperament, responsiveness to others, and cognitive skills; the second component is characterized by caregiving styles of parents or relatives, which reflect competence, provide guidance and warmth; and the last component is external support coming from a teacher, neighbor or institutional structure that provides support and counsel (464).

In the paper series, “A Guide to Promoting Resilience in Children: Strengthening the Human Spirit”, Grotberg explains the concept of resilience from his collective data gathered from the International Resilience Project, which aimed to explore the concept of resilience from international perspectives. He found that there are three dimensions of resilience: “I Have”, “I Am” and “I Can”, and can be described as follows:

External support and resources are identified as the “I Have.” These resources that promote resilience include the trusting relationships and unconditional love from parents and primary care givers, structures and rules at home, positive role models, and access to health, education, welfare and security services.

Internal strengths, identified by Grotberg as the “I Am,” are described as being temperamentally loving, empathic, and altruistic; proud, autonomous and responsible; filled with hope, faith, and trust; possessing positive memories of love, having respect for oneself and others and being respected in return, and being happy to help, to share and responsible for own action.

The last factor of resilience is identified as the “I Can” which includes social and interpersonal skills. Grotberg argues that these skills result from the ability to express thoughts and feelings to others, think through intellectual problems with good problem-solving skills, maintain control over one’s feelings and actions, know when and how to find help, or how to take the right actions in order to help develop themselves.

It can be concluded that “resilience” refers to the process of successful adaptation and transformation in spite of risks and adversities affected by a set of protective factors. However, although the protective factors of resilience are widely defined, there are only some protective factors related to the successful adaptation of



children in spite of adversities that are applied as the conceptual framework in this study.

2.1.2.1 Social Supports as a Protective Factor

Robert S. Weiss defined social support as the fulfillment of basic needs by others. He proposed six different pertinent needs that were met by maintaining relationships with others: the security associated with close relationships; the sense of belonging to a group of people with similar interests and concerns that comes with social integration; the reassurance of self-worth that comes with the recognition of one's skills and competency; received guidance from peers such as advice and information; reliable alliances and the knowledge that another will offer unconditional assistance in times of need; and the opportunity to provide support in return (qtd. in Cutrona 3).

According to Cobb, "social support is defined as information leading the subject to believe that he is cared for and loved, esteemed, and a member of a network of mutual obligations." (300). Cobb proposed three classes of social support which are emotional support, esteem support, and social support which can be explained as follows:

Emotional support is the knowledge that one is cared for and loved, which is transmitted in intimate situations involving mutual trust such as support from family, peers, one's community. Esteem support is defined by Cobb as the knowledge that one is valued and respected. This kind of information is most effectively proclaimed in public and leads the individual to respect himself and reaffirm his sense of personal worth. The last class is social support which is the sense that one is treated as a member of society and pertains to goods and services that are available to any



member on demand, and includes information about the accessibility of services that are only occasionally needed, e.g., equipment, specialized skills, technical information (300-312).

Garmezy et al. argues that social support received by children is one important resource that protects them against the negative effects of life stressors (qtd. in Belle 277). Likewise, Cobb argues that social support can protect people in crisis from a wide variety of disordered states such as low birth weight, arthritis, tuberculosis, depression, alcoholism, and the social breakdown syndrome. In addition, social support may reduce the amount of medication required, accelerate recovery, and facilitate compliance with prescribed medical regimens (300).

A person's support network can be divided into five groups (Pender 396-397). The first group is a natural support system which includes family and relatives. It provides the person with a source of values, belief, behavioral pattern, interaction, and experiences in life. The second group is a peer support system; it is what a person receives from an experienced person who is good at understanding what people want, is able to convince people easily, and bring the person to success in any bad situation in life. The third group is a religious organization or denomination support system which are sources for such people as monks, and priests, who a person can meet and exchange their beliefs, values, advice for living, teachings, and customs/traditions. The fourth group is a health professional support system that will become an important source to help people when the support from family, close friends and peers is not enough. The last group is an organized support system which comes from volunteer groups and self-help groups to help change a person's behavior in a constructive way.

Given the different theories and definitions, the experts would agree that social support refers to the information or access leading the subject to believe that they are cared for and loved, and being a part of a network of mutual responsibility. According to Cobb, social support can be classified into three groups which are: emotional support, the sense one believes to be cared for and loved; esteem support, the sense that one is valued and respected, which is proclaimed in public or by members of the community; social support or networks, the sense that one is treated as a member of society which includes the accessibility of goods and services available to any member on demand. Also, Pender defined the five groups of a person's support network as natural support system, peer support system, religious organization or denomination support system, health professional support system, and organized support system. The social support received by children is also an important resource that protects them against the negative effects of life stressors.

2.1.2.2 Perceived Self-Efficacy as a Protective Factor

The construct of self-efficacy was first introduced by Albert Bandura who uses Social Learning Theory as a conceptual basis for analysis. Bandura defined perceived self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances, which are concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses." (qtd. in Lenz and Shortridge-Baggett 10).

Bandura argues that self-efficacy judgment influences one's choice of activities and environmental settings, and when having difficulties, people have serious doubts about their capabilities and reduce their efforts or give up altogether, whereas those who have a strong sense of efficacy exert greater effort to master the

challenges (“Self-efficacy: Mechanism in Human Agency” 123). He also argues that self-efficacy may influence thinking patterns in human functioning, such as in daily life. People may anticipate threatening situations and how they will control their responses to those events. Those individuals who have a strong sense of efficacy will visualize themselves to be successful in their attempt to achieve their goals. Whereas those who have low self-efficacy will visualize themselves as failing, and will reflect the possible events which will lead them to failure (“Self-efficacy: Toward a Unifying Theory of Behavior Change” 191-215).

Bandura proposed four principal sources of self-efficacy as follows (“Self-efficacy: Mechanism in Human Agency” 126-127):

Performance attainments or enactive attainments provide the most influential source of efficacy information. This source is based on past personal experiences or authentic mastery experiences. Successes heighten a sense of self-efficacy for that task, whereas repeated failures can lower a sense of self-efficacy, especially if failures occur early in the course of events and do not reflect lack of effort or adverse external circumstances.

Vicarious experiences are sources based upon seeing others perform similar tasks successfully; which can raise efficacy expectations in observers. The observers then judge that they too possess the capabilities to master similar activities. Competent models also teach observers effective strategies for dealing with challenging or threatening situations.

Next, verbal persuasion is used to get people to believe they possess capabilities that will enable them to achieve what they seek. Persuasive efficacy influences have their greatest impact on people who have some reason to believe that they can produce effects through their action. Persuasive boosts in self-efficacy lead

people to try hard enough to succeed. Such influences promote development of skills and sense of personal efficacy. This source can influence self-efficacy when others suggest that the individuals have the capabilities to successfully master a task (“Self-efficacy: Toward a Unifying Theory of Behavior Change” 191-215).

Physiological state refers to an interpretation of one’s physiological state when exposed to a situation which can influence self-efficacy. Individuals will read their visceral arousal in stressful and interpretation situations as a threatening sign. Since high arousal usually weakens performance, people are more inclined to expect success when they are not troubled by aversive arousal than when they are tensed and viscerally disturbed, including activities involving strength and toughness. In this case, people will interpret their exhaustion, aches and pains as indications of physical inefficacy.

Thus, according to Bandura, there are four principal sources of self-efficacy that influence thinking patterns and determination in humans. In response to threatening situations, humans engage the following strategies: performance attainments or enactive attainments; vicarious experiences; verbal persuasion; and physiological state. He also argued that the perception of a strong sense of self-efficacy would help the person to put forth his best effort and effectively respond to the threatening events.

2.1.2.3 Life-Coping Skills as a Protective Factor

Garmezy and Rutter argued that “coping normally refers to an active process which occurs in the course of attempting to adapt to environmental conditions that have stress as a major component” (107). Lazarus and Folkman defined coping as “constantly changing cognitive and behavioral efforts to manage specific external

and/or internal demands that are appraised as taxing or exceeding the resources of the person” (141).

When a person appraises the stimulus and situation as stressful, he/she will choose the management strategies and resources to cope with the stressful situation. There are two major functions of coping strategies, which are: emotional-focused coping and problem-focused coping (Lazarus and Folkman 150-153).

Emotional-focused forms of coping are coping methods directed at managing an emotional response to the problem. Generally, emotion-focused forms of coping are likely to occur when there is an appraisal that nothing can be done to modify harmful, threatening or challenging environmental conditions. Certain forms of emotion-focused coping lead to a change in the way an encounter is interpreted without changing the objective situation by modifying the meaning. For example, “I decided there are more important things to worry about”; “I considered how much worse things could be”; and “I decided I didn’t need him nearly as much as I thought”. In each case the threat is diminished by changing the meaning of the situation. Another emotion-focused coping strategy is “self-deception”, which is always a potential feature of this type of coping process. Since emotion-focused coping is used to maintain hope and optimism, to deny both fact and implication, to refuse to acknowledge the worst, to act as if what happened did not matter, and so on; these processes lend themselves to an interpretation of self-deception or distortion of reality. However, the meaning of the situation remains the same. Another option involves behavioral strategies such as engaging in physical exercise to get one’s mind off a problem, meditating, having a drink, expressing anger, and seeking emotional support that can lead to reappraisals.

Problem-focused coping strategies are coping methods directed at managing or altering the problem causing the distress. These forms of coping are more probable when the conditions are appraised as responsive to change. The coping strategies that are directed at the environment are strategies for altering environmental pressures, barriers, resources, procedures, etc. The coping strategies that are directed at the self are strategies which are related to motivational or cognitive changes, such as shifting the level of aspiration, reducing ego involvement, finding alternative channels of satisfaction, developing new standards of behavior, or learning new skills and procedures. Both groups of problem-focused coping strategies are aimed at eliminating the threatening situation.

However, in a very stressful situation a person tends to employ emotional-focused forms of coping more often than problem-focused strategies, whereas, if a person appraises the situation as psychological stress, he/she is more likely to use problem-focused strategies for coping (Lazarus and Folkman 81-94).

The way people actually cope depends not only on the person and environment but also on the resources that are available to them, and the limitations that obstruct the use of these resources in the context of the specific confrontation. Lazarus and Folkman identified major categories of resources as follows (159-164):

Resources that are the primary features of a person include:

Positive beliefs as a psychological resource are included in specific beliefs that serve as a basis for hope and that sustain coping efforts in the face of the most adverse conditions. Examples of these beliefs include the generalized belief that outcomes are controllable, that one has the power to affect such outcomes, that a particular person (e.g., a doctor) or program (e.g., treatment) is efficacious; positive beliefs about justice, free will, or God; beliefs about personal control and mastery;



commitment (as the more motivational quality of commitments) has an effect that generates hope; the same as positive beliefs which help sustain coping effort in the face of obstacles.

Problem-solving skills include the ability to search for information, analyze situations in order to identify the problem and then generate alternative courses of action, weigh alternative courses of action with respect to desired or anticipated outcomes, and select and implement an appropriate plan of action.

Social skills refer to the ability to communicate and behave with others in ways that are socially appropriate and effective.

Resources that are more environmental and include social and material resources:

Social support is defined as an environmental resource. Having people from whom one receives emotional, informational, and/or tangible support can be resources that influence a person's way of coping: emotional support is the provision of commitment, confidence, trust, a sense of being loved and cared for; informational support is the provision of information, advice, feedback on individual's action, a sense of belonging to society; tangible support is included care giving, help with one's work (Lazarus and Folkman 243-251).

Material resources refer to money and the goods and services that money can buy. This kind of resources greatly increases the coping options in almost any stressful transaction because they provide easier and often more effective access to legal, medical, financial and other professional assistance.

Thus, problem-coping skills are used in the course of a person's active attempt to adapt to stressful environmental conditions. Lazarus and Folkman proposed two major functions of this coping process which are problem-focused coping and

emotional-focused coping. They also mentioned five resources that the person uses in order to deal with stressful situations which are positive beliefs, problem-solving skills, social skills, social supports, and material resources.

The three theories stated above are used as a theoretical framework to analyze the factors that support the main character, Kamphol Changsamran, and their ability to cope with hardships in life without familial or parental support.

2.2 Previous Studies Involving Resilience, Protective Factors Affecting Resilience and the Novel *Changsamran*

The previous studies on resilience and protective factors affecting resilience in children, adolescents or adults were conducted in many different areas.

According to the study on *Coping with Stress* by Katz, it appears that excessive stress, in the case of preschoolers, may result in illness, poor sleep, regression to earlier behavior patterns, poor concentration, increase whining and crying, restlessness including being antisocial and being unresponsive to the friendly overtures of others. Katz indicated that children differ in their resilience and in how long it takes them to bounce back after stressful life events. Boys have been found to be more sensitive to stress reactions than girls. Children seem to cope better with stress when they have a high sense of self-esteem and they also learn coping strategies by observing others around them. However, in the case of preschool children, they still have a limitation of capacity to analyze and formulate strategic plans for coping with stress; adults can help by listening to the child's expression concerning stressful events, and offering understanding, support, or reassurance to the child.

Another study by Benard and Marshall on *A Framework for Practice: Tapping Innate Resilience* aimed to identify the framework for tapping into resiliency

of students or family, school and community systems. They used this research-based planning framework for tapping into resilience to train school and community teams to implement the resilience model. Benard and Marshall argued that the essential planning scope of the study was in order to tap into resilience within individual, family, school and community systems and examine individual and systemic beliefs, the conditions of empowerment, operational strategies, and individual and societal outcomes. They explained that in order to create the nurturing environment that taps innate resilience, adults or staff must believe in youth's innate capacity for change. Also, creating an environment to tap into resilience in those systems should be done by stimulating caring relationships that provide love and support, compassion and trust; stimulating high expectations that convey respect, provide guidance, and build on the strengths of each person; stimulating opportunities for participation and contribution that provide meaningful responsibilities, a sense of ownership and belonging. Benard and Marshall also addressed the measures of change as positive developmental outcomes that indicated transformation among children and adults. Examples of positive developmental outcomes are things such as caring, empathy, belief in a bright future, having problem-solving skills; and thus successful societal effects at the school or community level as there would be the subsequent reduction of problem behaviors such as substance abuse, teen pregnancy, and violence.

According to Masten's resilience research results in *Children who Overcome Adversity to Succeed in Life*, the competence and resilience of 205 Minneapolis children, 114 girls and 91 boys, 27 percent of whom were minorities, typical of children attending urban school at the time were studied. Extensive information was gathered about the lives of these children including information about their competence, the adversity they faced throughout their lives, and individual qualities

that might have made a difference for them. It was found that children who succeeded in the face of adversity had more internal and external resources, particularly in the form of good thinking skills and effective parenting. Resilient children were good problem solvers, able to learn and pay attention, were close to adults in their lives who provided warmth, age-appropriate structure and high expectations including good self-esteem and feeling effective. Therefore, based on the research, in order to overcome adversity and succeed in life children need both internal protective factors, such as self-efficacy or self-esteem, and external protective factors, such as social supports and problem-coping skills.

In the study on *Relationship between Resilience, Perception of Life Adversities, Coping Strategies and Mental Health of University Students* by Penprapa Parinyaphol (เพ็ญประภา ปริญญาวด), she examined university students' resilience, perception of life adversities, coping strategies and mental health. The author discovered a relationship among these factors. Her research results revealed that resilience was positively related to mental health at the .01 significant levels, coping strategies were positively related to mental health at the .01 significance level, and perception of life adversities was negatively related to mental health at the .01 significance level. Also, resilience, perception of life adversities and coping strategies were the appropriate variables for a joint prediction of the subjects' mental health since it explained 29.3% of the mental health variance at the .01 significance level. Based on the research, it could be concluded that resilience and coping strategies correlated to good mental health. In contrast, the perception of life adversities factors related negatively to mental health.

Sujitra Somchit (สุจิตรา สมจิต) conducted a research on *The Relationships between Resilience Factors, Perception of Adversities, Negative Behavior, and*

Academic Achievement of 4th to 6th Grade Children in Thad-Thong, Chonburi, Thailand. The study aimed to explore the relationship between the three components of resilience factors; the influence of sex and age on resilience factors; and the relationship between resilience factors, perception of adversities, negative behavior, and academic achievement. Her study population was 267 school children whose ages ranged from 9 to 16 years old, who studied in the 4th to the 6th grade in Thad-thong sub-district, Chonburi, Thailand. The results revealed that the three components of resilience, which were composed of the children's external supports and resources; the children's internal strengths; and the children's social and interpersonal skills, had statistical interrelationships at the .001 level. Sex was a variable that influenced resilience factors. Girls were found to have higher resilience factor scores than boys. The children's negative behavior scores were positively related to their perception of adversity scores. However, the children's academic achievement scores were not statistically related to their perception of adversity scores, resilience factor scores or negative behavior scores.

Naranchaya Sriburapar (นรัญชญา ศรีบุรพา)'s research on *Relationship among Social Support, Coping Behavior and Stress of Staff Officers at Chiang Mai Drug Dependence Treatment Center*, studied the relationship between social support, coping behavior and stress of staff officers at Chiang Mai Drug Dependence Treatment Center. 139 staff officers were used as samples in the study. The study utilized questionnaires, social support tests, coping behavior tests and stress tests in order to collect research data. The results revealed that social support had a negative relationship to the stress of staff officers at Chiang Mai Drug Dependence Treatment Center at the .01 level of significance. Social support and coping behavior had a low relationship to stress, which mutually predicts at 14.6% significance at the .001 level.

However, there was no relationship between coping behavior and stress of staff officers at Chiang Mai Drug Dependence Treatment Center. Therefore, it could be said that social support and coping behavior are protective factors despite the stress.

Sirianattaporn Suwee (สิริอัมพร สุวี) conducted a research study on *Predictability of Self-Efficacy and Social Support on Coping Behavior of Adolescents in Amphoe Mueang, Changwat Chiang Mai*. She studied the relationship among self-efficacy, social support and coping behavior of 638 adolescents, who studied in government and private schools in Amphoe Mueang, Chiang Mai. Her study revealed that a positive correlation was found between self-efficacy and social support on superior coping behavior at the .05 level of significance, a negative correlation was found between self-efficacy and social support on inferior coping behavior at the .05 level of significance, and superior and inferior coping behavior could be predicted by self-efficacy and social support at the .05 level of significance. It could be concluded that having self-efficacy and social support led to superior problem-coping behaviors in adolescents.

Chompunuch Tachanatta (ชมพูนุช เดชะนัคตา) studied the relationship between self-efficacy and adversity quotient of high school and vocational students. In her research entitled “Self-Efficacy and Adversity Quotient of High School and Vocational Students in Amphoe Mueang Changwat Lampang”, 400 high school and vocational students in Amphoe Mueang Changwat Lampang were selected. The study utilized the following three measuring instruments: an individual factors questionnaire, a self-efficacy scale, and the adversity response profile. Her research found that the high school and vocational students with different grade point averages and preferences of watching and non-watching TV, differed in self-efficacy at .05 level of significance. For the students who were different in class levels, playing

sports differed in self-efficacy at .01 level of significance; the students with different grade point averages demonstrated .01 significantly different adversity quotient; and there was a positive relationship between self-efficacy and adversity quotient, of students at .01 level of significance. Therefore, it could be concluded that the different individual factors such as grade levels, grade point averages, and interested activities lead to different levels of self-efficacy and adversity quotient. In addition, there is a positive relationship between self-efficacy and adversity quotient which could be explained as a direct relationship between self-efficacy and adversity quotient. High self-efficacy leads to high adversity quotient; and in contrast, low self-efficacy leads to low adversity quotient.

According to *The Research Risk, Protection and Resilience in Children and Families* by the Centre for Parenting and Research, the study aimed to improve understanding of risk, protection and resilience when working with children and families. The research identified four domains of risks and protective factors which are children, family, school, and community. Risk and protective factors were associated with child's developmental outcome. It was found that a child's positive developmental outcomes are influenced by protective factors such as positive parent-child relationship and social skills. Whereas, a child's negative developmental outcomes are influenced by risk factors such as negative parent-child relationship, negative peer rejection and impoverished neighborhoods. The research presented risks and protective factors for children who experienced abuse and neglect such as, aggression, depression, anxiety, substance use, and school failure. However, some children showed positive adjustment and success because of protective factors that contributed to resilient functioning. Protective factors on an individual level related to a strong sense of personal control - the belief that one can control what happens to



oneself. Another level, related to family environment, dealt with parenting behavior like affection, support for autonomy, and broader family functioning, like family stability. The last level was related to emotional support from other important adults and high-quality peer friendships.

Robert E. Emery and Rex Forehand conducted a particularly compelling study on resilience on the psychological health of American children of divorce. In their research *Parental Divorce and Children's Well Being: a Focus on Resilience*, using resilience theory by Garmezy to classify groups of protective factors promoting resilience in children despite parental divorce, revealed two categories of protective factors: protective factors from family factors, and protective factors from extra familial support factors. The first group of protective factors from family factors was supportive parent-child relations or a trusting relationship between a child and adult, typically but not necessarily a parent or sibling relationship. The second group of protective factors from extra-familial support factors receiving at least some attention included grandparents, other relatives, day-care personnel and teachers and friends. In addition, another aspect of extra-familial support factors receiving some attention from group child-centered intervention whose components of interventions include support, providing information, discussion of feelings and social skills training (qtd. in Haggerty et al. 64-90).

In addition, the resilient literature was applied as a framework to study the protagonists' character and surrounding context in order to acknowledge the resilience of the protagonist in literary work, and the lifelike stories as well.

Janelle Mathis conducted a study on global literature that was available to English-speaking young readers in which the protagonist showed resilience in the face of difficult situations such as family or cultural conflicts, natural disasters, and

political situations. Her investigation, using 75 books representing 25 countries identified from significant award lists such as USBBY (The United States Board on Books for Young People)'s Outstanding International Books Annual List; the Notable Children's Books in the Language Arts Award List (selected by the Children's Literature Special Interest Group of the International Reading Association), World of Words (an online international literature site at www.wowlit.org), and various IBBY (The International Board on Books for Young People) lists, consisted of a combination of picture and chapter books chosen from various genres. The study aimed to acknowledge the potential of such literature and also examine agencies (which refer to the sense of empowerment that leads an individual to realize that he/she has a voice and the potential to take action in the variety of situations) the resilient protagonists demonstrate in the context of difficult situations. In her research entitled "Resilient Children in International Literature: Lessons in Strength and Agency", Mathis reveals that based on the protagonists' actions, dialogue, intent, relationships, ideological evidence, and family and cultural connections, the various instances of agency were clustered into three categories; personal agency, social agency, and ethnic/cultural agency. The research also showed that learning from characters in international literature had the potential to give young readers examples of identity development through situations that nurture one's personal, family, and cultural life. In doing so, this literature had the potential, as well, to teach about other members of the global community as they functioned within situations that called for their voice and action.

According to the article entitled "Literature which Demonstrates the Resilience of the Human Spirit" by Opal Elaine Moyer, characters of classic literature, "Jane Eyre", the title character of Charlotte Bronte's *Jane Eyre*, and

“Scarlett O'Hara”, of Margaret Mitchell's *Gone With The Wind*, were selected as examples of resilient characters. Moyer said that in *Jane Eyre*, Jane Eyre had to get through cruelty, illness, and the death of a person whom she loved. On the other hand, in *Gone with the Wind*, Scarlett O'Hara had to get through destruction, poverty, starvation, death and three failed marriages that she had endured. Moyer mentioned that the character, Jane Eyre, relied on her faith in God to overcome the sufferings brought by the many losses in her life, while Scarlet O'Hara relied on her own cunning and wit to pull her through. Moyer concluded in her article that both characters in the literature overcame hardships in their own ways, but they overcame their hardships through resilience nonetheless. In addition, both characters are fine examples of how the human spirit can fall into hardships and always bounce back with positive outcomes.

Not only resilience and protective factors affecting resilience were researched; literary aspects of the novel *Changsamran* were also studied.

Areeya Hutinta (อารีษา หุตินตะ) analyzed Duanwad Pimwana's *Changsamran* by focusing on its subject matter and presentation style. In her study entitled *The World is Sad but They are Still Smiling: Common Lives of the Khun Mae Thong Chan Housing Community* presented that although *Changsamran* presented ordinary life styles of people in an ordinary community, its subject matter, plot, characterization, and presentation of themes created meaning and essence to the novel. She also mentioned that the story narrated through the eyes of the boy, Kamphol Changsamran, the main character, created a distance between the author and characters but it supported a relationship between the characters and readers as well. Moreover, the writing techniques with which the author described the story by combining drama scenes together with humorous scenes made the readers acknowledge that they were



reading the novel, not the true story. These elements and distinct styles of presentation provided space for original groundbreaking and writing techniques.

Ornjira Atchariyaphaiboon (อรจิรา อัจฉริยไพบูลย์) analyzed four outstanding aspects of language usage including words, sentences, literary styles and figurative languages in *Changsamran* by using documentary research as the research methodology. In her study entitled *An Analysis of the Art of Language Usage in Changsamran*, many aspects of word usage were discovered as words of feeling, movement, light, color, sound, smell, taste and feeling; extraordinary words; rhyming; repetition; synonym; verse; word maker; antonym; foreign language; spoken language; impolite words; and connection omission. Moreover, for sentences, a number of techniques were used such as sentence structure balancing, contrastive sentences, emphasizing sentences, concluding sentences, interrogative sentences, foreign expressions, passive sentences and repetition. Furthermore, her study also found three aspects of literary styles in the novel which were descriptive, narrative and example illustration and for figurative languages, it was found that the use of metaphor, simile, personification, onomatopoeia and paradox played an important role on the quality of the novel and supported it to becoming the S.E.A. Write-Award novel.

The previous studies mentioned here are studies related to resilience, protective factors affecting resilience in children and the novel *Changsamran*. However, most of resilience and protective factors researchers focus their studies on real humans, and although some of them focus their studies on the protagonists in literary works, they only reveal the surrounding contexts of the protagonists and the senses of empowerment that the protagonists demonstrated. Likewise, the novel *Changsamran* was selected to study but its analysis was focused on aspects of

linguistics, writing techniques, or presentation of themes. Thus, unlike the previous studies, the study in this research will focus its interest on protective factors that help the protagonist to cope with his hardships in life in a positive way as a case study of social studies.